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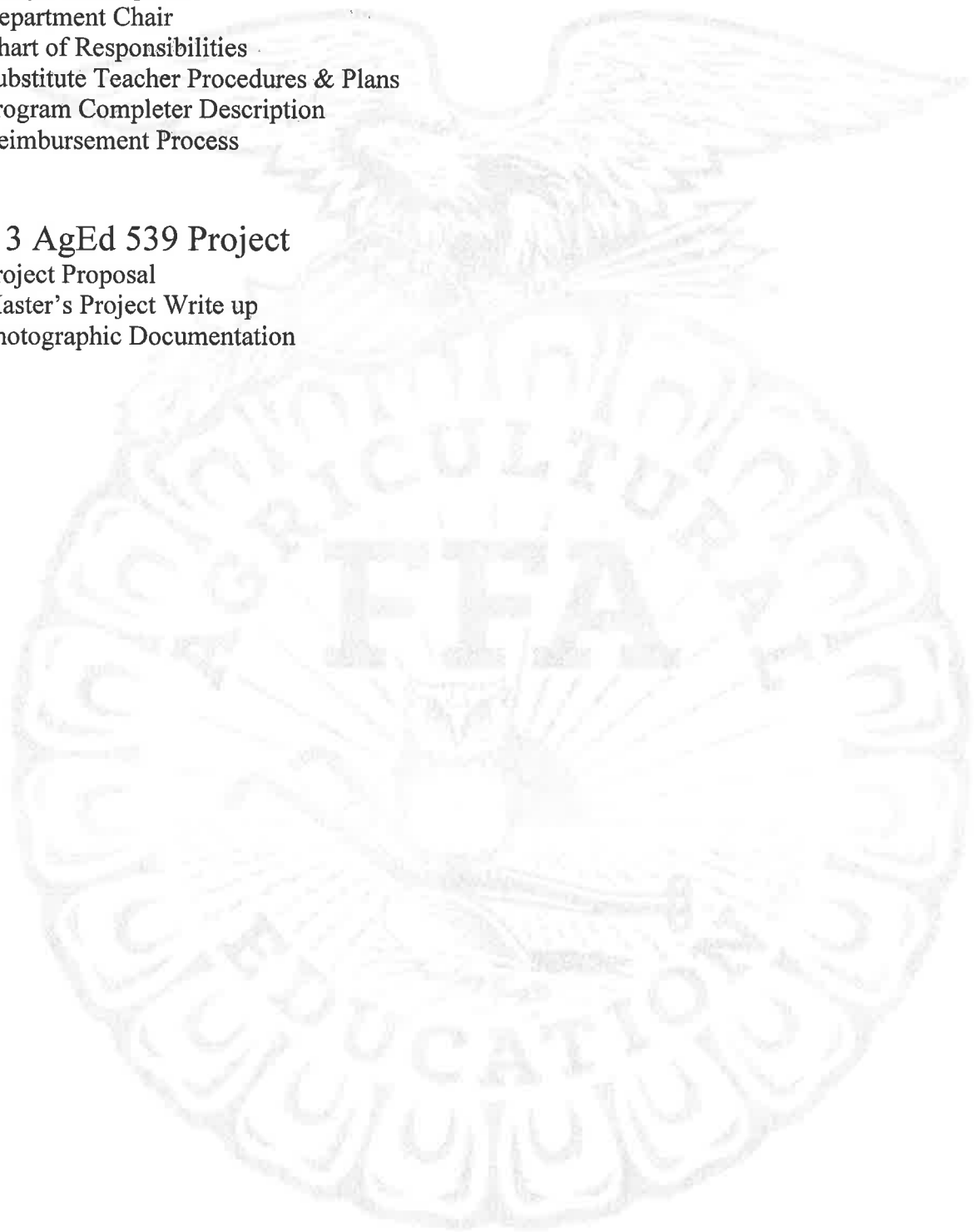
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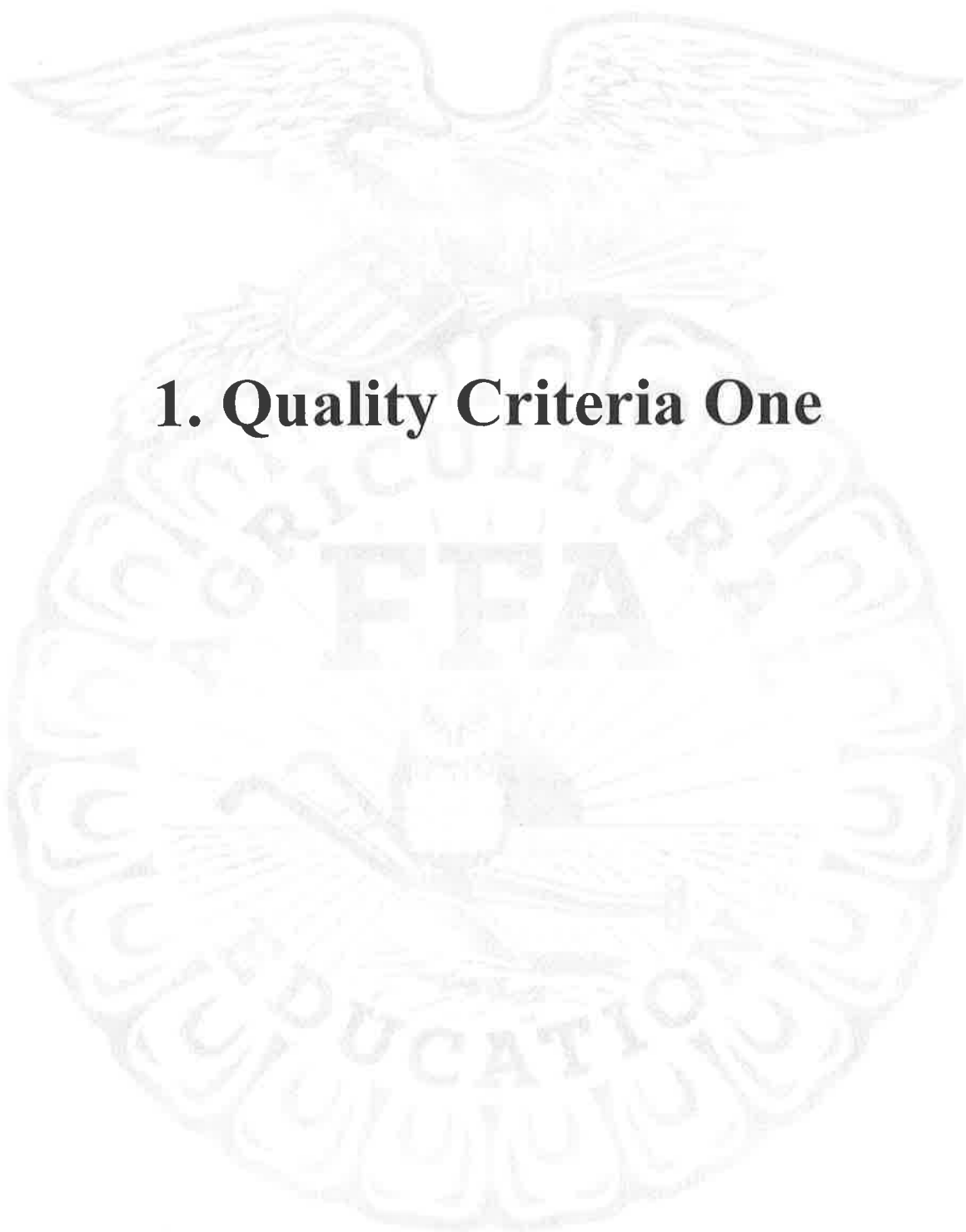




*Heritage High School Agriculture
Education Department*



*Part One:
Responses to Quality
Criteria 1-12*



1. Quality Criteria One

Quality Criteria 1

Curriculum and Instruction

Heritage High School's agriculture department has six career pathways approved by our district, which include veterinary science, plant science, floriculture, agriculture science, agriculture technology, and agriculture business. In each course listed in our pathways, we require our students to complete work at the same rigor level as any other UC-approved coursework. Every student in our school is provided a Chromebook for daily use of technology in the classroom, which is utilized frequently in our classes. Our Agricultural Research Center, which is our year-round working farm, serves as a living laboratory for our courses. Students can receive up-to-date technical training within their projects on the farm with new-age equipment.

Quality Criteria 1A

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

Every class offered in Heritage's agriculture program include four components in the makeup of a student's grade: classroom work, laboratory and project grades, test and assessment grades, and FFA participation.

All of our courses fall into six different pathways, and all of which are UC-approved classes in either Areas A, D, E, F, or G. These classes also align with graduation requirements for our district. These classes are interdisciplinary in nature, and often follow the standards outlined in the Next Generation Science Standards, as well as the older state standards, such as the Life Science and Career Technical Education Standards, depending on certain classes' pacing calendars. (See Pacing Calendar in Part 2) Although our district has six approved agriculture pathways "on the books," we as a school site only offer classes in five out of the six pathways. By virtue of being enrolled in the class, students have the opportunities to further their agricultural education by participating in supervised agricultural experiences (SAEs) outside of class time that can be related to the coursework in which they are currently engaged.

All students in our program are expected to have an SAE in some shape or form. These projects must fall under the list of agricultural proficiency areas provided the California State FFA Association. Students may chose what type of project they have, as long as it falls under one of these categories. Examples of SAE projects at Heritage High School include: market livestock animals, breeding livestock, nursery production, landscape maintenance, hydroponic crop production, agriscience research projects, and student farmhand internships at our school farm. Overall, a student's SAE project accounts for ten percent of their class grade.

Another ten percent of a student's grade comes from participation in what we call "FFA Points." Over 3,000 FFA points are available for students to earn from participating in a variety of activities throughout the year, such as community service, chapter meetings, and above-chapter-level involvement. For minimum credit in this area of one of our classes, a student must earn 300 FFA points per semester. These requirements encourage student involvement in our program and meet the quality criteria for FFA participation expected of every agricultural education student.

Examples: Agriculture Course Outlines, Pacing Calendar for Plant and Animal Science, Program of Activities

Quality Criteria 1B

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

Our classes follow course outlines approved by the district; each of these outlines include various references and tie-ins to the state CTE standards as they apply to Agriculture and Natural Resources. The outlines also include state science standards. Our school was only created nine years ago with the idea that our classes would highly integrate the science standards and infuse agriculture into the core concepts of the science classes. This allowed for more students to take agriculture courses as their science class and not just an elective class. As students already have so few spaces available in their schedule to take electives, making agriculture a science class instead was a good fit. This way, they could not only take science classes in agriculture, but could also complete entire pathways in our program across all four years of high school.

Other than our mainstream science courses, we offer several courses that are more strongly agriculture-based, such as Horticulture, Veterinary Science, Ag. Mechanics, and Floriculture, all of which still follow state CTE standards and are UC-approved electives.

See Attachments in Part 2: Pacing Calendars, Course Outlines, and Course Syllabi

Quality Criteria 1C

Career paths in agriculture have been identified and can be found on a chart or diagram in the Program Plan.

Freshmen are placed in our courses by counselors first by student request to be enrolled in the agriculture program; after assuring that they meet the English and math requirements to enter science classes at Heritage, they then are placed in an introductory course that all freshman in our program must take. Advanced first-year students now have the option to enroll in a faster-paced introductory course, allowing students with stronger math and science skills to work at an accelerated level and to take more advanced courses later on in their high school career. After the successful completion of that first course (accelerated version or not), they may branch out and begin work on completing one or more pathways within the program.

Each course in every pathway has prerequisites that build on students' prior knowledge of a certain pathway area. When students sign up for classes, the counseling department checks that students have taken these prerequisites before moving further along in a certain pathway. Students may take agriculture classes outside of their own pathway if they meet the prerequisites and as long as their current pathway is not interrupted by taking another course from a different pathway.

We have a strong working relationship with our counseling department, and they make sure that our students meet all school requirements and that our students receive guidance towards completing pathways.

See Attachments in Part 2: Agriculture Pathways Flowchart

Quality Criteria 1D

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

Heritage High School is still very young, being that it only opened ten years ago in 2007. When the first sequence of courses for the agriculture program were developed, a main goal was to create a complete four year pathway that had strong ties to science curriculum and had the benefit being UC-approved courses, for students who were on the college track. The first, original pathway was as follows: Plant and Animal Science, Ag. Biology, Ag. Earth Science, and Ag. Economics / Ag. Government. This sequence allowed students to take care of their science requirements and learn about agriculture all in one class. Because all the courses were UC-approved, our program grew very quickly. With the rapid expansion, we were able to add more teachers, more sections, and more classes. These extra classes have allowed us to have a better focus in different areas of agriculture and create five different pathways, as well as offer multiple periods of certain agricultural electives and core classes. Our program now includes five teachers and roughly eight hundred students, making us one of the biggest programs in the country. Out of the ten classes we offer, each fall neatly into one of the five agriculture pathways and only two of them are not UC-approved.

Our school district adopted a seven-period day during the previous school year. With the addition of a seventh period, students are allowed more freedom and flexibility in their schedule. Because of this, many students are now able to take agriculture classes from multiple pathways, based on their interests.

Examples: Career Pathways Flowchart, Targeted Occupations List from Comprehensive Program Plan

Quality Criteria 1E

Agriculture Career Awareness information is included in every course.

First and foremost, every class we teach contains at least one lab or activity at our farm facility that teaches students skills or knowledge that they would utilize in an agricultural profession. We constantly reference different jobs during lessons to give students value to what they're currently learning; this helps them to understand that the practical skills they are learning really can be utilized in a career later in life. Some specific examples of ways that we emphasize career awareness in our classes include entire instructional units on agricultural careers in Plant and Animal Science as well as Ag. Leadership (there are also links to multiple websites on our own chapter websites where students can find valuable information). Students in many of our classes participate in Career Development Events in a specific area of their choosing and interest. Courses like Ag. Biology and Ag. Chemistry teach students skills in agricultural research and sciences through agriscience research projects, and there are tie-ins in each unit to agriculture and how the science concepts being taught relate back to agriculture. In the Floral Design and Ag. Mechanics classes, students are required to make professional portfolios of their work, to prepare them for job interviews in the floral or agricultural engineering industries.

Outside of class, our program is forging great relationships with companies that offer students internships. We also have guest speakers in our classes occasionally, who come to offer students an industry perspective on agriculture. Our student farmhands learn technical skills on the job, from animal breeding to administering medication, and from harvesting produce to planting seedlings. Students in our classes also get the opportunity to learn about these skills as well; farmhands receive advanced training.

Different colleges from across the nation visit Heritage to speak to our agriculture students and to recruit them to their agricultural programs. Much of the discussions on those visits consist of informing the students about which classes they would need to take in their programs to get them to the career that they, the students, are leaning towards. We have also taken buses of students, in the past, to take tours of different agricultural colleges.

Example: Pathway Course Flowchart, Pacing Calendar, and Course Outlines

Quality Criteria 1F

The agriculture department utilizes computer hardware and software as an instructional tool.

The Heritage Ag. Department has a variety of forms of technology at their fingertips. Each teacher has a Macbook and/or a Mac desktop in their classroom. We also have iPads for ease of implementing technology on the move while teaching. We have high definition projectors and sound systems. Some of the classes have Smart Board technology; teachers can access the internet and different tools on their white boards. Each classroom is equipped with new printers that are connected to their computers wirelessly. Some have copiers and faxes for use on smaller-scale jobs, like scanning and faxing paperwork, including receipts, invoices, and official signed documents. Our Ag. Mechanics class also acquired virtual welding machines that will be used in the spring. The newest acquisition by our department is a portable 75-inch flat-screen television for presentations.

On top of that, our school is in a one-to-one technology district, so every student is issued a Chromebook at the beginning of the school year; with this technology, there are endless possibilities for our teachers to use technology for educational purposes and benefits. Most of the teachers in our department utilize the Haiku Learning platform on a daily basis, where they can post assignments and agendas for students in each of their classes. Students can access files on their computer and work at their own pace in class or catch up on missing work from their home. Additionally, Ag. Biology and Ag. Chemistry use Google Classroom to collect class assignments. Students in these two classes also create agriscience research projects, and submit all of their work digitally. Because our district uses Chromebooks specifically, Google Drive and all of its associated apps are frequently used in most classes on campus, and students are trained in how to use each. Each student also has a school Gmail account, and many of the agriculture teachers use it as a means of communication. Students and parents alike can even view grades and attendance online through the Infinite Campus portal that our district uses.

Our teachers also use a number of educational websites in our lesson planning as well, especially for formative and pre-test assessments. Such tools include the websites Socrative and Kahoot. YouTube is frequently used during lectures to illustrate points, and some agriculture teachers use even more apps and extensions to help their students master content. Finally, because each student has a Chromebook, AET record book instruction is made easy, as each student can update their digital records in real time as the teacher shows them a mirror image on the projector screen. Giving students this technology gives them the tools they need to be successful in a changing job market, where advanced skills in software and computer technology are in high demand.

Finally, the teacher office in our Agricultural Research Center (which we call the farm) also has a technology room with a printer/scanner and five large Mac desktop computers for staff use on FFA or school paperwork.

Examples: Computer Hardware and Software and Student Projects

Room J103

- 1 Portable Department EPSON Projector
- 1 Large Flatscreen Plasma TV
- 1 Mac Desktop – Teacher and T.A. Use

- 1 Mounted EPSON Projector
- 1 MacBook Air – Teacher Use
- 1 Apple TV
- 1 iPad – Teacher Use
- 1 HP Printer

Room J102

- 1 Dell Desktop
- 1 HP Printer
- 1 EPSON Projector

Room L114

- 1 SmartBoard
- 1 Mounted EPSON Projector
- 1 MacBook Air – Teacher Use
- 1 Apple TV
- 1 iPad – Teacher Use
- 1 HP Printer

Room L113

- 1 EPSON Projector
- 1 MacBook Air – Teacher Use
- 1 Wacom Tablet - Teacher Use
- 1 Apple TV
- 1 HP Printer/Copier/Fax

Room L116

- 1 EPSON Projector
- 1 MacBook Air – Teacher Use
- 1 Apple TV
- 1 iPad - Teacher Use
- 1 HP Printer

Quality Criteria 1G

The agriculture curriculum includes the use of computer-aided instruction by utilizing at least one of the following:

- Computerized Record Book*
- Agriculture Term Paper*
- Job Resume*
- Portfolio Letter of Introduction*
- Agriscience Fair Report*
- Agriculture/FFA Speech Manuscript*
- Job Cover Letter*
- Other Agriculture Related Project*

One of the easiest integrations of technology into our agriculture curriculum is the utilization and maintenance of online AET record books. We set aside time at the beginning of each year to teach our students how to set up their online record books and AET accounts. It is extremely helpful that each of our students has their own Chromebook to use while we are teaching these lessons, so they can follow along with the teacher as they project an example student profile on the projector screen. Students in Ag. Chemistry and Ag. Biology also use Google Classroom to submit regular installments of their agriscience research projects. Students use their Chromebooks to complete many other assignments for classes, including portfolios, job resumes, and cover letters, for many of our agricultural elective classes. Students in Plant and Animal Science and Ag. Biology make frequent use of Google Drive apps to create group presentations based on the curriculum being taught.

Students also use their Chromebooks in classes like Ag. Leadership to research and write agricultural speeches and manuscripts for FFA contests, meetings, and Leadership Development Events. Students regularly use applications like Quizlet to create virtual flashcards for their Career Development Events teams, and are able to share content and collaborate with each other quickly.

Example: Screenshots of Google Classroom Agriscience Project Assignments, FFA speech manuscript

Quality Criteria 1H

Recordkeeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE Project or Mock Problem.

Every student completes a mock problem in all Ag. courses. Each year, the lessons become more in-depth, building on prior knowledge. We set an entire week aside to go over a mock project to teach the record book in each class. This week includes teaching the students how to log in, as well as how to create a project, agreements, budgets, and journal entries. We also teach them how to read the financial statement, what current and noncurrent property are, what loans are, what depreciation is, and how to update the calendar, community service, and FFA activities portions.

We then follow up and update record books at the end of each grading period. Students must have all their FFA activity points recorded online to receive credit for the events in which they have participated. Extra time is spent with the freshmen. We cover every area of the record book thoroughly. Each student having a computer makes this easier as they can work in their record book while following examples in class. The record book gets a project grade in class.

Additionally, we have required animal project record book meetings before our fair. No students is allowed to compete at the fair without their project being completed in their record books. Students wanting to receive their State Degree attend meetings over Christmas Break to make sure that their records are complete, and students wanting to receive their American Degrees do the same during our spring break.

Examples: Agriculture Course Syllabi

Quality Criteria 11

Record books of all students are maintained in the Department files until one year following graduation.

All students' record books are kept online through the AET (in the past few years, we used the iRecordbook system; this year, we are transitioning to AET). Students' records are not removed until the following year when our R2 roster are due to the state. All state degree recipients are left on the roster for an extra two years so that they may be eligible for awards such as proficiencies and American Degrees. This practice enables us to keep track of their progress on their projects through their hours and income earned.

Examples: See Files in the Agriculture Department

Quality Criteria 1J

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

Because we are such a new school, many of our courses were originally conceived with the idea that courses should be UC a-g approved to draw in a larger student base to our program. Every course offered is either currently UC a-g approved or is in the process of becoming so (Ag. Mechanics and Horticulture are being re-written this year to meet those requirements). However, all of our courses count towards high school graduation, and all science-based classes are easily comparable to “normal” science classes. By offering the agriscience classes that we do, we give students the opportunity to experience science in a unique way, one that enforces the mission statements of the FFA and agriculture education nationwide.

Below is a list of our courses and the areas in which they are UC-approved:

- Plant & Animal Science - Area G
- Agriculture Biology - Area D
- Agriculture Earth Science - Area D
- Agriculture Chemistry - Area D
- Agriculture Economics / Agriculture Government - Area A
- Floriculture - Area F
- Advanced Floriculture - Area F
- Agriculture Mechanics - In the process of being approved
- Horticulture / Arboriculture - In the process of being approved
- Veterinary Science - Area D
- Agriculture Leadership

Example: Course Syllabi and Course Descriptions



2. Quality Criteria Two

Quality Criteria 2

Leadership and Citizenship Development

Heritage's agriculture program offers a variety of opportunities to our students to help them become future leaders. 10% of every student's grade comes from participation in FFA activities, through the accumulation of "FFA Points." Students are responsible for earning up to 300 points per semester. Our program offers a wide variety of activities to meet the interest of every student in our program. As many of our students cannot attend functions after school because of responsibilities with family at home or because of athletics or other clubs, we offer several events and activities during school hours to those students who would otherwise be excluded. We also participate in multiple charitable and community-service based activities throughout the year, including a canned food drive and a Christmas tree drive for needy families during the holidays, where students can learn about the importance of civic responsibility and giving back to the community and earn credit for class simultaneously. Students who choose to become more active may participate in Career or Leadership Development events, and build upon personal presentation skills and confidence, while learning the tools of a trade. The goal of our chapter's FFA Points policy is to ensure that each student maintains a basic level of involvement in our organization and reaps the benefits of character development through participation in a variety of activities that make them interact with each other and reflect on their own skills.

Quality Criteria 2A

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

Our FFA program, chapter number CA0536, was an original component in the inception of Heritage High School, as a part of an expansion of the Perris Union High School District. Our chapter was chartered in 2007, the same year the high school opened. Our original charter is still on display near all of the agriculture classrooms. The Menifee-Heritage chapter has been active ever since. Originally know as Romoland-Heritage we are now known as Menifee- Heritage. This is due to two things: The city of Menifee has now changed its city limits which now includes Sun City and most of Romoland where Heritage resides. The listing of the city name with our chapter name is the fact that there have been more than one Heritage high school in the state as well as the fact that there is more than one chapter in our city area. In our District there are two chapters. Perris FFA being the other, founded in 1931 identified by chapter number CA0174.

Example: FFA Roster for Heritage High School 2015-2016

Quality Criteria 2B

A chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th.

With our chapter's push for the increased use of technology, our Program of Work is built into our official Menifee-Heritage website, found at menifeeheritageffa.com. Every summer, the newly-elected officer team meets and develops goals for the year, and creates a plan to meet those goals. They develop our calendar of events for the year based on their goals. If there are any last-minute updates made to an event, our chapter Reporter makes an announcement on our chapter Facebook page, which is also utilized by many parents and students. Our website is used by students, advisors, alumni, parents, community members, and administrators at both the site level and district level. Our website has also been recognized as the most outstanding and complete in southern California multiple times, and has been a finalist for the State Webpage Award for the last five years.

Our website is not just a website; rather, it is a tool for many to use. It contains a myriad of things including: our program's history, our calendar of events with descriptions and point values, information on our student membership, goals of the program, class information, project opportunities, links to the websites of agricultural colleges, the full awards history of our chapter, current award and scholarship applications, career development event practice materials, video clips about the different facets of our program, news articles, current officer team information, contacts, and many, many picture slideshows of our students in action.

Examples: Program of Activities and our chapter website, menifeeheritageffa.com

Quality Criteria 2C

Every student is given a grade based upon participation in leadership activities.

All Heritage agriculture students are responsible for earning 300 “FFA Points” per semester, as a portion (10%) of their overall grade in class. Many students participate in more than 300 points-worth of activities, and we go above and beyond to accommodate students who cannot, for one reason or another, attend after school functions. We offer many opportunities to earn points during the school day, from lunchtime meetings to wearing an FFA spirit shirt every Thursday for points. At the end of the year, we recognize students who earn the most FFA points with special awards, and we also give out Star Awards to recognize students who have outstanding involvement in one or more specific areas of our program. A large percentage of our students easily earn 250 points or more every semester.

Example: Screenshot of gradebook, Activity Calendar, and Course Syllabi

Quality Criteria 2D

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

All students enrolled in agriculture classes are affiliated with the State FFA Association. Every student that is a part of our program is added to the state association's list of programs known as the R2 roster. It is edited primarily during the third and fourth week of each school year to include all new and continuing students in the program. This is done because of state affiliation deadlines for each year; class sizes and rosters are also balanced around this time of the school year. This has been a large undertaking each year, as we have well over seven hundred students enrolled in one or more agriculture classes each year. However, with the new advancements in our state association's website for updating and enrolling students, it has become a much easier task to take on. This year we have 715 students enrolled in our program.

Example: Current FFA Roster

Quality Criteria 2E

Based on previous year's records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet.

Heritage FFA participated in many more than the minimum of 12 activities in the past school year alone. We are continuing to seek out new ways to become involved in community service events, and are currently expanding student involvement in Career Development Events through the addition of a few new teams this school year. As our chapter already has a strong presence at the section, region, and state levels (having multiple teams and individuals steadily advance through levels in a variety of contests and applications), we are seeking to expand our involvement at the national level now, and this past year, had a National Delegate as well as four American Degree recipients.

Example: Annual Chapter FFA Activities Check Sheet

Quality Criteria 2F

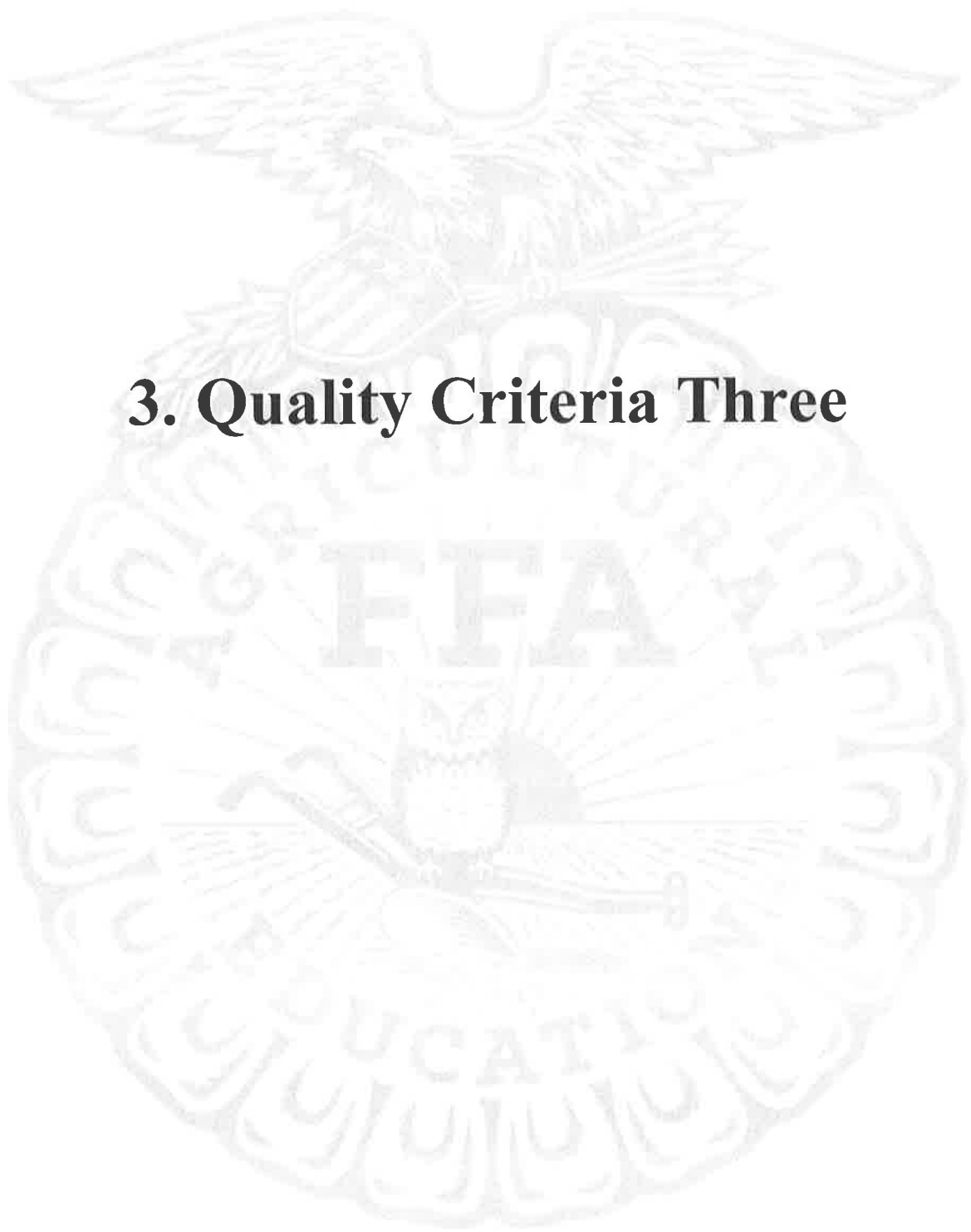
A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intra-curricular activities:

- Local Best Informed Greenhand Contest*
- Local Opening & Closing Contest*
- Local Program of Work Committee(s)*
- Local Agriscience Fair Exhibition*
- Local Parliamentary Procedure Contest*
- Any Section, Region, or State Activity*
- Local Creed Speaking Contest*
- Local COOP Quiz Contest*
- Local Demonstration Fair*
- Local Public Speaking Contest*
- Chapter Meeting or Activity*
- Other Local Activities*

Heritage High School students have participated in a majority of the activities listed above. Our participation can be verified within our own department records, as well as on the Southern Region website under contest results. Our students are required to have a total of 300 FFA Points per semester, and most of them reach the 250-level (as verified by teacher records). In the spring, we host a Agriscience Fair for Heritage FFA members exclusively, and we host our own Best Informed Greenhand Contest (as well as a host of other CDEs at our annual Heritage Cup) in which our own Heritage B.I.G. team(s) compete. We participate in our local Opening & Closing Ceremonies contests, and have multiple students participate yearly in our Creed Speaking, Prepared Public Speaking, Impromptu Speaking, and Extemporaneous Speaking events. Our judging teams compete at multiple contests year-round, at various levels of competition, and always do reliably well. Our officer team plans and executes monthly chapter meetings, and we usually have about 100 to 300 students participate in those, depending on the month.

Example: FFA Annual Activities Check Sheet and Class Charts

3. Quality Criteria Three



Quality Criteria 3

Practical Application of Agricultural Skills

The Heritage High School agriculture department practices the three-circle model which includes labs and projects, classroom participation, and leadership development for all students. Practical applications of knowledge and agricultural skills can be seen in the variety of subjects taught in the classroom, through the agricultural CDE teams we participate in, and through student involvement in the FFA program.

Quality Criteria 3A

Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program.

It is our goal in our department that every student have an supervised agriculture project. In fact, ten percent of every student's grade comes from involvement with an SAE project. Opportunities for student projects in our chapter come in a wide array. For animal projects, we offer breeding projects as well as market projects in the areas of beef, swine, lambs, goats, rabbits, and poultry. In horticulture, we offer students nursery production entrepreneurship possibilities with different vegetable crop species and landscape plants, as well as growing hydroponic produce.

We are fortunate enough to have an amazing facility that allows us to keep all livestock projects at our school. In fact, it is a requirement that all market projects going to fair be housed at the school farm, which we call the Agriculture Research Center (ARC). Keeping all animals at the ARC allows agriculture teachers more project supervision time, as all student projects are in one location. All of our animal market projects are products of our breeding programs at Heritage, and these breeding programs are run by student farmhands. There are nine farmhands that work and run different units on the farm. These students are able to earn free market projects of their own by completing a eight-week term at the ARC.

We strive to ensure that all students in our program complete a project of their choice each year. About ten percent of our students have market projects that go to fair. However, all students participate in at least one large-scale class science project each year in and outside of class time. Each year, this large-scale project changes. This last year, freshmen students raised one hundred meat chickens and completed a feed study consisting of ten different feeds. Students calculated and track weight gain for their class's pen. The chickens were then sold, and the whole chapter had a taste-testing BBQ of their product.

The sophomores, juniors, and seniors complete an agriscience research project of their choice in and out of class and participate in the heritage agri-science fair. The winners are then selected and complete at the regional and state level competition.

We also create projects through our chapter's fundraising projects. One example of this is our annual geese fundraiser. We raise six hundred geese each year from goslings to adults, and profit over eight thousand dollars selling to the Asian markets of Los Angeles. This project not only raises money for the chapter, but allows kids who want a project and cannot afford an animal to be able to be involved by feeding and caring for the birds every day.

Example: Agriculture Course Syllabi and Outlines

Quality Criteria 3B

First year students have either been engaged in an SAE project(s) or have a plan in place for a SAE, as verified by the Student Data-Career Plan.

Every year, all of our freshmen undertake a large-scale agriculturally-related science project. Last year, they raised broiler chickens and completed a feed study. Each class was assigned a type of feed and ten chickens. Over eight weeks, the students feed the birds, cleaned pens, weighed each chicken, and calculated weight gain. This project went hand-in-hand with our unit on the scientific method. At the end of the project, the students had to complete a complete science project board with all the steps of the project and their findings, including a comparison of the performance of the different types.

Freshmen students should also have a plan in place to develop an S.A.E. project, and they practice record keeping skills in their record books during class time. Each student's individual agriculture instructor grades each student's progress on their record book.

Example: Student work samples, Agriscience Research Project Packet

Quality Criteria 3C

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

We strive every year to make sure that each student has plans for projects and completes a project of some sort every year. This doesn't always happen, with how many students we have. However, we make a lot of effort to make sure that a project is available for any student who wants to have one, and with projects like agriscience research projects, there are alternatives for students who do not want to participate in a more "classic" SAE. This model of an SAE ensures that we are very close to at least 80% of our students having projects. With our large facilities, we can house a lot of projects and usually have a pretty full farm during fair season; in the spring, we house many horticulture projects. All projects and project plans are entered in the record book. We are currently learning ways to continue to expand with projects at home, especially with horticulture. Because we offer a variety of projects, including breeding animals, market animals, egg production, agriscience fair projects, and placement positions, many students become excited about participating in a project that will expand on the learning that is happening in the classroom. Many of our projects (especially our farmhand jobs) are highly sought-after for this reason. Because of the large scope and interest of projects, we have had quite a few students win proficiencies at the section, region, and state levels.

Example: Agriculture Course Syllabi

Quality Criteria 3D

Students with SAE projects are visited by their agriculture teacher at least twice per year as documented by Department records.

All of our animal breeding programs and market projects are kept at the Agriculture Research Center (ARC). The ARC is broken up into different units, depending on the projects housed in that area. Keeping the projects at our site allows the agriculture teachers to better monitor and advise student projects on a day-to-day basis. You can always find our advisors on the farm checking on projects and working with students. Because we have the facilities we have, it makes it much easier on students who do not have the capability to keep projects at home. Keeping projects at the farm also allows us to help keep the students' project costs down, as we can buy feed in bulk and store it for the students. The following are areas that each advisor oversees:

Jeremiah Perotti - Breeding Swine, Market Swine, Market Beef
Shaina Rushing - Breeding Sheep & Market Lambs
Stephen Daily - Market Goats & Breeding Goats
Maggie Maratsos - Horticulture & Crop Production
Chris Maddalena - Egg Production, Market Rabbits, Breeding Rabbits

Example: Ag. Teacher Extended Contract Stipend time cards

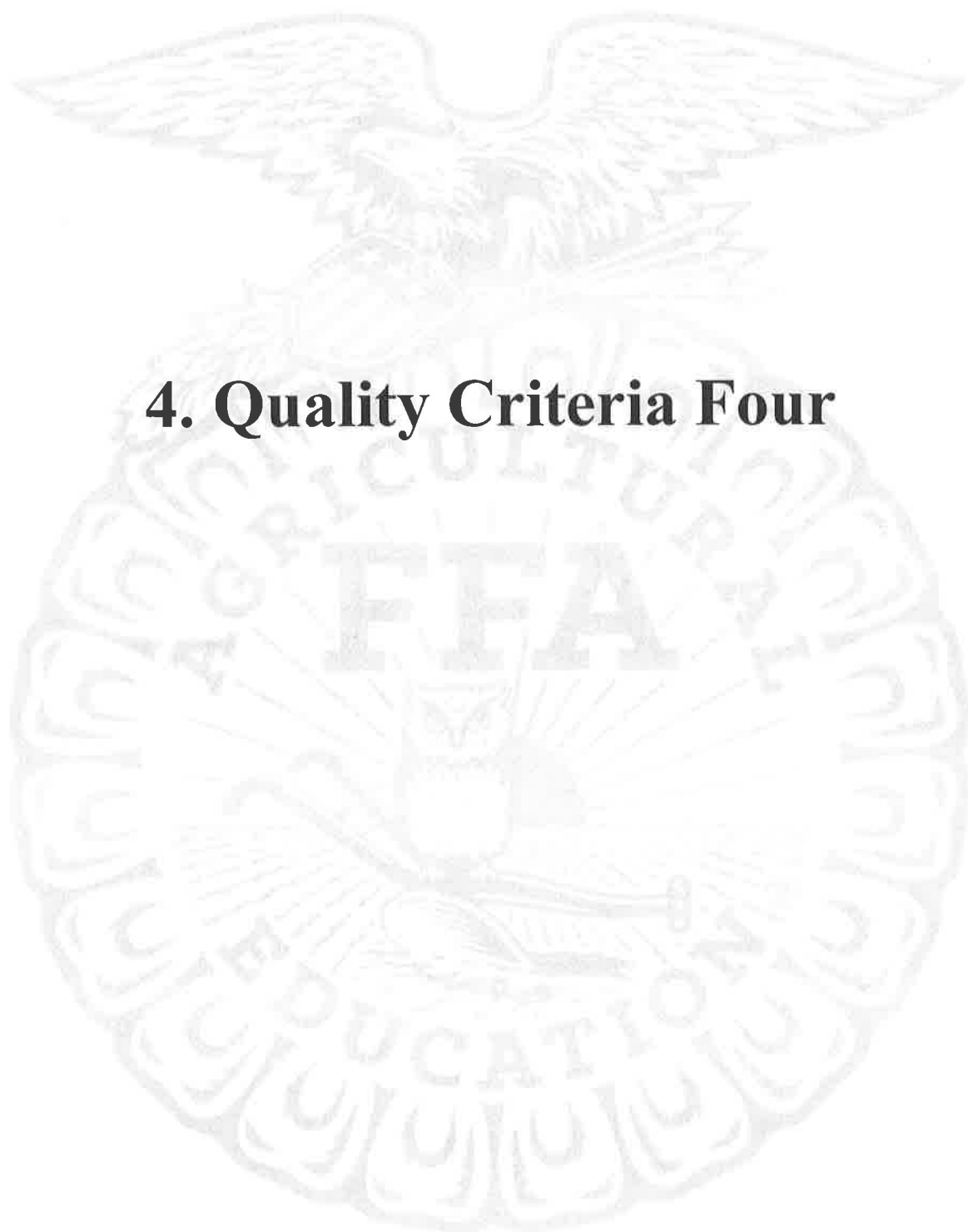
Quality Criteria 3E

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

At our school, it is not a struggle to get kids involved. We have many kids that want to be on CDE teams here at Heritage. We have to have our own site-level competitions just to figure out who is getting a spot in a vehicle to go participate at an official contest. Because of this, one would think we would not have enough transportation. However, we have just that many kids competing on our teams. In our department, we have several "Ag. vehicles," including a Ford F-450, a Ford 9-passenger van, and a newly-added seven-passenger SUV. However, on long trips, we also have access to the two seven-passenger vans from our school site, as well as a district minivan that we can check out. In some situations, we have even used Ag. teacher's vehicles, and teachers are compensated for their milage. We have even been in situations where we have been able to request a school bus for transportation.

Examples: See Heritage Agriculture Department vehicles in department inventory

4. Quality Criteria Four



Quality Criteria 4

Qualified and Competent Personnel

Three of our staff members graduated from Cal Poly, San Luis Obispo, and the other two graduated from Cal Poly Pomona; all graduated with a Bachelor's Degree and teaching credentials. All of the agriculture teachers at Heritage have clear credentials to teach agriculture through the Commission on Teacher Credentialing. Two of the teachers at our site also have completed their Master's Degree in agriculture. Each of our department's members attend site, district, industry, and CATA inservices to better serve our students' needs and to learn how to implement new types of technology in the classroom.

Quality Criteria 4A

*Every agriculture teacher has the appropriate credential for teaching the subject(s) assigned.
Copy of authorizing credential(s) is in the Comprehensive Program Plan.*

All of the agriculture teachers at Heritage are credentialed for the courses that we teach. All five teachers have their agricultural specialist credential, along with our single subject credentials in agriculture. All of our credentials are cleared, with the exception of our newest hire, who is still probationary. Several of the teachers in the department have professional experience in the areas in which they specialize. For example, Jeremiah Perotti has industry experience in the swine industry and oversees swine market projects, swine breeding projects, the veterinary science CDE team, and the livestock judging team. Our comprehensive program plan has updated data sheets for all of our teachers, showing their credentials.

Examples: Credentials and Agriculture teacher data sheets

Quality Criteria 4B

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

All five of the full-time agriculture teachers that make up our department attends, at minimum, four different professional development activities per year. Most of these activities take the form of CATA inservices or conferences, as well as some professional development days put on by our school district, but on top of that, some of the teachers in our department go to extra industry or professional conferences during the year. During CATA summer conference, some teachers have participated in "Agriskills" classes to increase their subject matter competency in different areas. Perris Union High School district also offers educational development and technology workshops for teachers the week before school starts in August. This helps teachers at our school site better implement instructional strategies that utilize technology, for which there is a strong push in our district. Members of our department have also taken part in the AVID Summer Institute conference and several technology conferences. Individuals in the department have gone to different trade and industry functions (which focused on topics such as heirloom vegetable production, artificial insemination, and agronomy), as well as other agricultural education-themed conferences, such as the NAAE National Convention. All of the teachers in our department usually attend the Regional CATA Road Shows, Sectional Meetings, and Regional Meetings to keep themselves apprised of local CATA and FFA goings-on. Two of the members of our department have been sectional CATA officers. Finally, we do our best to keep our administration informed and notified of our intentions to attend these conferences well in advance.

Example: AIG Incentive Grant In-Service Activities Documentation Sheet

Quality Criteria 4C

The agriculture staff meets a minimum of twice a month. (This criterion does not apply to single person departments.)

The Heritage High School Agriculture teachers meet at least twice a month on Fridays during our during Professional Learning Community meetings from 7:45 to 9:00 a.m., and sometimes, if needed, after school. During our meeting and collaboration time, we discuss upcoming events, farm maintenance, intradepartmental decisions, and reflections on past events. Prior to 2015-2016 school year, we did not meet during school hours, but after being put on probation for the year and having a strong push from our union site CTA representatives, we now have paid time to meet. This also allowed us to become our own department, as we originally fell under the umbrella of the normal science department; we had no official department head or stipend until last year. This shift was made because some members of the department expressed that they did not want to have meetings after school when they were not being paid for additional hours, as per our contracts. There was also a need for compensation for the person who was, as of then, “unofficially” the department chair; this person was putting quite a few additional hours of work each week on departmental duties beyond their contract, and was not receiving any additional stipend money.

Example: Calendar of scheduled department meetings and Heritage High School Agriculture Department meeting minutes

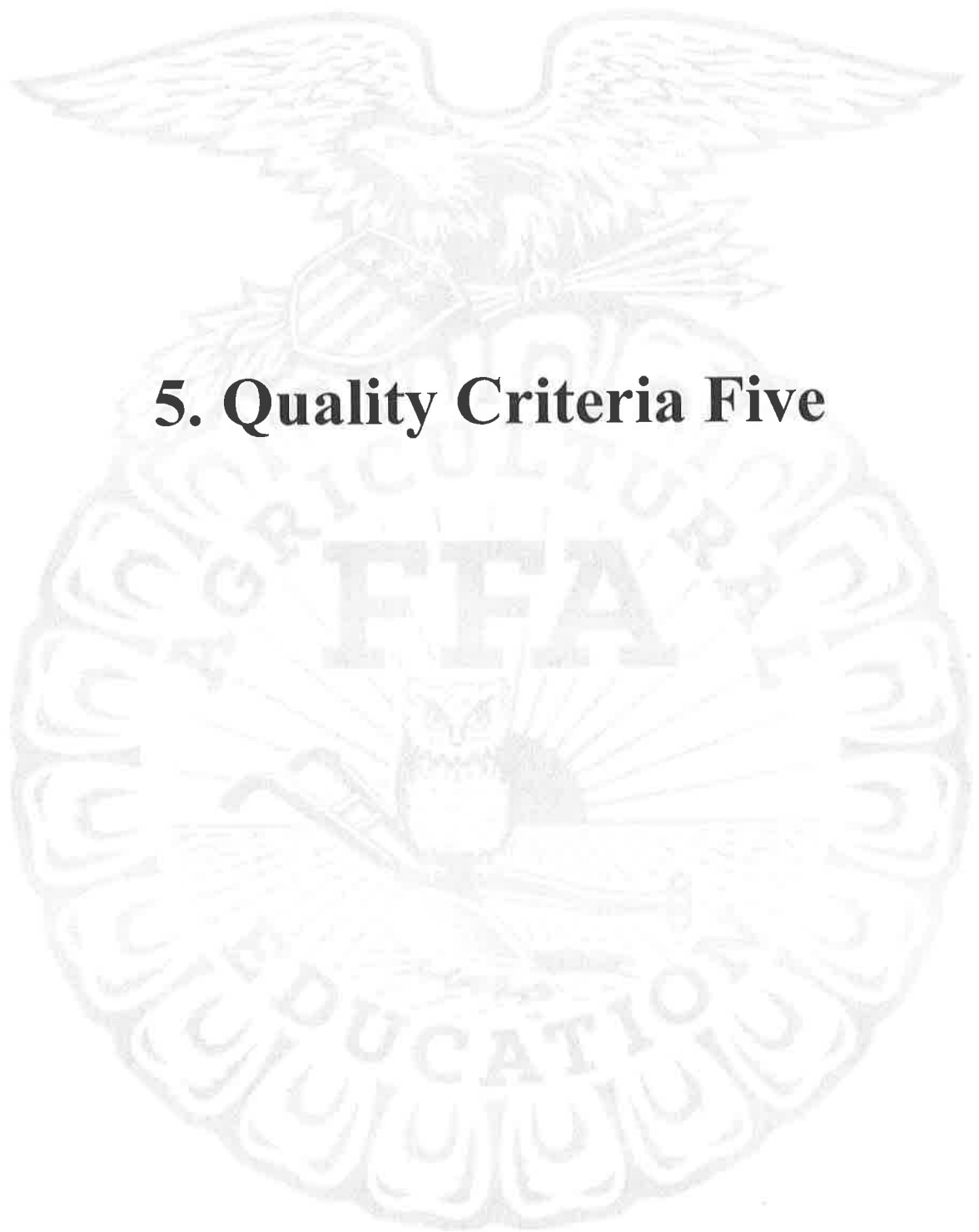
Quality Criteria 4D

A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the Comprehensive Program Plan. (This criterion does not apply to single person departments.)

Our department meets every other week to collaborate and plan activities for the coming month, as well as to discuss funding, department policies, or school site matters. During this time, the teachers in our department also discuss issues that go on at the ARC, express concerns we may have about individual students, and evaluate the successes and failures of past chapter events. This common time also allows us to work on common assessments and planning for courses, as many of us teach the same classes, and each person in our department is the designated “planner” for at least one course in their daily schedule. We keep minutes of each meeting digitally in a shared folder on Google Drive. Our principal and our regional supervisor also has access to these minutes, and we have hard copies of our minutes in our Comprehensive Program Plan and are also emailed to them directly at the end of each meeting.

Example: Heritage High School Ag. Department Meeting Minutes

5. Quality Criteria Five



Quality Criteria 4E

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

All teachers are able to be reimbursed for any personal expenses that are part of school board- and site-approved activities. Any receipts are given to the appropriate clerk (depending on the purchase's correct funding channel), along with a detailed description of the expense, a lesson plan, and a district form showing the funding source. Different channels include the ASB FFA account, Perkins funds, and AIG. The FFA account is for costs pertaining directly to student functions or projects, such as a market pigs, plant projects, or buying an FFA spirit t-shirt. The FFA account is also used for items that neither Perkins nor AIG can take care of. To cover costs of any needed items for projects such as these, there are open purchase orders in each teacher's name up to a set limit, and these are approved for by the chapter at FFA meetings. These can be expanded or closed at any time, if needed, once approved by the FFA members.

Perkins funds, at our site, are used on projects to expand our program. One example of this would be the start up costs for new classes we are teaching: Agricultural Mechanics and Horticulture. Perkins funds are also used for purchasing the supplies and materials needed to improve or expand existing courses or programs on our farm, such as breeding livestock for vet science, and student registration for field days and conferences.

Agriculture Incentive Grant funds have more rules and regulations tacked on to them, and are therefore used to pay for teachers to go to different personal development events, such as CATA summer conference, or to supervise different student conferences. It also covers expenses such as repairs, fuel costs, and supplies for the classroom, from vendors like Home Depot or Mayesh Wholesale Florist.

Every time a large purchase is made, our department first discusses the purchase and then decides which account the money for the purchase should come from before creating an open purchase order. This paperwork is always approved by the school site administration; it is then forwarded to the district for their approval, as well as the school board's approval, before any money can be spent.

Example: Reimbursement and travel forms for the FFA and Agriculture Incentive accounts at Heritage High School

Quality Criteria 5

Facilities, Equipment, and Materials

Perris Union High School District's plans for Heritage High included an agriculture program from the beginning. When Heritage opened its doors in 2007, it included two agriculture teachers, 340 students, and a empty two-and-a-half-acre dirt lot adjacent to the agriculture classrooms, full of temporary and makeshift pens and shadehouses. This quickly drew the attention that was needed to start making progress towards the dream of our expanding our program and acquiring improved, much-needed formal facilities. In the earlier years of our department, a matching grant with our district and the state of California ensure that our plans to build a fully functioning facility would be realized. For years there were temporary pens, and different off-site locations used to continue all projects; these remained in use during construction of the new facilities. In December of 2010, ground broke on the Agriculture Research Center (ARC) and eight million dollars later, it was completed in 2012. The ARC now includes the following:

- 30 outdoor sheltered pens for swine, sheep, and goat breeding livestock (20ft x 50ft)
- Concrete-floored and covered swine barn for 100 market swine projects
- 10 covered market sheep and goat pens
- 2 large covered pens for beef in a unit that is enclosed by a perimeter fence and has a squeeze chute
- Enclosed and air-conditioned rabbit barn, with over 100 rabbit holes
- Irrigated shadehouse
- Fully-functioning greenhouse
- 20 raised planter beds
- Livestock show arena, with bleachers for an audience
- Poultry laying barn for 200 chickens
- Broiler barn for 200 chickens
- 7,000 square foot barn, for operations, supplies, and to serve as a multipurpose building
 - Includes: 3 showers, bathrooms, office, A/C, heat, drop-down electrical cords, sinks, and floor drains

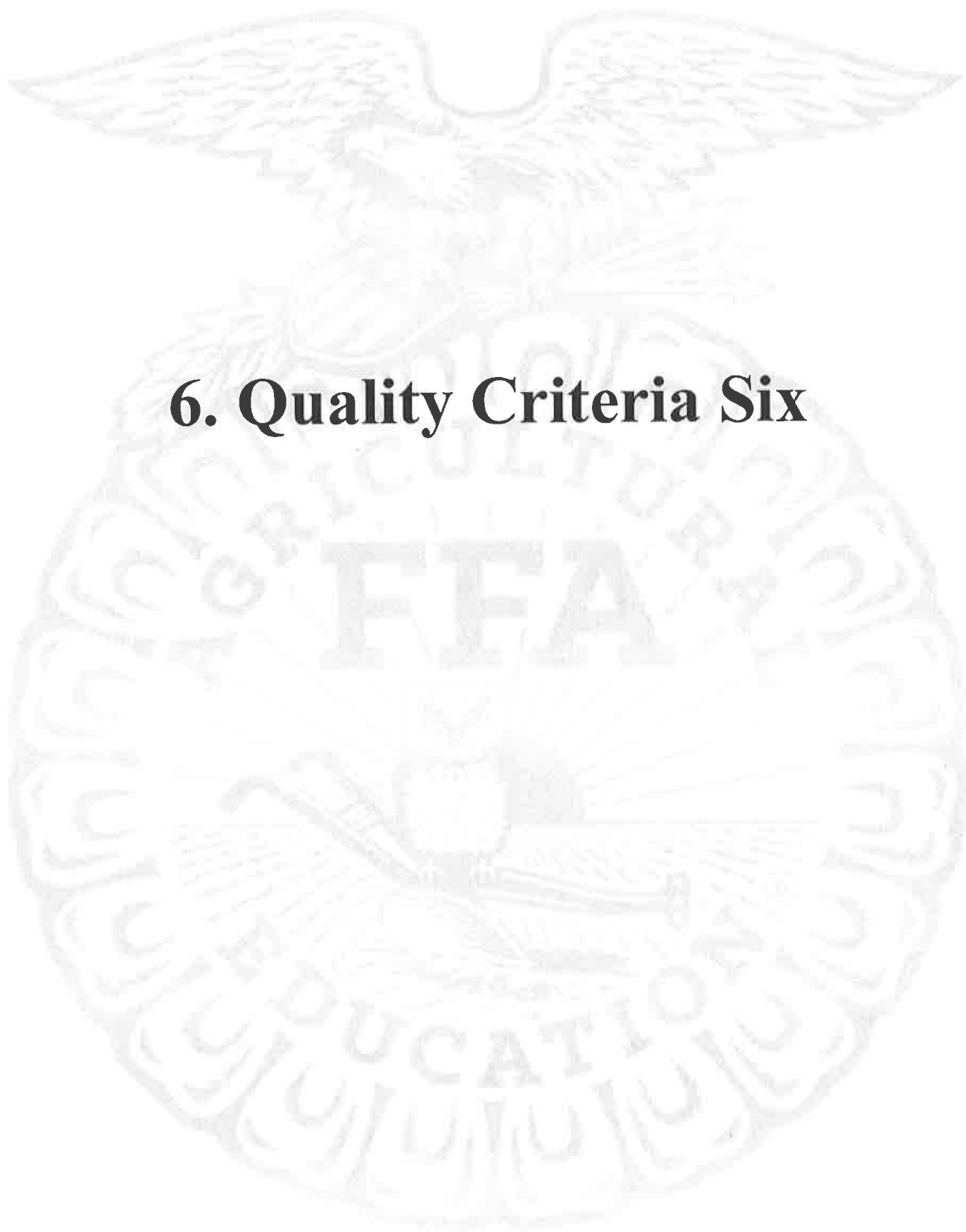
Many of our students do not have the opportunity to have projects at home, due to a lack of facilities. The ARC allows the opportunity for any student who wishes to have a project to do so. After just finishing our expansion of the horticultural areas of our farm to meet these needs, our focus will now turn to two new buildings. One will be a swine nursery, and the other will be an agricultural mechanics shop. Plans to construct these will begin in to take shape in 2017, with the use of the new CTE grants that our district was approved for by the state. Construction will take place after an automotive shop facility is complete at a neighboring high school. Our farm is a fully-functioning farm twelve months of the year, and is used daily within our program in classroom, SAE, and FFA events.

Quality Criteria 5A

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

The majority of students at Heritage High School come from low-income families. Because of this, one of our goals as a department is to offer all our students the use of the best facilities and equipment we can manage. We have received funding from several different grants since our department was created, which has enabled us to expand our program dramatically by creating our new Agriculture Research Center and to purchase the sort of equipment that keep our farm running smoothly and efficiently. As many students are unable to keep projects at their home, we increased the size of our farm in order to host a substantially larger amount of S.A.E.s. Students are also able to access quality equipment to maintain those projects. Several members of our department attend industry functions and conferences to stay current with trends or developing technology in agriculture, so that they can bring ideas back to the department with regards to how to improve our facilities. We are constantly seeking industry contacts to be able to further expand our program and the opportunities of our students. As it stands now, our ARC spans 2 ½ acres, and contains multiple livestock barns (home to hundreds of animals throughout the year) and nursery facilities, including a greenhouse and planter beds. This gives students the opportunity to interact with their project on a daily basis on school grounds, and provides our classes with great hands-on learning experiences. Our facility, through the work of PJHM Architects and NEFF Construction, was created hand-in-hand with the Perris Union High School District, and our district made sure that all state guidelines, requirements, and laws for construction of the school and agriculture facilities were followed closely. In recent years, we added on even more areas and equipment, due to the popularity of certain projects. One example of this would be our hog barn and farrowing crates, which were added once the swine breeding program really took off and students became very engaged with pig projects.

Examples: Pictures of current facilities, plans, and modifications since 2007



6. Quality Criteria Six

Quality Criteria 6

Community, Business, and Industry Involvement

Heritage High School's Advisory Committee is sadly struggling to stay afloat. Over the past few years it has consisted of only a handful of members, including members of the community, local businesses, parents, and administration. In 2015, the committee completely disintegrated due to scheduling conflicts and differences of opinions.

This group would discuss the happenings of our chapter twice a year, talk about the accomplishments of the chapter, and explore what the program has to offer students from each area of the three circles of an agricultural program. Our past discussion topics included instructional content and courses, program budget, program promotion, FFA participation, S.A.E. projects, facilities, current enrollment, equipment and facilities, technology, and any ideas the committee had.

Our goal is revamp and revitalize our advisory committee into a successful, working group by the end of 2017.

Quality Criteria 6A

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

As it stands now, Heritage's Advisory Committee is not operational; we are currently seeking new members to join the committee so we can revamp this component of our program. We have had advisory committees in the past, containing members from local businesses and higher education programs. However, we had persistent issues with commitment from our committee members, and the committee eventually disintegrated when the small number that comprised our committee was not able to attend meetings, despite having set dates and times planned out ahead of time. In the past, we have had two meetings per year, and it is our goal, for our new, revised committee, to keep that practice. We have also had problems in the past with certain members of the committee overstepping boundaries and trying to manage our program, rather than just simply giving advice to our advisors, and it is our hope that, with our new committee, the distinction will be made that this is truly just an advisory capacity for committee members, and it is the final decision of the agriculture teachers alone to implement their ideas. With the new committee, we hope to rotate members on and off of the committee regularly, and include people from agricultural industries, businesses, local colleges, and even local government. It is our hope that people from so many different walks of life could bring new insight and opinions to our chapter operations, and help us develop new possibilities and opportunities for our students. During committee meetings, we plan to discuss topics listed in the quality criteria of the Agricultural Incentive Grant, so we as a department know how to better make improvements to our program with the support of our community.

Examples: Past Advisory Committee Minutes and Roster

Quality Criteria 6B

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

In the past, the Agriculture Advisory Committee met twice a year; it is our hope that, when this committee is re-established, that this will continue to be the practice. However, we hope to expand the committee size to include more members, so that we may still hold meetings, even if there are a few members absent. We have shadowed other chapters' advisory meetings in an effort to better understand what an effective committee looks like, and have also attended several CATA inservices on the matter. The other part of our plan is to make sure that, when our committee is finally assembled, that we dissect each of the twelve quality criteria that exists in the Agriculture Incentive Grant as a committee. We have a practice of doing minutes for every department meeting, and will uphold this practice during advisory committee meetings, as well. As for now, we have minutes of past committee meetings on file. We look forward to speaking to community members about topics like recruitment, funding, curriculum, and student opportunities. We hope that this will create a dialogue with our administration about the direction we want our program to go in in the future.

Examples: Advisory Committee Minutes

Quality Criteria 6C

The Agricultural Advisory Committee has assisted in the development or revision of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes.

- | | |
|---|---|
| <i>-Job Market Description</i> | <i>-Targeted Occupations</i> |
| <i>-Total Program Goals & Objectives</i> | <i>-Program Description – Courses, SAE, FFA</i> |
| <i>-Course Subject Matter Outlines</i> | <i>-Program Completion Standards</i> |
| <i>-5 Year Facility & Equipment Acquisition</i> | <i>-Current Year Budget</i> |
| <i>-Graduate Follow Up</i> | <i>-List of active placement sites</i> |

In the past, we presented our advisory committee with the Comprehensive Program Plan and, as a group, discussed our program goals and current standings. It was because of these meetings that we were able to develop the curriculum that we did and to offer the SAEs that we do to students. These meetings also provided useful insight as to how we could spend the various grant and budgetary funds that we received year after year. Since the committee's dissolving in 2015, we seek to find that insight from community members again, as we have quite a few students looking for placement project opportunities in the community. A committee's advice could also be useful in helping to develop our 5-year facility and equipment acquisitions, and developing new goals for our chapter to strive for as we change and add new courses over the next few years. Hopefully, by including a diverse membership, we will be able to create a more clear job market description of the agricultural jobs available to students in our area, and we will be able to help students find more opportunities to be involved in SAEs.

Examples: See Advisory Committee Minutes

Quality Criteria 6D

The contact information of the Advisory Committee has been provided on the cover of this checklist.

As we currently do not have a committee in place, we do not have a current roster; however, once the committee gets off the ground, one of the first things we will do is create such a document. We as a department already have a running list of potential committee members and basic contact information for each person on the list, and the people on the list come from a variety of backgrounds and professions, including higher education, the fruit crop production industry, local government, and large animal production. Because we are seeking so many diverse individuals for our committee, it is our hope that this will be able to open our eyes to more diverse opportunities to offer our students.

Example: Past Advisory Committee Roster



7. Quality Criteria Seven

Quality Criteria 7 Career Guidance

In the short time that the Heritage High and the agriculture department there has been in existence, there has been a lot of growth and success. This a true testament of great department, a very supportive counseling department, and lots of administrative support from the site level to the district level. An agriculture department's supporting staff can make or break a program's success. With that said, our counselors work hand-in-hand with our teachers to help students find the right fit for them in our program. The counselors have a very good understanding of the agriculture department and what we have to offer. Having other parties understand our program and the variety of skills and knowledge base that students gain from our classes enables them to see that students from all walks of life can be involved in our program. We believe that our courses now cover a wide variety of student interests, whether it is through our course offerings, our supervised agricultural projects, or our leadership opportunities.

In the first few years, as the agriculture department expanded, our courses were primarily focused on building a strong foundation of science in the classroom and using agricultural examples to bridge the gap with our students. But now that we have grown and shown the district our program's value to students, and now that our school has a seven-period day, we have expanded our offerings further with courses that are more agricultural overall in nature (and not just a science class with an agricultural emphasis). For our teachers, it allows more flexibility to teach subjects that they enjoy, and not just the main-stream agriscience classes. Ag. Mechanics, Horticulture, Veterinary Science, and Floriculture are all great examples of this. Students are excited to take these courses, as these classes are designed to be introductory courses that teach early career entry-level skills. We are also fortunate that most of our classes are UC-approved electives or core classes, and that many of our students who are college-bound feel like they can participate and learn about multiple topics in which they are interested. We hope to articulate some of these courses in the future and find more ways to incorporate local businesses and trades into our newly add courses.

Quality Criteria 7A

Students are counseled regarding:

- Career opportunities in Agriculture and Agribusiness*
- Agriculture and academic courses necessary to complete career pathway offerings*
- Post-secondary education and training options*

We visit several local middle schools in the spring of each year to recruit for our program. We do our best provide them with the information about our courses and our pathways with program brochures and informational presentations, as well as one-on-one interaction with active students in our program. This hopefully helps them gain a better understanding of what our program is about, and helps them see that they may take our classes and still earn the same science credits that they need for high school graduation (and can put UC-approved courses on their transcripts). One of our main selling points is the opportunities for hands-on learning in our classes. Our counselors have copies of our pathway chart and course offerings so they can give the best advice to students that are signing up for classes and are not sure which agriculture classes would be best for them. Our counseling staff is very good at meeting frequently with our students and keeping them on track for high school graduation; because of the strong focus on academic success at our school, our counseling staff have managed to sign up more than 80% of our graduating seniors for federal student aid for college the past two years. Every year, we have some sort of college and career-readiness day, where students are broken up by grade and either get to work on college and career research or get to take the PSAT for free (this is paid for by the school district). Within our own program, time is spent educating our students about careers in agriculture in many of our classes, as well as colleges and programs that offer agricultural education opportunities. In the past, we have additionally had recruitment visits for our program's seniors from large agricultural universities, such as Cal Poly Pomona, Colorado State and Oklahoma State.

Example: Camp Legacy Focus Lessons and counseling planning forms from Heritage Student Handbook

Quality Criteria 7B

All students have a completed career plan (Student Data Sheet) and it is updated annually.

Every year before this one, we have had students fill out data sheets on paper, which are then typed up and stored digitally. This year, our department went paperless with the adoption of the launch of the new calaged.org website enrollment and planning options. With an access code, students can now log on and add themselves to our chapter's roster and fill out their profile information. Once the information is accepted by an instructor online, it is added to the chapter roster and then pushed to the new online record book program called AET. Here, all of our students must completely fill out the demographic, contact, class, and career interest information segments of their AET profiles; each teacher has access to these records.

Examples: Student Data Sheets

Quality Criteria 7C

Efforts have been made, or completed, to articulate with Community Colleges and/or Universities (i.e., 2+2 articulation agreements).

Currently, Heritage High School does not have any courses that are articulated with any local colleges. However, we are looking for ways to do so with the help of our District Coordinator of Educational Services as well as local community colleges. The first class to be articulated will most likely be our Horticulture class, with Mt. San Jacinto Junior College. As soon as our newly-formed classes are changed from just electives to UC A-G electives, we will be looking to articulate classes such as Horticulture, Veterinary Science, and Agriculture Mechanics. We want to articulate with the local junior colleges in the area first, as this is where most students end up going to school.

Examples: Evidence of Articulation Agreement



8. Quality Criteria Eight

Quality Criteria 8

Program Promotion

Promotion of the Heritage High School agriculture program is very active in the spring; however, the program is on display year-round. In March of every year, the agriculture department takes active students to all of the feeder middle schools in the area to introduce agricultural education and the opportunities that await new students in our hands-on science program. On a normal recruitment trip, you will find involved agriculture students, FFA officers, videos of our program, real plants, real animals, science project boards, FFA trophies, CDE contest examples, floral arrangement examples, microscopes, and lots of enthusiasm. Every year, the agriculture program receives over a thousand sign-ups, with usually only two hundred and fifty open seats to fill. It is a great problem to have. Additionally, throughout the year, our Agriculture Research Center and our leadership students are hosts to many field trips of local elementary schools in the area, as well as community days where future students and their families can visit our program and also enjoy some BBQ. With the program's successes over the last few years from students participating in FFA, offering more courses, and improving our facilities, more and more students are transferring from out of the area just for the sole purpose of joining the agriculture program here.

Our counseling department does a wonderful job of finding incoming freshman students who are interested in our program and who meet the requirements for entry into our program. Every year we give the counseling department a copy of our recruitment list with the names of all the students who signed in at our recruitment booth and had an interest in our program. We currently are so impacted that if a student does not enroll in an agriculture class as an incoming freshman, we do not have enough spots in sections of our other classes to accommodate them. We have a desire to be in the types of classes we teach. Overall, we find tremendous success with our recruitment every year.

Quality Criteria 8A

An Agricultural Education program recruitment brochure or similar document is used to promote the program.

We have a brochure that we bring to every official recruiting event at local middle schools. These documents contain course listings, project opportunities, and facts about our FFA chapter and ways to get involved. They also contain information about our chapter website, so students may seek out more detailed information if they are curious. During our recruitment trips, this tool is one of the most important things we show potential incoming students. Our website is extremely detailed, containing our entire chapter calendar with specific times of events and locations, as well as information on classes and projects. In addition to our brochures, our counselors have copies of our pathway flow charts to help students when they are signing up for their new agriculture classes each year. These are useful for freshmen entering the program, as they can see which classes they might be interested in taking later on in their high school careers. Finally, we have a strong presence on social media, particularly through Facebook, which is updated every week with chapter news and updates on events, and many students and community members alike follow us for current news about FFA activities, plant sales, animal projects, or anything else interesting and exciting that is happening.

Example: Recruitment Materials

Quality Criteria 8B

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

Our students have more than enough opportunities to participate in FFA activities and fulfill the 300-point requirement for the FFA portion of their grade. However, every chapter activity is designed in a way that students in need have an opportunity to participate without spending money if they are unable to. Many of our events at the chapter level take place during school time, as well, so students involved with athletics or other clubs can still actively participate in the chapter. Students who intern for our chapter as farmhands can earn a project from the school or even go on some FFA trips for free. Many of our students benefit from hands-on learning with our breeding projects at the farm, which the farmhands manage, but all of our classes are able to study for animal science units in classes for free.

Every year, the agriculture department applies for extra funds through the school district to help lower the costs of projects and trips for all students. We also do large-scale fundraiser projects that are agriculture-based. This accomplishes two things: first, we are able to teach students a variety of skills and second, we can raise funds to lower the cost of student involvement in our program. There are also members of the community that give scholarships for students in need, in the form of a loan, or even as gratis money, so that a student may participate. Plus, because all of our farm enterprises (except beef projects) are bred on campus, we are able to create competitive, genetically strong projects for all students and sell other animals to community members, such as 4-H and other FFA programs in the area. The sale of these animals create extra funds for our students. We work with animal husbandry industry leaders to breed our animals to some of the top sires in the country. Being that our farm facility is so large, we are able to house any and all student FFA animal and plant projects on the farm for free. If a student wants to get involved but does not have the financial means to do so, our department strongly adheres to the philosophy, "Where there is a will, there is a way."

Example: FFA Chapter Calendar

Quality Criteria 8C

The Agriculture Department conducts recruitment activities with local feeder schools.

We are one of several programs at our school that participate in regular middle school recruitment before local eighth graders register at Heritage. Each group typically gives a short five-minute presentation about their program, and each group has a small booth set up with information and visual aides for middle schoolers to see. After each group has done its presentation, students are free to wander between booths that they find interesting and can interact with the high school students and teachers and ask questions about our programs. There are four middle schools that we recruit from, and at each site, we explain to students that our intra-curricular program can give them great academic and hands-on experiences inside and outside of the classroom. In our recruitment booth, typically, we have live animals, plants for students to transplant, materials to make boutonnières, awards from FFA contests, and brochures and program information for students to take home to their parents. Our active students that accompany the teachers on these trips typically do most of the talking during presentations, and are able to connect with the middle schoolers about their participation in other clubs, teams, and organizations outside of their involvement in FFA. Our elementary school farm tours also start the dialogue about what agriculture is with local students at a very young age, and we hope that their tours through our facilities are something they remember when it comes time to register for high school.

Example: Recruitment Materials



9. Quality Criteria Nine

Quality Criteria 9

Program Accountability & Planning

The Heritage High School Agriculture Department was founded in 2007 and has been growing since its creation. In 2009, the department added two full-time agriculture teachers that are still here today, along with the addition of one in 2014 and 2015, bringing the total to five teachers. This expansion and the dedication across the board by these five teachers has propelled Heritage to being one of the strongest agriculture programs in the southern region and in our opinion, one of the strongest in the state. Our goal as instructors is to provide high quality and impactful opportunities for all students in all three circles of a successful agriculture program: leadership development, personal growth, and career success.

Our Comprehensive Program Plan is complete with this year's updates; our regional supervisor reviewed our program last year. A new development this next year is our region's transition to submitting electronic program plans, rather than sending in large hard copies of the plan. Each year, the plan is revisited and updates are made for the new year, taking into consideration any changes that need to be made from the previous year. In the past, we have followed up with as many program completers as possible to find out what they are doing after high school, questioning them on how our agriculture program could help better prepare them for life after high school in careers readiness and in college. By the end of 2016-17 school year, we want to try to implement a Google Form where we can present completers with the option of a more thorough survey on their experiences in our program, so that we can then collect and analyze more concrete data.

Student retention is very high in our program in students who continue after their freshman year. In a given year, we usually have from eight to ten freshman class sections, and have four or five sections of sophomore-level classes in the following year, and those numbers typically stay the same for classes that are above sophomore level. This, we believe, happens because of the high standards we set for our program as a whole. Students enrolled in an agriculture class must not only be passing their agriculture classes, but also show evidence of being active in the chapter's FFA activities. Those that fail to meet these basic requirements are removed from the program and entered into normal science classes, as we feel that we are not meeting the needs of these students. All students who participate in any FFA extra curricular events that take them out of class at any time must have a 2.0 GPA or higher to participate. We take great pride in our high standards, as we believe this keeps students focused on their performance in the classroom and also helps hold them accountable across all three circles of our program. We want to create students that are highly qualified for college, highly motivated, and have a work ethic that will promote success in whatever field they move into after high school.

With these standards in place, we have quickly created a program that has produced a lot of success in the classroom, FFA, and SAEs. Just in this past year, our program has produced some impressive figures. 80% of our program's seniors have applied for college to further their education. Our chapter president was also the class valedictorian. Five CDE teams placed in the top ten at state judging finals. We had ten State Degree and four American Degree recipients, as well as a region and section officer, a national delegate, two state finalists in proficiencies, a Star Reporter finalist, a State Web Development Award finalist, and we were a region winner and state finalist for the CATA Outstanding Large Department Program. Additionally, we had over

eighty SAE fair projects that totaled together over \$50,000 invested, and one national proficiency finalist placing silver. These successes prove the complete dedication that our students and our teachers have for creating and believing in our program, as well as the quality of work that is being done. And yet, we are still crazily trying to find ways to improve, redefine, and expand our program's boundaries and successes with the aim of student learning.



10. Quality Criteria Ten

Quality Criteria 10 Student-Teacher Ratio

Every teacher in our agriculture department averages about 30 to 36 students in each of their class periods, with the exception of one teacher, whose average class size is 24. As such, our department exceeds the requirements of the student-teacher ratio as detailed in the Agriculture Incentive Grant. Our teachers all teach six classes out of the seven possible during the day, with the exception of one teacher who waived their prep period to teach a full seven periods. Because most instructors teach 30 to 36 students per class period, this means that we have an imbalanced total contact number well above the 75 students per teacher criterion in the grant guidelines for extra funding. However, we find that we are still able to make these numbers work for our program with adequate classroom management skills and a collaborative spirit (largely when it comes to multiple class periods sharing the farm for labs or activities).

None of our teachers have a project supervision period. Therefore, we are also responsible for a larger number of students than just exists on our class rosters. Our school site's student population continues to expand as more housing developments open around the campus, so our large class sizes probably will not go away anytime soon; however, we understand the value of smaller class sizes in terms of student learning, and we strive to ensure that our students receive beneficial instruction, no matter what the class size.

Quality Criteria 10A

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

Our department does not meet this requirement in any of our shop or laboratory-based classes, and in very few of our classroom-based classes. However, our district, school site, and our department are all very proactive about student safety and taking preemptive measures to ensure that all students are safe during labs and activities in class and on the farm. Our department especially quickly responds to any potentially hazardous situations and relays important information to site administration to fix any problems that arise. Our class sizes are large mainly because of our current contracts; our contracts state that class sizes can be no larger than 36, and these provisions were voted into place by a majority of the teachers in our school district's union.

Example: R2 Teacher Schedules & Data

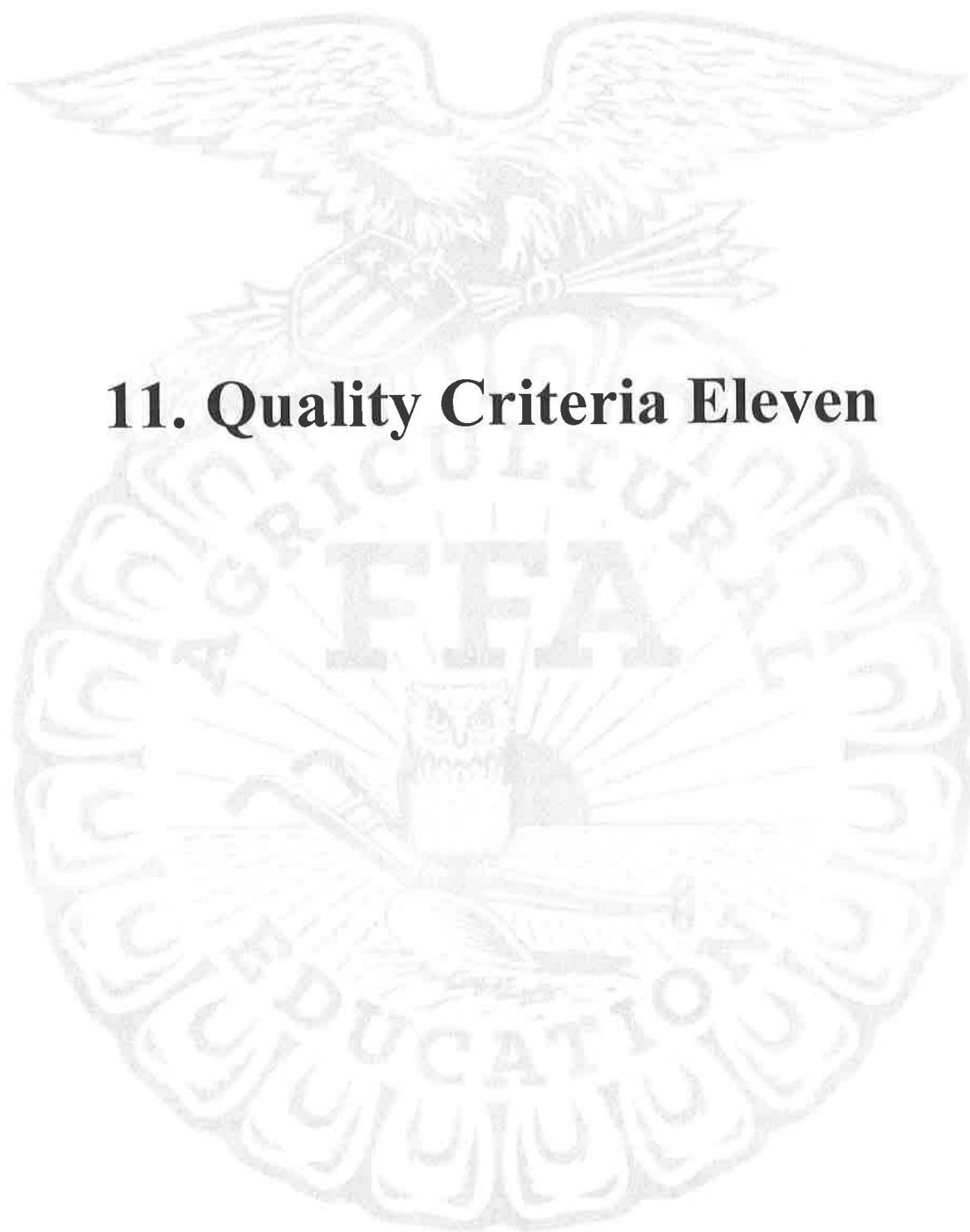
Quality Criteria 10B

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

Our ratio of students to teachers is above the 75 students to every teacher ideal set forward. Four of the five teachers have anywhere between 150 to 200 students per teacher (the fifth teacher only has 140). Although our class sizes per teacher, on average, are down since the addition of a fifth teacher last year, and even though each first-year student counts as .5, we still exceed the limiting number in the Agriculture Incentive Grant application. We have 10 freshmen-level class sections, and multiple sections of most of the other classes that we offer. As none of the teachers have a project supervision period, we are also responsible for supervising additional students each year outside of class.

Example: R2 Student Report

11. Quality Criteria Eleven



Quality Criteria 11 Full Year Employment

Our school district and school administration understand that to have a successful agriculture program there is no real summer break for us, or at least not a break like those that most non-agriculture teachers have. All of our department's agriculture teachers are full-time, with six or more classes per instructor. One teacher in the department teaches a seventh period, but this was by choice, as they chose to give up their prep period. Agriculture teachers in our district are paid in three ways.

First, teachers are paid for 186 days in the classroom. Teachers fall into one of six columns on our payscale. Teachers progress across to columns to the right for every fifteen semester units they earn after graduating. As a teacher moves over each column, their pay increases on an average of two thousands dollars a year. For every year they are with the district, teachers move down their respective column with a salary raise. This is designed to give an incentive for teachers to continue their education to better themselves and the students they teach.

The second way agriculture teachers in our district are compensated is a thirty-day (120 hour) stipend. This contract is in place of the common summer contract that many agriculture teachers get. The stipend is for agriculture department duties outside of class hours for the program that are not directly exclusively to FFA responsibilities. These hours may be related to FFA in some ways, just not predominantly. Such examples include: working with FFA livestock projects on the farm that will be shown at fairs. The total sum of this stipend is calculated from a teacher's regular hourly wage. As a teacher gets paid more, the stipend increases. Agriculture teachers record and submit their additional hours on a time card, with a description of work done, at the teacher's discretion.

New this year, after several years of discussions with the district, is a department head stipend. This is a flat stipend of \$2,000, spread across the last ten months of the school year. The department head is in charge of department paperwork and communication duties.

The final way teachers get paid in our district is with a stipend for FFA advisory duties. There is no time card for teachers to fill out; rather, this stipend is a \$2,500 stipend that is included in the last paycheck at the end of each semester. This stipend in no way accounts for all the time and effort that our teachers put in, planning meetings, overseeing our program's activities, and getting teams ready for events. However, it does pay for the hours worked by our staff at FFA events themselves.

Our pay, compared to the rest of the state, is fairly average. However, the cost of living in our area, when compared to our pay, makes it a very good living, especially with the way our thirty-day contract is designed, after one has taught in the district for a while.

Average Pay of Heritage Agriculture Teachers in 2016-17 (186 days)

Avg. Salary:	\$78,778.00 (\$61,442; \$69,859; \$80,186; \$81,468; \$100,935)
30-Day:	\$ 6,353.06
FFA:	<u>\$ 2,500.00</u>
TOTAL:	\$87,631.06
Dept Chair:	\$ 2,000.00 (Department Chair only)

Quality Criteria 11A

A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than \$2,000.

Our agriculture department staff teach more than 75 students each per day, and we are all compensated more than \$2,000. Each of us earns about \$2,000 per 75 students, as we teach almost double that number per day, so we do meet this requirement. In addition, we each receive a 30-day summer stipend on top of our annual salaries and four of us receive a flat \$2,500 FFA advisor stipend. All five of us work full-time, and are compensated accordingly. We also all divide our duties over the summer equally to ensure that student S.A.E.s are properly looked after, and we also have a chart of staff responsibilities that delineates which teachers are in charge of certain aspects of program management.

Example: R2 Teacher Information form & Chart of Staff Responsibilities

Quality Criteria 11B

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

Members of our agriculture department staff do not have project supervision periods. We do have extended thirty-day stipends to compensate us for our work during summer months, and the sum of this additional salary for each teacher is calculated by their hourly wage, which can be calculated from their annual salaries. All of us receive a set stipend for our work as FFA advisors outside of class. Both of these sums are added on on top of our regular 10-month salaries.

Example: R2 Teacher Information form & Teacher Schedules



12. Quality Criteria Twelve

Quality Criteria 12

Program Achievement

The Agriculture Department at Heritage offers a wide variety of activities that allow students to find a niche interest for themselves in a variety of areas. We strive to create a well-balanced program so that every student can find something in our program that they are interested in.

The teachers in our program believe that the FFA is a great program that promotes agriculture and develops important skills needed to further students' education or enter the workforce in areas of agriculture. However, more importantly, we believe that the personal success a student can achieve in this program can be priceless. Students that challenge themselves in our program can change their lives, no matter what they do after high school, just from their own toil and perseverance. The most important achievements that our program has seen often go unrecognized, but are talked about quite often. Statements from both current students and from those who have graduated contain sentiments about not only the things they learned or awards they earned; students also express a gratitude for the work ethic, positive leadership, role models status, and even parental figures that our teachers provided and exuded to them in the years they attended Heritage.

When it comes to being recognized, our department has done a lot in the short nine years it has been around. The high quality of our output is not just a special achievement reached in one banner year, but rather, we find that it is a yearly achievable standard or goal to which to hold ourselves. This is seen directly in the following examples in just this last year: Five CDE teams placed in the top ten at state judging finals. We had over sixty Chapter Degree, ten State Degree, and four American Degree recipients, as well as a region and section officer, a national delegate, multiple section and region proficiency winners with two state finalists, a Star Reporter finalist, a State Web Development Award finalist, and we were a region winner and state finalist for the CATA Outstanding Large Department Program. Additionally, we had over eighty SAE fair projects that totaled together over \$50,000 invested, and one national proficiency finalist who earned silver-level recognition. Most of these accomplishments are not a one-time achievement, but are a yearly standard to meet and surpass within the next school year. We, as a staff, choose the events and programs our chapter will participate in very wisely. We do not like getting involved in more than we can handle, as we want to do what we do very well. As it stands now, we are very close, as a collective department, to having a very full plate. This full plate includes class instruction time, a number of different preps and classes, multiple S.A.E.s to supervise, multiple CDE/LDE teams to coach, chapter events to oversee, community service to organize, multiple above-chapter-level FFA events and conferences host at our site, daily farm operations to manage, and many department duties to fulfill.

The Heritage agriculture staff was organized and hired to bring different strengths to the program. This makes our program very diverse, as our instructors have a wide breadth of knowledge, and can make our department's class, FFA, and project offerings that much deeper. Along with the amount of community support our program not only gives but receives, we continue to operate at very high level, and we still expect to grow even more in the future.

Quality Criteria 12A

The Agriculture Program meets the requirements of Program Achievement.

There are seven requirements to meet Quality Criteria 12 of the Agriculture Incentive Grant to receive extra money for your program. Because of our high standards and the involvement of our students and teachers, we far surpass the qualifications of 12A (Leadership and Citizenship Development), 12C (Qualified and Professional Activities), and 12F (Graduate Follow-Up). We do not meet quality criteria 12E (Retention) due to high standards we place on our students. We remove all students who fail an agriculture course and who do not show any involvement in our program through our FFA participation points system.

Though we still have State and American Degree recipients each year, our program still does not meet the standard of 12B (Practical Application of Occupational Skills). Annually, we have an average of ten students receive their state degrees. This is far below the standard of 5% of total program population, set by the criteria, due to vast size of our program. To meet that criteria, we would have to have thirty six recipients annually. We feel that a large factor in students not receiving this award is not the amount of quality projects completed, but rather the financial profit that they must earn from their projects is hard to attain while living in an economically depressed area. Ours is one of the hardest-hit areas in the country after the economic collapse we have experienced over the last five years. A good indicator of this is, upon taking livestock projects to our local fair, our students earn an average of \$150 profit on a animal project, whereas, at many other fairs, students tend to make much more on the sale of their animals.

The area that we need to revamp and improve is criteria 12D (Community, Business, and Industry Involvement). Our program works with many companies across the country to offer the most up to date technologies, strategies, and products. We work closely with different feed companies, horticulture businesses, and agriculture product stores in the area. Despite this, we do not have an advisory committee at the present moment, due to time conflicts and personal agendas of past members. We do, however, plan to put together a new and effective advisory committee in the very near future.

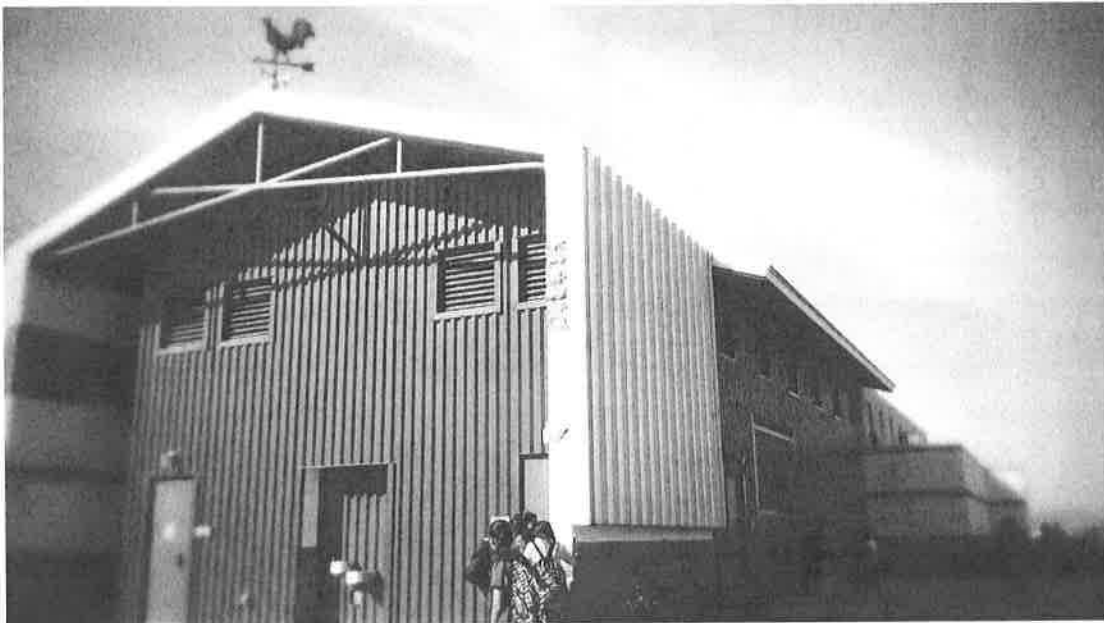
We may not meet all of the facets of Criteria 12, but the agriculture program at Heritage High School is considered a flagship program of our district, and does not fail to impress. We continue to strive for new heights every year, all while steadily maintaining what we already do annually. Heritage's program has been a well-recognized and respected program amongst the district and our community. We feel that we have accomplished what we set out for locally. Our goals as a program grow every year as we continue to push the envelope of our successes. We want to become a model in agriculture education success, not just here locally and in southern California, but throughout the entire state, by those who know agriculture education better than anyone, as well as by other agriculture programs, institutions, and their instructors.

The heart of our program truly lies in what agriculture education and FFA can do for students. Our program can, does, and will continue to teach students to the best of our ability and create not only future agriculturists, but also model citizens in our community for years to come.

Example: See Activity Chart.



*Heritage High School Agriculture
Education Department*



*Part Two:
Supplementary Materials For
Comprehensive Program Plan*



13. Student Data Sheets

Student Data Sheets

All students but our current freshman have hard copies of student data sheets on file in the agriculture department. This is due to the new AET and calaged.org programs that creates a profile, mailing info, gender, parent information, program of instruction being pursued, grade level, and classes, and all other information that is found on the Student Data sheet, and records it online for the student, program, and the state.

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Sara
Last Name First Name, MI

B. Gender: Male _____ Female x

C. Ethnicity/Race:
 Are you Hispanic or Latino? (Check one): Yes _____ No x

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

- American Indian or Alaskan Native
- Asian Indian
- Cambodian
- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Vietnamese
- Black or African American
- Filipino
- Guamanian
- Samoan
- Tahitian
- White

H. Date: 9/1/15

I. Locator Data
 Street Address: _____

City, Zip: Perris CA

Phone Number: _____

Email: Sara.org

Parent/Guardian Name (Print Full Name For Each):
 Mr. Curtis Shaver

Miss/Mrs./Ms. Lisa Shaver

J. Program of Instruction Being Pursued: (Select Only One)

- Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030)
- Agricultural Business (4040)
- Ornamental Horticulture (4050)
- Forestry & Natural Resources (4060)
- Agriscience (4070)

K. Please indicate below your plans after graduation from high school:

D. Year in Agriculture Program: 2nd
(1st, 2nd, 3rd, 4th)

E. Grade Level in School: 10
(9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)

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

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
Veterinarian

1. Go to Work Full - Time _____
 No Further Education _____
 Some College Later _____

2. Go to College _____
 Community College _____
 Four Year College _____
 Full-Time Student x
 Part-Time Student _____
 Agriculture Major x
 Non-Agriculture Major _____

3. Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER SHEET DATA SHEET

MR. PEROTTI

A. Name _____ Ariel _____
Last Name First Name, MI

B. Gender: Male _____

C. Date: 9/9/11

D. Year in Agriculture Program: _____
(1st, 2nd, 3rd, 4th)

E. Grade Level in School: _____
(9, 10, 11, 12)

F. Program of Instruction Being Pursued: (Select Only One)

_____ Plant & Soil Science (4010)

_____ Animal Science (4020)

_____ Agricultural Mechanics (4030)

_____ Agricultural Business (4040)

_____ Ornamental Horticulture (4050)

_____ Forestry & Natural Resources (4060)

Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

_____ I plan a career in agriculture

Not a career, just an interest in agriculture.

_____ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

_____ White

_____ Hispanic

_____ Black (Except Hispanic)

_____ Filipino

_____ Asian or Pacific Islander

_____ American Indian/Native American

Other

I. Locator Data: _____

Parent/Guardian Name (Print Full Name For Each)

Mr. Jare Tyree

Miss/Mrs./Ms. Ty

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

I would like to be a vet technician
(or a nurse)

K. Please indicate below your plans after graduation from high schools:

1. Go to Work Full - Time

_____ No Further Education

_____ Some College Later

2. Go to College _____

_____ Community College

_____ Four Year College

_____ Full-Time Student

_____ Part-Time Student

_____ Agriculture Major

_____ Non-Agriculture Major

3 Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER SHEET

DATA SHEET

- A. Name Yesenia
 Last Name First Name, MI
- B. Gender: Male Female
- C. Date: 9-9-11
- D. Year in Agriculture Program: 4th
 (1st, 2nd, 3rd, 4th)
- E. Grade Level in School: 12
 (9, 10, 11, 12)
- F. Program of Instruction Being Pursued: (Select Only One)

- Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030)
- Agricultural Business (4040)
- Ornamental Horticulture (4050)
- Forestry & Natural Resources (4060)
- Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

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

H. Ethnic Origin: (Select Only One)

- White
- Hispanic
- Black (Except Hispanic)
- Filipino
- Asian or Pacific Islander
- American Indian/Native American
- Other

I. When you eventually take your place in this world, what would

you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

Nurse, pediatrician, vet

K. Please indicate below your plans after graduation from high schools:

1. Go to Work Full - Time

- No Further Education
- Some College Later

2. Go to College

- Community College
- Four Year College
- Full-Time Student
- Part-Time Student

- Agriculture Major
- Non-Agriculture Major

3 Go Into Military Service

AGRICULTURAL EDUCATION - STUDENT CAREER SHEET DATA SHEET

A. Name _____ I. _____
 Last Name _____ First Name, MI _____
 B. Gender: Male _____ Female
 C. Date: 9/9/11
 D. Year in Agriculture Program: 4th
 (1st, 2nd, 3rd, 4th)
 E. Grade Level in School: 12
 (9, 10, 11, 12)
 F. Program of Instruction Being Pursued: (Select Only One) J. _____

- Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030)
- Agricultural Business (4040)
- Ornamental Horticulture (4050)
- Forestry & Natural Resources (4060)
- Agriscience (4070)

to be a correctional officer (ag business & marketing)

K. Please indicate below your plans after graduation from high schools:

G. I Am Taking This Course Because: (Select One)

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

H. Ethnic Origin: (Select Only One)

- White
- Hispanic
- Black (Except Hispanic)
- Filipino
- Asian or Pacific Islander
- American Indian/Native American
- Other

1. Go to Work Full - Time _____

No Further Education _____

Some College Later _____

2. Go to College

Community College

Four Year College _____

Full-Time Student _____

Part-Time Student

Agriculture Major

Non-Agriculture Major _____

3 Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER SHEET DATA SHEET

Mr. Maddalena

A. _____ I. _____

B. Gender: Male _____ Female _____

C. Date: 9/9/2011

D. Year in Agriculture Program: 4th
(1st, 2nd, 3rd, 4th)

E. Grade Level in School: 12
(9, 10, 11, 12)

F. Program of Instruction Being Pursued: (Select Only One) J. _____

_____ Plant & Soil Science (4010)

_____ Animal Science (4020)

_____ Agricultural Mechanics (4030)

Agricultural Business (4040) (yet)

_____ Ornamental Horticulture (4050)

_____ Forestry & Natural Resources (4060)

_____ Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

I plan a career in agriculture

_____ Not a career, just an interest in agriculture.

_____ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

White

_____ Hispanic

_____ Black (Except Hispanic)

_____ Filipino

_____ Asian or Pacific Islander

_____ American Indian/Native American

_____ Other

K. Please indicate below your plans after graduation from high schools:

1. Go to Work Full - Time _____

No Further Education _____

Some College Later _____

2. Go to College X

Community College _____

Four Year College _____

Full-Time Student X

Part-Time Student _____

Agriculture Major X

Non-Agriculture Major _____

3 Go Into Military Service _____

30324 Ave Caylee, Homeland 92548 CA,
(951) 926-2830

AGRICULTURAL EDUCATION - STUDENT CAREER SHEET
DATA SHEET

Maddalena

A. Name Whd 04 4
Last Name First Name, MI

I.

B. Gender: Male _____ Female X

2525

C. Date: 9/9/11

D. Year in Agriculture Program: 4th
(1st, 2nd, 3rd, 4th)

Parent/Guardian Name (Print Full Name For Each)
(Mr) Douglas Whitfield

E. Grade Level in School: 12th
(9, 10, 11, 12)

Miss/Mrs./Ms.

F. Program of Instruction Being Pursued: (Select Only One)

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

X Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

GRAPHIC DESIGN (AG. TEACHER)

G. I Am Taking This Course Because: (Select One)

K. Please indicate below your plans after graduation from high schools:

 I plan a career in agriculture

X Not a career, just an interest in agriculture.

 Not interested, placed in class.

1. Go to Work Full - Time

No Further Education _____

Some College Later _____

2. Go to College X

Community College _____

Four Year College X

Full-Time Student X

Part-Time Student _____

Agriculture Major _____

Non-Agriculture Major X

3 Go Into Military Service _____

H. Ethnic Origin: (Select Only One)

X White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

AGRICULTURAL EDUCATION - STUDENT CAREER SHEET
DATA SHEET

11/11/11

A. Name AZ
Last Name _____

LA

I. Locator Data:

R

B

92571

B. Gender: Male _____ Female _____

C. Date: 9/19/11

D. Year in Agriculture Program: 2nd
(1st, 2nd, 3rd, 4th)

Mr. GUSTAVO ALVAREZ

E. Grade Level in School: 10
(9, 10, 11, 12)

Miss/Mrs. Ms. NORMA ALVAREZ

F. Program of Instruction Being Pursued: (Select Only One)

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

(Secretary)
(Veterinarian)

K. Please indicate below your plans after graduation from high schools:

1. Go to Work Full - Time _____

No Further Education _____

Some College Later _____

2. Go to College

Community College

Four Year College _____

Full-Time Student

Part-Time Student _____

Agriculture Major _____

Non-Agriculture Major _____

3 Go Into Military Service _____

LAST NAME* _____

FIRST NAME* _____

MAILING ADDRESS* _____

CITY, STATE, ZIP* _____

HISPANIC* YES or NO

RACE*

(Circle one or more)

White	Black	Cambodian	Chinese
Hmong	Japanese	Korean	Laotian
Vietnamese	Asian Indian	Guamanian	Samoan
Am. Indian/Alaska Native	Native Hawaiian/Pacific Is	Asian Indian	Tahitian
Other:			

YEARS IN AG 1, 2, 3, 4

Grade 9, 10, 11, 12

Gender Male or Female

I am taking this course because: (Check only one circle)

- I plan on a career in agriculture
- Not a career, Just interested in ag
- Not interested, placed in the class

Plans after Graduation: (Check only one circle)

- Go to Work Full Time
- Go to College (then circle one on each line below)
 - Community College or Four-Year College
 - Full Time Student or Part Time Student
 - Agriculture Major or Non-Ag Major
- Go into Military Service

When you eventually take your place in this world, what would you like to do?

If the above Career is not related to Agriculture, please write below any occupation in agriculture you would enjoy doing:



14. Permanent Student Files



Permanent Student Files

All Student record books have gone through a transition over the last few years using the E-Record books, then the I-record books, and now moving into the new AET program. As any transition is not an easy one, students and staff are currently working on moving their old records into the new system. This is easier for some than others due to the number of projects they have and their size of each project. All students however, have a complete profile and have their FFA points recorded here. This program is not only where FFA points for each class are located but it is also the proof of documentation on record for all student awards such as Chapter, State, and American degrees, along with many different proficiency awards applications. One very important part of why we are in favor of this new program is that it takes information directly from the student's record book and inputs it into awards applications. The past versions of the record book did not. Each one of the agriculture teachers can view any students record book at any time though our teachers roster portal on calaged.org

Example of Teacher Record book access of all students:

The AET The Agricultural Experience Tracker

Profile Accounts Tracker Reports

Student Accounts

Active Status: Active Inactive Practice AET Pending Transfers

Last Name Starts With:

Student Filter: All Students Grade Levels FFA Membership Custom Groups

Adding/removing accounts is disabled in AET, since changes synchronize automatically from your State Hosted Manage accounts in your State Tracker System Automatic Operations: Import All Student Records / Import QR Cards

Unique #	Name	Username	Grade	Last Access
1439460	Aoavedo, Enrique	EAoavedo	10	11/10/2016
1310334	Acosta, Ashley	AAcosta	9	11/09/2016
1321088	Acosta, Keneth	KAcosta	9	11/10/2016
1310332	Alarcon, April	AAlarcon	9	11/09/2016
1131886	Alexander, Megan	MAlexander	11	11/14/2016
1321042	Alfano, Turriogh	TAfano	9	11/08/2016
1228323	Alfaro, Alayna	AAlfaro	12	11/09/2016
1282687	Allen, Andrew	AAllen	10	11/14/2016

Example of Student Project Finances:

The AET The Agricultural Experience Tracker

Profile Journal Finances Reports

Transaction List

Year: 2016 Experience: All Accounting Category: All Vendor/Group: All

New Entries: Income New Entries: Expense New Placement Income Return to AET

Options	Date	Voucher#	Vendor	Debit	Credit
Edt	11/8/2016	11/14/2016	Egg Project (Feed) Merifoe-Heritage FFA	\$96.00	
Edt	11/4/2016	11/14/2016	Tower garden 2016-2017 (Cash/Market Sale) Kali Casey		\$10.00
Edt	10/31/2016	11/14/2016	Egg Project (Cash/Market Sale) Kali Casey		\$160.00
Edt	10/28/2016	11/14/2016	Tower garden 2016-2017 (Cash/Market Sale) Kali Casey		\$10.00
Edt	10/9/2016	11/14/2016	Breeding heifer 2016 (Cash/Market Sale) Kali Casey		\$4,500.00
Edt	10/9/2016	11/14/2016	Market lamb (Cash/Market Sale) Kali Casey		\$550.00
Edt	10/3/2016	11/14/2016	Egg Project (Other) Merifoe-Heritage FFA	\$281.00	
Edt	8/18/2016	11/14/2016	Tower garden 2016-2017 (Supplies) Merifoe-Heritage FFA	\$10.00	
Edt	4/1/2016	11/14/2016	Market lamb (Feed) Merifoe-Heritage FFA	\$178.00	
Edt	4/1/2016	11/14/2016	Market lamb (Veterinary medicine) Merifoe-Heritage FFA	\$50.00	
Edt	4/1/2016	11/14/2016	Market lamb (Other) Merifoe-Heritage FFA	\$100.00	
Edt	4/1/2016	11/14/2016	Market lamb (Entry Fees / Commissions) Merifoe-Heritage FFA	\$25.00	
Edt	1/1/2016	11/14/2016	Breeding heifer 2016 (Other) Merifoe-Heritage FFA	\$3,500.00	
			Grand Total	\$4,237.00	\$5,230.00

1255112 | 2555 | March, November 26, 2015

Example of Student Profile Classes:

The AET The Agricultural Experience Tracker

Profile Journal Finances Reports

My Ag Classes

[Add Class](#)

Class Name	Teacher	Start Date	Ending Date	Options
School Year: 2016-17				
Agriculture and Soil Chemistry	M Maraisse	7/1/2016	6/30/2017	Delete
Introduction to Ornamental Horticulture	M Maraisse	7/1/2016	6/30/2017	Delete

1235112 | 7655 | Made: November 14, 2016

Example of Student FFA Points in record book:

The AET The Agricultural Experience Tracker

Profile Journal Finances Reports

Journal

Year: 2016 Activity Category and Type: (All) Description:

[Return to AET](#)

Options	Date	Updated	Description	Hours
Edit	11/8/2016	11/8/2016	Other FFA-related Activity Other Section Parris O/C 50 points	In: 0.00 Out: 0.00
Edit	10/31/2016	11/14/2016	Experience-related Activity Egg Project Managing animal facilities Cleaned animal pens/ collected eggs daily	In: 0.00 Out: 30.00
Edit	10/26/2016	11/8/2016	Other FFA-related Activity Meeting Chapter October FFA meeting 50 points Went to FFA party, wore costume	In: 0.00 Out: 1.00
Edit	10/26/2016	11/8/2016	Other FFA-related Activity Meeting Chapter October lunch meeting 50 points	In: 0.00 Out: 1.00
Edit	10/13/2016	11/8/2016	Other FFA-related Activity Other Chapter Helped at plant sale 50 points	In: 0.00 Out: 2.00
Edit	10/13/2016	11/8/2016	Other FFA-related Activity Other Chapter Pumpkin sale 25 points	In: 0.00 Out: 1.00
Edit	10/8/2016	11/14/2016	Experience-related Activity Market lamb Managing animal facilities Cleaned animal pen/ worked with animal	In: 0.00 Out: 10.00
Edit	10/8/2016	11/14/2016	Experience-related Activity Market lamb Managing animal nutrition Fed animal	In: 0.00 Out: 2.00
Edit	10/8/2016	11/14/2016	Experience-related Activity Breeding heifer 2016 Managing animal nutrition Fed animal	In: 0.00 Out: 2.00
Edit	10/8/2016	11/14/2016	Experience-related Activity Breeding heifer 2016 Managing animal facilities Cleaned animal pens/ worked with animal	In: 0.00 Out: 10.00
Edit	9/30/2016	11/14/2016	Experience-related Activity Breeding heifer 2016 Managing animal nutrition Fed animal	In: 0.00 Out: 2.00
Edit	9/30/2016	11/14/2016	Experience-related Activity Breeding heifer 2016 Managing animal facilities Cleaned animal pen/ worked with animal	In: 0.00 Out: 30.00
Edit	9/30/2016	11/14/2016	Experience-related Activity Market lamb Managing animal nutrition Fed animal	In: 0.00 Out: 2.00
Edit	9/30/2016	11/14/2016	Experience-related Activity Market lamb Managing animal facilities Cleaned animal pen/ worked with animal	In: 0.00 Out: 30.00

FFA ACTIVITIES (continued)

C Chapter Level Activities

List each FFA Chapter Level activity in which you participated in this year which fits under **no other section** on pages 3 through 16.

Date	Activity	Placing or Responsibility



**Heritage FFA
Greenhand Exam**

**DO NOT WRITE ON THE TEST BOOKLET!
RECORD ALL ANSWERS ON ANSWER DOCUMENT ONLY!**

Section 1. Please answer either T for TRUE or F for FALSE.

-
- | | | |
|---|---|---|
| 1. Girls were admitted into the FFA in 1979. | T | F |
| 2. The California State FFA Convention is in Fresno, California. | T | F |
| 3. California was one of the first 5 states to receive an FFA charter. | T | F |
| 4. Heritage FFA got its charter in 1931. | T | F |
| 5. North Coast is one of the California FFA regions. | T | F |
| 6. The Greenhand Degree is the first FFA degree you can earn. | T | F |
| 7. The Chapter Degree pin is silver. | T | F |
| 8. The symbol of the treasurer is the rising sun. | T | F |
| 9. The sentinel is stationed by the door in the Opening/Closing Ceremonies. | T | F |
| 10. The FFA was formed in 1938. | T | F |
| 11. Elephants are one of the livestock projects you can have in FFA. | T | F |
| 12. The FFA Creed is 15 paragraphs long. | T | F |
| 13. The FFA Motto is 12 words long. | T | F |
| 14. On the FFA emblem, the eagle represents wisdom. | T | F |
| 15. Three taps of the gavel signals for members to stand. | T | F |
| 16. The first National FFA President was Martha Washington. | T | F |
| 17. The sentinel's symbol is the shield of friendship (clasped hands). | T | F |
| 18. One tap of the gavel means all members should stand. | T | F |
| 19. There are three FFA regions in the state of California. | T | F |
| 20. The secretary is stationed by the flag. | T | F |

Section 3. Please match the term on the left with the correct letter on the right.

- | | |
|--------------------------------|---|
| 36. _____ Earning to live | A. The term for a first-year FFA member |
| 37. _____ Learning to do | B. FFA jacket was created this year |
| 38. _____ 1982 | C. One of first states to get a charter |
| 39. _____ "I believe..." | D. Symbol of the advisor |
| 40. _____ Emblem of Washington | E. Second degree you can earn |
| 41. _____ 1933 | F. First female national president elected |
| 42. _____ Virginia | G. The phrase that begins the FFA Creed |
| 43. _____ Superior | H. Symbol of the treasurer |
| 44. _____ The owl | I. Not a part of official FFA dress uniform |
| 45. _____ Tennis shoes | J. One of the California FFA regions |
| 46. _____ White collared shirt | K. The first line of the FFA Motto |
| 47. _____ Chapter Degree | L. The national FFA region California is in |
| 48. _____ Western | M. The FFA term for an Ag. teacher |
| 49. _____ Greenhand | N. Part of official FFA dress uniform |
| 50. _____ Advisor | O. The third line of the FFA Motto |

STATE DEGREE REQUIREMENTS CHECKLIST

NAME _____

- _____ 1. Must have held the Chapter FFA Degree for at least one year immediately preceding application for the State FFA Degree.
- _____ 2. Have been an active member of the FFA for at least two years preceding application for the State FFA Degree.
- _____ 3. Completed two years of instruction in agricultural education which included an SAE program.
- _____ 4. Must be regularly enrolled in an agriculture education class at the secondary education level, an agriculture course at the post-secondary education level, or be a graduate of a secondary agriculture education program who is engaged in an agricultural occ
- _____ 5. Worked for a minimum of 500 hours, in excess of scheduled class time, on his/her Supervised Agricultural Experience Program.
- _____ 6a. Earned by their own efforts from an agricultural enterprise or other agriculturally related work at least \$1000.
or
- _____ 6b. have an investment of at least \$2,000 in depreciable property inventory.
or
- _____ 6c. Earned at least \$750 and have enough unpaid hours in excess of the 500 hours minimum required, so when the excess unpaid hours added to the dollar amount earned the sum equals at least 1000.
- _____ 7. Deposited in a bank or otherwise productively invested at least \$1,000.00.
- _____ 8. Has performed ten procedures or passed a written test on parliamentary law.
- _____ 9. Given a six-minute speech OR lead a group discussion for forty-minutes on a topic relating to agriculture or the FFA.
- _____ 10. Served as an officer, committee chairperson, or participating member of a committee.
- _____ 11. Participated in at least five distinctly different FFA activities at the chapter level.

FFA GRADUATION SASHES

(Keep this sheet as your requirement check off sheet)

Dear Parent/Guardian:

The Heritage High School Agriculture Department is designed to be a four-year Career Technical College Prep Science Pathway. The purpose of this letter is to inform you of the specific requirements for completion of this program. Students who qualify are eligible to wear an FFA Sash during graduation if they choose to purchase one through our chapter. Please complete the attached form and return it with your child by no later than May 10th 2013.

Heritage High School Agriculture Program Pathway Sash Requirements

Courses Required	Students must be enrolled in 8 semesters of agriculture courses to be eligible.
Years Required	Students must be enrolled in agriculture courses at least 3 years beginning sophomore year.
Grades	<u>Students must have a cumulative GPA of 3.0 in all of their agriculture courses combined.</u>

Application check list and steps to be completed by May 10th:

___ Parent info and signature application

___ Official Transcript of Agriculture Classes completed and Agriculture GPA signed by your councilor.

___ Turn in paperwork to Mr. Perotti and given paperwork to allow you to pay for sash.

___ Turn in \$20 dollars to ASB. You will not be allowed to pay without teacher consent form.

FFA GRADUATION SASHES

(Turn this sheet in to Mr. Perotti)

Childs Name (Print): _____

I understand that this award is based on my students combined GPA across all agriculture classes while here at heritage including those that they are currently enrolled in. In the event that my child's cumulative GPA in his/her agriculture classes fall below a 3.0 average before graduation, my child will not receive his/ her sash, and the money will be refunded. The cost of the sash is \$20, in cash only, and can be paid to the ASB accountant only after tuning in an agriculture transcript and this signature page to Mr. Perotti. If you have any questions regarding this, please feel free to contact me directly. This entire process must be completed by May 10th 2013 to receive a sash.

I also understand that if there are any questions or concerns, I can contact Mr. Perotti at 325-5447 ext. 20227 or Jeremiah.perotti@puhsd.org.

Parent Signature

Please print name

Date

Please return this completed form to Mr. Perotti along with signed ag transcript.

Jeremiah Perotti

Heritage High School/Agriculture Educator

Jeremiah.Perotti@puhsd.org

Phone: 951 325 5447 ext. 20227



Future Farmers of America

Menifee-Heritage FFA
26001 Briggs Rd.
Menifee, Ca. 92585

Dear: _____

This letter is to thank you for purchasing my FFA project. The

_____ that you purchased weighed in at

_____. Your portion was _____.

Your \$ _____ per pound for my animal is more than the

current market price of \$ _____ per pound.

The additional \$ _____ that you paid will be used towards

my future FFA Projects as well as FFA Leadership Trips and Conferences at

school.

Again, Thank you for your support.

Sincerely,

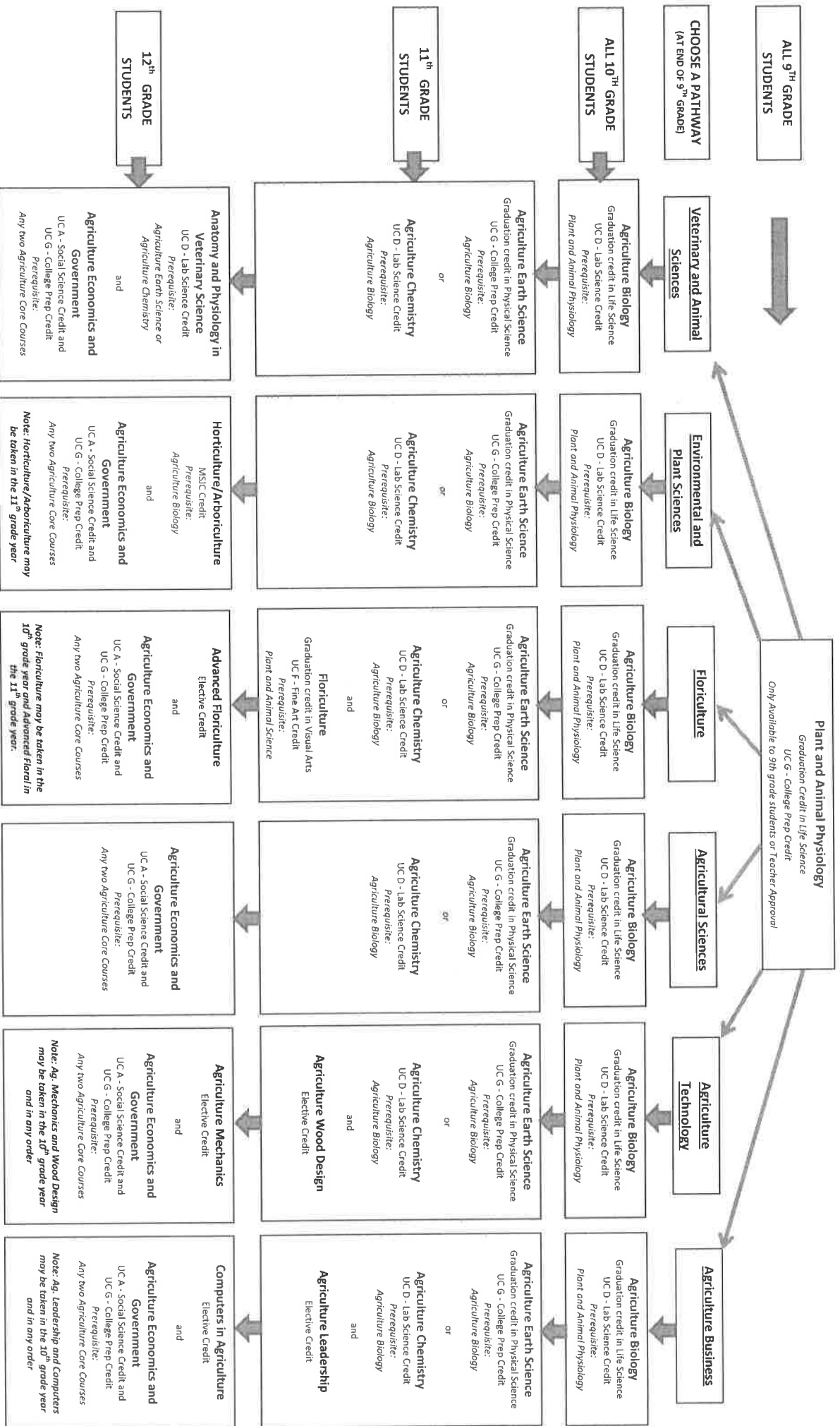


15. Course Outlines

Course Outlines

All Students are given a hard copy of the course outline at the beginning of the year and are gone over thoroughly in class. Each student must take this home and share with their parent or guardian and agree to the class outlines and sign the document.

**PERRIS UNION HIGH SCHOOL DISTRICT
AGRICULTURE PROGRAM PATHWAYS**



Do you want to go to college? Meet the A-G Requirements!
UC/CSU Approved A-G Heritage High School Courses

<http://doorways.ucop.edu>

ATP code: 054141

 COLLEGE



We believe in you!

A-History Social Science (2 years)

Agriculture Government, American Government, AP Government, AP European History, AP Human Geography, AP US History, US History, World History

B-English (4 years)

English 1, English 2, English 3, AP English Language, AP English Literature, CSU Expository Writing, Adv. English 1, Adv. English 2

C-Mathematics (3 years/4 years recommended)

Algebra 1A/1B, Algebra 1, Algebra 2/Trigonometry, Trigonometry, AP Calculus AB/BC, AP Statistics, Geometry, Integrated Math 1, Integrated Math 2, Integrated Math 3, Math Analysis

D-Laboratory Science (2 years/3 years recommended)

Agriculture Chemistry, Agriculture Biology, Anatomy and Physiology, AP Biology, AP Chemistry, Biology, Chemistry, Physics, Physics Honors, Principles of Biomedical Science

E-Language other than English (2 years/3 recommended)

AP Spanish Language, AP Spanish Literature, French 1, French 2, French 3 Honors, Spanish for Spanish Speakers 1, Spanish for Spanish Speakers 2, Spanish 1, Spanish 2, Spanish 3 Honors

F-Visual and Performing Arts (1 year)

AP Studio Art 3-D, AP Studio Art Drawing, Art 1, Art 2, AP Art History, Ceramics 1, Ceramics 2, Choir, Dance 1, Dance 2, and Dance 3, Drama 1, Drama 2, Drama 3, Concert Marching Band, The Art and History of Floral Design, Digital Photo 1 (CTE), Video Production 1, Video Production 2 (CTE)

G-Electives (1 year)

Agriculture Earth Science, Agriculture Economics, AP Macroeconomics, AP Psychology, AVID Senior Seminar, Civil Engineering, Earth Science CP, Economics, Intro to Engineering, Plant and Animal Science, Principals of Engineering, World Geography, Engineering Design and Development

**CSU will take one science from the D Category and one science from the G category*

Created by Teresa Armes

GRADUATION REQUIREMENTS

225 Total Credits Needed to Graduate

ENGLISH

Four (4) years of English

30 MATHEMATICS

Three (3) years of Math
(Algebra 1 must be passed)

30 SCIENCE

Three (3) years of Science

10 One year of Life Science

10 One year of Physical Science

10 One year of Science Requirement

35 HISTORY

Three and a half (3 1/2) years of History

5 One semester of World Geography (9th grade)

10 One year of World History (10th grade)

10 One year of US History (11th grade)

5 One semester of American Government (12th grade)

5 One semester of Economics (12th grade)

20 PHYSICAL EDUCATION

Two (2) years of PE or Marching Band, Weight Training, Sports,
Tae Bo, Aerobics and Dance may fulfill PE Requirement.

10 FINE ART OR FOREIGN LANGUAGE

One (1) year of Art, Ceramics, Music, Drama, Spanish, French, Dance
ROP Video, ROP Digital and Floriculture may fulfill Fine Art Requirement.

5 HEALTH

One (1) Semester

55 ELECTIVES

The remaining 55 credits may be taken from any courses offered at the high school or the ROP program. 10 credits may be taken in TA; 20 credits may be taken in work experience; 20 credits may be earned through Community Service.

Passed High School Exit Exam: Language _____ Math _____

Plant and Animal Science

UC Area G Course Approved

Course Description: Plant and Animal Science is a one year course aligned to meet the graduation requirements in Life Science. This course is also the required first course in the agriculture pathway at Heritage High School. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics:

1. Using the Scientific Method.
2. Understanding the Math process.
3. Demonstrating writing skills.
4. Comparative relationships of plant and animal nutrition, diseases and health.
5. Evolution of plants and animals.
6. Genetics.
7. Comparative analysis of major body organs.
8. Cellular biology.
9. Appreciates the role of the FFA and its opportunities.

Agriculture Biology

UC Area D Course Approved

Course Description: Agriculture Biology is a one year, laboratory science course, aligned to the biology science content standards, designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics:

1. The molecular and cellular aspects of life.
2. Energetics of life, growth, and reproduction in plants and animals.
3. Evolution of modern plants and domestic livestock species.
4. Plant and animal genetics.
5. Taxonomy of modern agricultural plants and animals.
6. Animal behavior.
7. Ecological relationships among plants, animals, humans, and the environment.
8. Nutrition in animals.
9. Health and diseases in animals, and similarities between animals and humans.

Agriculture Earth and Physical Science

UC Area D Course Approved

Course Description: Agriculture Earth and Physical Science is a one year, science course, aligned to the Earth science content standards, designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics:

1. Investigate Scientific phenomenon's.
2. Identify elements using properties and characteristics.
3. Understand Plate Tectonics.
4. Analyze soils for macro and micro elements and nutrients.
5. Understand tidal influences and climatic changes.
6. Identify the sun, stars and planets of our solar system.
7. Solve equations to understand velocity, distance and time.

The Art and History of Floral Design/Advanced Floral design

UC Area F Approved Course

Course Description: This course gives the student a practical look at the floriculture industry in California. The major emphasis will be on floral design principles and corsage construction as well as culture, care, and processing. The course is designed to lay the foundation for an entry level position in the floriculture industry or as the prerequisite for an advanced class. Participation in the FFA will be required and graded.

Agriculture Chemistry

UC Area D course approved

Course Description: This class is a detailed and in depth examination of chemistry for those students interested in math, science, or agriculture fields of study in college. A prerequisite completion of Agriculture Biology is required. It is an intensive course that is project-based. This includes regular labs, student projects and presentations, an agriscience project, and FFA Participation. The goal of having an agriculture based chemistry class is to not only teach content in a relatable and specific way, but to apply the concepts through project based learning. The concepts learned in class will be related to the agriculture industry in such a way that allows students to fully comprehend the material while increasing their knowledge of the agriculture industry. Throughout the year, students will perform experiments, write papers, and participate in discussions which expand on various chemistry and agriculture topics.

Agriculture Government

UC Area B course approved

Course Descriptions: Agriculture Government Policy is a one semester course aligned to the principles of American Democracy content standards, designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships of government.

Agriculture Economics

UC Area B course approved

Course Descriptions: Agriculture Economics is designed for the student interested in understanding the operations and institutions of economic systems as applied to our nation's largest industry agriculture. Units of instruction include basic economic concepts, comparative economic systems, individual and aggregate, economic behavior and international trade and policy. Instruction is also given in leadership and career education.

Agriculture Leadership

Elective

Course Description: The purpose of this course is to assist students in developing their knowledge, attitudes, skills and aspirations regarding leadership development in an agricultural setting or provide them with the beginning foundation for any setting. The goal of this course is to encourage students to be knowledgeable, caring, decision makers. Students in our program desiring to develop and expand their leadership skills are encouraged to take this course. Students will find opportunities to further develop their organizational skills by interacting not only with other class members, but with other organizations, groups, and activities. Students are in charge of club and school activities, and are responsible for successfully organizing, conducting, and evaluating the activities. In addition high priority will be on studying for contests and making sure the Heritage FFA chapter is ready for each contest.

Veterinary Science

UC Area D course approved

Course Description: Veterinary Science is a one year, science course, aligned to the Veterinary science content standards, designed for the college-bound student with career interests in agriculture. Before taking this course, students must have passed Agriculture Chemistry or Agriculture Earth as it is a course mainly designed for seniors.

Horticulture

UC Area D course approved (2017-18)

Course Description: This course provides an introduction to the horticulture industry, using videos, text, projects, and possible field trips and guest lectures. Topics include fundamental skills used in the horticulture industry. Cultivation of plant varieties, methods, knowledge, and techniques used in commercial and residential landscaping, golf course management, plant nurseries, and maintenance for urban gardeners and crop scientists.

Agriculture Mechanics

UC Area G course approved (2017-18)

Course Description: This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, metal fabrication, concrete construction, building construction, plumbing, electrical wiring, maintenance of agricultural machinery, equipment and tractors. Learning activities include information, skill development and problem solving.

Plant and Animal Science - Syllabus

Text Book: Life Science, Glencoe, 2008

Course Description: Plant and Animal Science is a one year course aligned to meet the graduation requirements in Life Science. This course is also the required first course in the agriculture pathway at Heritage High School. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics:

1. Using the Scientific Method.
2. Understanding the Math process.
3. Demonstrating writing skills.
4. Comparative relationships of plant and animal nutrition, diseases and health.
5. Evolution of plants and animals.
6. Genetics.
7. Comparative analysis of major body organs.
8. Cellular biology.
9. Appreciates the role of the FFA and its opportunities.

Major Course Requirements:

- a. Laboratory work- successfully complete the labs assigned during the year.
- b. Take careful notes and maintain a well-organized collection of the year's work
- c. Maintain a running record of your daily work and attendance.
- d. Hand in all work the day it is due.
- e. Display the proper attitude in class at all times.
- f. Observe the school, agriculture department, and classroom rules.

Necessary Equipment

- a. Three Ring binder- Either for Ag (*highly recommended*) or a portion of a larger one for Ag.
- b. Black or blue ball point pen.
- c. #2 pencil and eraser.
- d. Lots of notebook paper.

Your classroom grade will be an accumulation of points from the following components:

1. Notebook organization and completion.
2. Classroom participation in discussions and group work.
3. Classwork and homework assignments.
4. Quizzes and Test scores
5. Laboratory experiences and write- ups.
6. FFA Activities.
7. S.O.E.P. (Project)

<u>Grading Criteria:</u>	<u>Activities</u>	<u>Percentages</u>
	Assessments	40%
	Classwork, Labs, Homework	40%
	Agri-Science Project	10%
	FFA Activities	10% (300 points per semester)

100% - 90% = A; 89.9% - 80% = B; 79.9% - 70% = C; 69.9% - 60 % = D
 59.9% and Below = Failing Grade

Make – Up Work

You are responsible for seeing to it that you get all lecture notes missed during an absence, and that any assignments are made up within the timeframe allowed in the student handbook. Please see another student for their entries on the daily sheets. Once this is done, YOU must tell your instructor the exact assignment you need to make up. Your instructor will not chase you. Late work is NOT accepted.

Work is due at the end of each week, and all expected work is outlined on a sheet handed out at the beginning of each week.

Consequences:

If one or more of the Classroom or School rules is broken, the following consequences will be immediately administered:

1. Reminder.
2. Parent Contact.
3. Referral to Assistant Principal.

** Severe Case – Immediate referral to the Assistant Principal

*** All school rules, including absence/tardy policy and dress code, will be strictly enforced.

We have read the above policies for Ag Biology contained above.

STUDENT NAME (please print) _____
STUDENT SIGNATURE _____

PARENT/GUARDIAN NAME (please print) _____
PARENT/GUARDIAN SIGNATURE _____

Agriculture Biology- Syllabus

Text Books: Biology, McDougal Littell

Course Description: Agriculture Biology is a one year, laboratory science course, aligned to the biology science content standards, designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics:

1. The molecular and cellular aspects of life.
2. Energetics of life, growth, and reproduction in plants and animals.
3. Evolution of modern plants and domestic livestock species.
4. Plant and animal genetics.
5. Taxonomy of modern agricultural plants and animals.
6. Animal behavior.
7. Ecological relationships among plants, animals, humans, and the environment.
8. Nutrition in animals.
9. Health and diseases in animals, and similarities between animals and humans.

Major Course Requirements:

- a. Laboratory work- successfully complete the labs assigned during the year.
- b. Take careful notes and maintain a well-organized collection of the year's work
- c. Maintain a running record of your daily work and attendance.
- d. Hand in all work the day it is due.
- e. Display the proper attitude in class at all times.
- f. Observe the school, agriculture department, and classroom rules.

Necessary Equipment

- a. Three Ring binder- Either for Ag (*highly recommended*) or a portion of a larger one for Ag.
- b. Black or blue ball point pen.
- c. #2 pencil and eraser.
- d. Lots of notebook paper.

Your classroom grade will be an accumulation of points from the following components:

1. Notebook organization and completion.
2. Classroom participation in discussions and group work.
3. Classwork and homework assignments.
4. Quizzes and Test scores
5. Laboratory experiences and write- ups.
6. FFA Activities.
7. S.O.E.P. (Project)

Grading Criteria:	<u>Activities</u>	<u>Percentages</u>
	Assessments	40%
	Classwork, Labs, Homework	40%
	Agri-Science Project	10%
	FFA Activities	10% (300 points per semester)

100% - 90% = A; 89.9% - 80% = B; 79.9% - 70% = C; 69.9% - 60 % = D
 59.9% and Below = Failing Grade

Make – Up Work

You are responsible for seeing to it that you get all lecture notes missed during an absence, and that any assignments are made up within the timeframe allowed in the student handbook. Please see another student for their entries on the daily sheets. Once this is done, YOU must tell your instructor the exact assignment you need to make up. Your instructor will not chase you. Late work is NOT accepted.

Work is due at the end of each week, and all expected work is outlined on a sheet handed out at the beginning of each week.

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1. Reminder.
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3. Referral to Assistant Principal.

** Severe Case – Immediate referral to the Assistant Principal

*** All school rules, including absence/tardy policy and dress code, will be strictly enforced.

We have read the above policies for Ag Biology contained above.

STUDENT NAME (please print) _____

STUDENT SIGNATURE _____

PARENT/GUARDIAN NAME (please print) _____

PARENT/GUARDIAN SIGNATURE _____

Agriculture Earth and Physical Science- Syllabus

Course Description: Agriculture Earth and Physical Science is a one year, science course, aligned to the Earth science content standards, designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics:

1. Investigate Scientific phenomenon's.
2. Identify elements using properties and characteristics.
3. Understand plate tectonics.
4. Analyze soils for macro and micro elements and nutrients.
5. Understand tidal influences and climatic changes.
6. Identify the sun, stars and planets of our solar system.
7. Solve equations to understand velocity, distance and time.

Major Course Requirements:

- a. Laboratory work- successfully complete the labs assigned during the year.
- b. Take careful notes and maintain a well-organized collection of the year's work
- c. Maintain a running record of your daily work and attendance.
- d. Hand in all work the day it is due.
- e. Display the proper attitude in class at all times.
- f. Observe the school, agriculture department, and classroom rules.

Necessary Equipment

- a. Three Ring binder- Either for Ag (*recommended*) or a portion of a larger one for Ag.
- b. Black or blue ball point pen.
- c. #2 pencil and eraser.
- d. Lots of notebook paper.

Your classroom grade will be an accumulation of points from the following components:

1. Notebook organization and completion.
2. Classroom participation in discussions and group work.
3. Classwork and homework assignments.
4. Quizzes and Test scores
5. Laboratory experiences and write- ups.
6. FFA Activities.
7. S.O.E.P. (Project)

Grading Criteria:

<u>Activities</u>	<u>Percentages</u>
Assessments	40%
Classwork, Labs, Homework	40%
Agri-Science Project	10%
FFA Activities	10% (300 points per semester)

100% - 90% = A; 89.9% - 80% = B; 79.9% - 70% = C; 69.9% - 60 % = D
59.9% and Below = Failing Grade

Make – Up Work

You are responsible for seeing to it that you get all lecture notes missed during an absence, and that any assignments are made up within the timeframe allowed in the student handbook. Please see another student for their entries on the daily sheets. Once this is done, YOU must tell your instructor the exact assignment you need to make up. Your instructor will not chase you. Late work is NOT accepted.

Work is due at the end of each week, and all expected work is outlined on a sheet handed out at the beginning of each week.

Consequences:

If one or more of the Classroom or School rules is broken, the following consequences will be immediately administered:

1. Reminder.
2. Parent Contact.
3. Referral to Assistant Principal.

** Severe Case – Immediate referral to the Assistant Principal

*** All school rules, including absence/tardy policy and dress code, will be strictly enforced.

We have read the above policies for Ag Biology contained above.

STUDENT NAME (please print) _____
STUDENT SIGNATURE _____

PARENT/GUARDIAN NAME (please print) _____
PARENT/GUARDIAN SIGNATURE _____

18. Course Pacing Guide and Objectives

Days	Key Topics	Standards	Chapters	Key Activities
13 Days	Scientific Method Lab Procedures Metric System Map Introduction Geologic Time Lab Safety	9D	1 & 12	- Geologic Time Scale - Map Evaluation - Earth Film Canisters
14 Days Benchmark 1	Rock Cycle (Petrology) Minerals (Chemistry) Rocks Weathering/Erosion	3C, 7A, 7B, 7C, 7D	2, 3, & 5	- Mineral Identification - Rock Labs for all 3 types - Weathering & Erosion Lab (12 Stations)
10 Days	Mass Movement Running Water (Fluvial) Desert Ground water, Karst, & Hydrocarbons	9B	6 & 7	-Landform Journal - Water Use Survey - Gradient, Discharge, Velocity Calculations (CP Only)
25 Days Benchmark 2	Forces (Shearing, Tension, Compression) Unconformities/Folds Earthquakes (Earth's Structure) Volcanoes Mtn. Building (Subduction→Orogenies) Plate Tectonics	3A-F, 9B	8-11	- Geoblox - Structure Diagrams -Plate Tectonic Maps -Historical Earthquakes Webquest
19 Days End of Level	California Geology	1C, 1F, 6C, 8B, 9A-D	13	- Geomorphic Province Map - 3D Model (Extra Credit) - Water Maps (Sources) - Geologic Map of CA. - CA Hazards Activity
~80 Days- End of Semester 1				
36 Days Benchmark 3	Atmosphere (layers/composition) Ocean Circulation Atmospheric Circulation Weather Climate	4A-C, 5A-G, 6A-D, 7B, 8A, & 8C	16-21	- Atmospheric & Ocean Circulation Maps - Coriolis Activity - Weather Mapping & Tracking - CA/US Climate Plotting
24 Days CST Blueprint	Sun, Moon, Earth Geological Studies of Earth & Other Planets Solar System	1A-G, 2A-G	22-25	- Solar System to Scale (Size of Football Field)

Test	The Sun (Nuclear Fusion) Life Cycle of Stars/The Universe)			<ul style="list-style-type: none"> - Eclipse Activity - Build Solar Viewers - Telescope Night - Models of Space Probes/Rockets (After STAR)
STAR Testing				
	National Parks Projects			
	Orienteering (Make trails on campus)			
	Geocaching			
	Alternative Energies Projects			
	Webquests (Large Variety on most any topic)			
End of Semester 2				

Agriculture Economics- Syllabus

Text & Reference Books:

Arthur O'Sullivan & Steven M. Sheffrin; Economics : Principles in Action, 2005

Agricultural Council of California; Exploring Farm Cooperatives , 2004

Agriculture Content Standards

Course Description:

This course is designed for the student interested in understanding the operations and institutions of economic systems as applied to our nation's largest industry-agriculture. Units of instruction include basic economic concepts, comparative economic systems, individual and aggregate, economic behavior and international trade and policy. Instruction is also given in leadership and career education.

Major Course Requirements:

- a. Text, homework and projects - successfully complete the work assigned during the year.
- b. Take careful notes and maintain a well-organized collection of the year's work, as described in the "How To Organize Your Notebook" sheet.
- c. Maintain a running record of your daily work and attendance.
- d. Hand in all work the day it is due.
- e. Display the proper attitude in class at all times.
- f. Observe the school, agriculture department, and classroom rules.

Necessary Equipment

- a. Three Ring binder, either for Ag or a portion of a larger one for Ag.
- b. Black or blue ball point pen.
- c. #2 pencil and eraser.
- d. Lots of college ruled line paper.
- e. Five loose leaf notebook dividers. **THESE ARE A MUST.**

Your classroom grade will be an accumulation of points from the following components:

1. Notebook organization and completion.
2. Classroom participation in discussions and group work.
3. Classwork and homework assignments.
4. Quizzes and Test scores
5. Projects.
6. FFA Activities.
7. S.O.E.P. (Project)

Grading Criteria:	<u>Activities</u>	<u>Percentages</u>
	Assessment	40%
	Homework/ Classwork	40%
	Project	10%
	FFA Activities	10% (300 points)

100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% - 55 % = D
Below 55% = Failing Grade

Make – Up Work

You are responsible for seeing to it that you get all lecture notes missed during an absence, and that any assignments are made up within one week of your absence. See another student to copy their Daily Activity. Once this is done, YOU must tell your instructor the exact assignment you need to make up. Your instructor will not chase you.

Consequences:

If one or more of the Classroom or School rules is broken, the following consequences will be immediately administered:

1. Reminder.
2. Parent Contact.
3. Referral to Assistant Principal.

** Severe Case – Immediate referral to the Assistant Principal

*** All school rules, including absence/tardy policy and dress code, will be strictly enforced.

We have read the above policies for Ag Economics above and understand them.

STUDENT NAME (please print) _____

STUDENT SIGNATURE _____

PARENT/GUARDIAN NAME (please print) _____

PARENT/GUARDIAN SIGNATURE _____

Agriculture Government Policy- Syllabus

Text Book:

United States Government; Democracy in Action

Course Description: Agriculture Government Policy is a one semester course aligned to the principles of American Democracy content standards, designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics:

1. Foundation and Origin of American Government
2. The Legislative, Executive and Judicial Branches of Government.
3. The Constitution
4. Elections and Voting
5. State and Local Government
6. Foreign Policy and Defense
7. Public Policies as they relate to Agriculture Issues
8. Political and Economic Systems
9. The Federal System

Major Course Requirements:

- a. Text, homework and projects - successfully complete the work assigned.
- b. Take careful notes and maintain a well-organized collection of the year's work, as described in the "How to Organize Your Notebook" sheet.
- c. Maintain a running record of your daily work and attendance.
- d. Hand in all work the day it is due. **NO LATE WORK IS ACCEPTED.**
- e. Display the proper attitude in class at all times.
- f. Observe the school, agriculture department, and classroom rules.

Necessary Equipment

- a. Three Ring binder, either for Ag or a portion of a larger one for Ag.
- b. Black or blue ball point pen.
- c. #2 pencil and eraser.
- d. Lots of college ruled line paper.
- e. Five loose leaf notebook dividers. **THESE ARE A MUST.**

Your classroom grade will be an accumulation of points from the following components:

1. Notebook organization and completion.
2. Classroom participation in discussions and group work.
3. Class work and homework assignments.
4. Quizzes and Test scores
5. Projects.
6. FFA Activities.
7. S.O.E.P. (Project)

Grading Criteria:	<u>Activities</u>	<u>Percentages</u>
	Assessment	40%
	Labs, Class work	40%
	Agri-Science Project	10%
	FFA Activities	10% (300 points per semester)

100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% - 60 % = D
Below 60% = Failing Grade

Make – Up Work

You are responsible for seeing to it that you get all lecture notes missed during an absence, and that any assignments are made up within one week of your absence. See another student to copy their Daily Activity. Once this is done, **YOU** must tell your instructor the exact assignment you need to make up. Your instructor will not chase you. Refer to the handout on Make up assignments if you have any questions.

Consequences:

If one or more of the Classroom or School rules is broken, the following consequences will be immediately administered:

1. Reminder.
2. Parent Contact.
3. Referral to Assistant Principal.

** Severe Case – Immediate referral to the Assistant Principal

*** All school rules, including absence/tardy policy and dress code, will be strictly enforced.

We have read the above policies for Ag Biology contained above.

STUDENT NAME (please print) _____

STUDENT SIGNATURE _____

PARENT/GUARDIAN NAME (please print) _____

PARENT/GUARDIAN SIGNATURE _____

Heritage Agricultural Education Department

Ag Leadership

Length – 1 year

Grade Level 10-12

References: Program of Activities, FFA handbook, National FFA, California State FFA

Course Description:

The purpose of this course is to assist students in developing their knowledge, attitudes, skills and aspirations regarding leadership development in an agricultural setting or provide them with the beginning foundation for any setting. The goal of this course is to encourage students to be knowledgeable, caring, decision makers. Students in our program desiring to develop and expand their leadership skills are encouraged to take this course. Students will find opportunities to further develop their organizational skills by interacting not only with other class members, but with other organizations, groups, and activities. Students are in charge of club and school activities, and are responsible for successfully organizing, conducting, and evaluating the activities. In addition high priority will be on studying for contests and making sure the Heritage FFA chapter is ready for each contest.

1. Leadership in Agriculture
2. Supervised Agriculture Experience (SAE) & Record Keeping
3. The National FFA Organization and Leadership
4. Prepared Public Speaking
5. Extemporaneous Public Speaking
6. Program of Activities (POA)
7. Fundraising
8. Activity Planning and Evaluation
9. National Chapter Award
10. Banquet Planning
11. FFA Week Planning
12. Correspondence/Written Communication
13. News Writing/Public Relations
14. Conference's
15. Personal Skills Related to Effective Leadership
16. Employer/Employee Responsibilities
17. Group and Individual Efficiency
18. Communications and Career Development Skills
19. Computer Literacy
20. Heritage Field Day
21. Farm Projects
22. FFA Record Book and FFA Awards Applications

Grading Criteria:**Activities****Percentages**

Assesments	10%
Classwork, Labs, Homework	40%
Agri-Science Project	10%
FFA Activities	40%

(400 FFA points per semester)

100% - 90% = A; 89.9% - 80% = B; 79.9% - 70% = C; 69.9% - 60 % = D
 59.9% and Below = Failing Grade

Make – Up Work

You are responsible for seeing to it that you get all lecture notes missed during an absence, and that any assignments are made up within the timeframe allowed in the student handbook. Please see another student for their entries on the daily sheets. Once this is done, YOU must tell your instructor the exact assignment you need to make up. Your instructor will not chase you. Late work is NOT accepted.

Work is due at the end of each week, and all expected work is outlined on a sheet handed out at the beginning of each week.

Consequences:

If one or more of the Classroom or School rules is broken, the following consequences will be immediately administered:

1. Reminder.
2. Parent Contact.
3. Referral to Assistant Principal.

** Severe Case – Immediate referral to the Assistant Principal

*** All school rules, including absence/tardy policy and dress code, will be strictly enforced.

We have read the above policies for Ag Leadership contained above.

STUDENT NAME (please print) _____

STUDENT SIGNATURE _____

PARENT/GUARDIAN NAME (please print) _____

PARENT/GUARDIAN SIGNATURE _____

Agriculture Mechanics- Syllabus

Course Description: This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, metal fabrication, concrete construction, building construction, plumbing, electrical wiring, maintenance of agricultural machinery, equipment and tractors. Learning activities include information, skill development and problem solving.

Major Course Requirements:

- a. Have a good and positive attitude everyday!
- b. Come prepared to learn each day!
- c. Respect the instructor and fellow peers.
- d. Respect the facility, tools, materials, etc...

Necessary Equipment

- a. ISN notebook- Hard plastic cover, single subject college ruled
- b. Black or blue ball point pen.
- c. #2 pencil and eraser.

Your classroom grade will be an accumulation of points from the following components:

1. Notebook organization and completion.
2. Classroom participation in discussions and group work.
3. Classwork and homework assignments.
4. Quizzes and Test scores
5. Laboratory experiences and write- ups.
6. FFA Activities.
7. S.O.E.P. (Project)

Grading Criteria:

<u>Activities</u>	<u>Percentages</u>
Assessments	40%
Classwork, Labs, Homework	40%
Agri-Science Project	10%
FFA Activities	10% (300 points per semester)

100% - 90% = A; 89.9% - 80% = B; 79.9% - 70% = C; 69.9% - 60 % = D
59.9% and Below = Failing Grade

Make – Up Work

You are responsible for seeing to it that you get all lecture notes missed during an absence, and that any assignments are made up within the timeframe allowed in the student handbook. Please see another student for their entries on the daily sheets. Once this is done, YOU must tell your instructor the exact assignment you need to make up. Your instructor will not chase you.

Work is due at the end of each week on the following Monday, and all expected work will be given to you in a timely manner.

Consequences:

If one or more of the Classroom or School rules is broken, the following consequences will be immediately administered:

1. Reminder.
2. Parent Contact.
3. Referral to Assistant Principal.

** Severe Case – Immediate referral to the Assistant Principal

*** All school rules, including absence/tardy policy and dress code, will be strictly enforced.

We have read the above policies for Ag Mechanics contained above.

STUDENT NAME (please print) _____

STUDENT SIGNATURE _____

PARENT/GUARDIAN NAME (please print) _____

PARENT/GUARDIAN SIGNATURE _____

Ag Mechanics Pacing Guide

Semester 1					
Week	Dates	Topic	Special Assignments	Notes	
Week 1	August 10-August 12	Intro to Class			
Week 2	August 15-August 19	Safety			
Week 3	August 22-August 26	Safety			
Week 4	August 29-September 2	Reading a Rule			
Week 5	September 6-September 9	Reading a Rule			
Week 6	September 12-September 16	Measuring & Math	Perimeter Area, Convert		
Week 7	September 19-September 23	Alt. Measurement Methods			
Week 8	September 26-September 30	Farm Clean Up			
Week 9	October 3-October 7	Ag Mech Careers		Fair Week	
Week 10	October 10-October 14	Rope & Ag	Securing Loads, Knots		
Week 11	October 17-October 21	Rope & Ag	Securing Loads, Knots		
Week 12	October 24-October 28	Concrete			
Week 13	October 31-November 4	Concrete			
Week 14	November 7-November 10	Electrical			
Week 15	November 14- November 18	Electrical			
Week 16	November 28-December 2	Electrical			
Week 17	December 5- December 9	Electrical			
Week 18	December 12- December 15	Electrical	Finals		

Semester 2

Week	Dates	Topic	Special Assignments	Notes
Week 1	January 9-January 13	Wood		
Week 2	January 17-January 20	Wood		
Week 3	January 23-January 27	Wood		
Week 4	January 30- February 3	Wood		
Week 5	February 6-February 10	Wood		
Week 6	February 13- February 17	Farm Clean Up		
Week 7	February 27 -March 3	Plumbing		
Week 8	March 6-March 9	Plumbing		
Week 9	March 13-March 17	Farm Machinery		
Week 10	March 20-March 24	Farm Machinery		
Week 11	March 27-March 31	Farm Machinery		
Week 12	April 3- April 7	Cold Metal		
Week 13	April 18-April 21	Cold Metal		State Conf. April 20
Week 14	April 24-April 28	Welding		State Conf. April 24 - 25
Week 15	May 1- May 5	Welding		
Week 16	May 8-May 12	Welding		
Week 17	May 15-May 19	Welding		
Week 18	May 22-May 25	Welding		
Week 19	May June 2	Welding		
Week 20	June 5-June 8	Welding		

Horticulture and Arboriculture Course Syllabus

Text: Introductory Horticulture; Delmar/Cengage

Course Description: This course provides an introduction to the horticulture industry, using videos, text, projects, and possible field trips and guest lectures. Topics include fundamental skills used in the horticulture industry. Cultivation of plant varieties, methods, knowledge, and techniques used in commercial and residential landscaping, golf course management, plant nurseries, and maintenance for urban gardeners and crop scientists.

Major Course Requirements:

- a. Complete the labs and projects assigned during the year.
- b. Take careful notes and maintain a well-organized collection of the year's work.
- c. NEVER THROW ANYTHING AWAY UNTIL THE END OF THE YEAR.
- d. Maintain a running record of your daily work and attendance.
- e. Hand in all work the day it is due.
- f. Chromebooks are REQUIRED to be fully charged every day; however, they are NOT to be taken out unless directed by the teacher.
- g. Videos, email, games, etc. are never permitted in class on Chromebooks unless directed by the teacher.
- h. Use of Chromebook without direction of the teacher may result in a referral and/or suspension from the class, taking failing grades on any assignments missed.
- i. Display the proper attitude in class at all times.
- j. Observe the school, agriculture department, and classroom rules.

Necessary Equipment

- a. Large spiral notebook.
- b. Black or blue ball point pen.
- c. #2 pencil and eraser.
- d. Lots of college-ruled line paper.
- e. 8 gig Thumb Drive

GRADING CRITERIA:

Tests and quizzes	40%
Classwork	40%
SAE/Projects	10%
FFA Participation	10% (300 points per semester)

Your classroom grade will be an accumulation of points from the following components:

1. Notebook organization and completion.
2. Classroom participation in discussions and group work in class and on the farm.
3. Classwork and homework assignments.
4. Quizzes and test scores.
5. Laboratory experiences and write-ups.
6. FFA activities.
7. SAE (Project)

100% - 90% = A; 89.9% - 80% = B; 79.9% - 70% = C; 69.9% - 60 % = D
59.9% and below = Failing Grade

Make – Up Work

You are responsible for seeing that you get all lecture notes missed during an absence, and that any assignments are made up within one week of your absence. See another student to copy their Daily Activity Sheet. Once this is done, YOU must tell your instructor the exact assignment you need to make up. Your instructor will not chase you. All assignments are posted online on my class Haiku page. Please check Haiku daily so you do not get behind. There are weekly notebook checks; your work for the past week is due during those times. **Late work may be turned in on the following days:**

September 15, 2016	February 9, 2017	June 1, 2017
October 27, 2016	March 23, 2017	
December 8, 2016	May 4, 2017	

Consequences:

If one or more of the classroom or school rules is broken, the following consequences will be immediately administered:

1. Reminder.
2. Parent Contact.
3. Referral to Assistant Principal.

** Severe Case – Immediate referral to the Assistant Principal

*** All school rules, including absence/tardy policy and dress code, will be strictly enforced.

We have read the above policies for Horticulture and Arboriculture contained above.

STUDENT NAME (please print) _____

STUDENT SIGNATURE _____

PARENT/GUARDIAN NAME (please print) _____

PARENT/GUARDIAN SIGNATURE _____

PARENT/GUARDIAN EMAIL _____

Agriculture Chemistry Course Syllabus

Text Book: The World of Chemistry, Zumdahl

Course Description: Agriculture Chemistry is a one-year, laboratory science course, aligned to the chemistry science content standards, and designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics:

1. Atomic and molecular structure
2. Chemical bonds
3. Conservation of matter and stoichiometry
4. Gases and their properties
5. Acids and bases
6. Solutions
7. Chemical thermodynamics
8. Reaction rates
9. Chemical equilibrium
10. Organic and biochemistry
11. Investigation and experimentation

Major Course Requirements:

- a. Laboratory work- successfully complete the labs assigned during the year.
- b. Take careful notes and maintain a well-organized collection of the year's work.
- c. NEVER THROW ANYTHING AWAY UNTIL THE END OF THE YEAR.
- d. Maintain a running record of your daily work and attendance.
- e. Hand in all work the day it is due.
- f. Chromebooks are REQUIRED to be fully charged every day; however, they are NOT to be taken out unless directed by the teacher.
- g. Videos, email, games, etc. are never permitted in class on Chromebooks unless directed by the teacher.
- h. Use of Chromebook without direction of the teacher may result in a referral and/or suspension from the class, taking failing grades on any assignments missed.
- i. Display the proper attitude in class at all times.
- j. Observe the school, agriculture department, and classroom rules.

Necessary Equipment

- a. Spiral notebook- Either specifically for Ag. (*highly recommended*) or a portion of a larger one for Ag.
- b. Black or blue ballpoint pen.
- c. #2 pencil and eraser.
- d. Lots of **EXTRA** notebook paper (A.K.A. loose paper that is **NOT** from your class notebook.)
- e. Scientific calculator

Your classroom grade will be an accumulation of points from the following components:

1. Notebook organization and completion.
2. Classroom participation in discussions and group work.
3. Classwork and homework assignments.

4. Quizzes and test scores
5. Laboratory experiences and write-ups.
6. FFA Activities.
7. S. A. E. (Project)

Grading Criteria:	<u>Activities</u>	<u>Percentages</u>
	Assessments	40%
	Classwork, Labs, Homework	40%
	Agri-Science Project	10%
	FFA Activities	10% (300 points per semester)

100% - 90% = A; 89.9% - 80% = B; 79.9% - 70% = C; 69.9% - 60 % = D
 59.9% and below = Failing Grade

Make – Up Work

You are responsible for seeing that you get all lecture notes missed during an absence, and that any assignments are made up within one week of your absence. See another student to copy their Daily Activity Sheet. Once this is done, YOU must tell your instructor the exact assignment you need to make up. Your instructor will not chase you. All assignments are posted online on my class Haiku page. Please check Haiku daily so you do not get behind. There are weekly notebook checks; your work for the past week is due during those times. **Late work may be turned in on the following days:**

September 15, 2016	February 9, 2017	June 1, 2017
October 27, 2016	March 23, 2017	
December 8, 2016	May 4, 2017	

Consequences:

If one or more of the classroom or school rules is broken, the following consequences will be immediately administered:

1. Reminder.
2. Parent Contact.
3. Referral to Assistant Principal.

** Severe Case – Immediate referral to the Assistant Principal

*** All school rules, including absence/tardy policy and dress code, will be strictly enforced.

We have read the above policies for Ag. Chemistry contained above.

STUDENT NAME (please print) _____

STUDENT SIGNATURE _____

PARENT/GUARDIAN NAME (please print) _____

PARENT/GUARDIAN SIGNATURE _____

PARENT/GUARDIAN EMAIL _____

18. Course Pacing Guide and Objectives

Days	Key Topics	Standards	Chapters	Key Activities
10 Days	Introduction to Chemistry <ul style="list-style-type: none"> - States of Matter - Physical & Chemical Properties/Changes - Elements, Compounds, & Mixture - Scientific Method - Lab Safety 	I&E All, 6F	1-2	<ul style="list-style-type: none"> - Chemical/Physical Properties/Changes Lab - Separation Lab - Lab Safety Test
9 Days	Chemical Foundations: Elements, Atoms, & Ions <ul style="list-style-type: none"> - Elements - ^Representative Elements - Atoms - Ions - Dalton, Thomson, Rutherford - Isotopes - Periodic Table - Families/Groups - Atomic Structure - ^Octet Rule/Electron Configurations - ^Valence Electrons (Be sure to mention) 	1A-1I, 11G	3	<ul style="list-style-type: none"> - Isotopes Lab - Examples of Chemical Reactions Lab - Relative Mass Lab
5 Days Benchmark 1	Atomic Theory, Radioactivity & Nuclear Energy <ul style="list-style-type: none"> - Periodic Trends (3 Days) - Alpha, Beta, & Gamma Particles/Radiation (1 Day) 	1C, 1D, 1G – 1J, 11B-11C	11.4, 19.1, 19.3	<ul style="list-style-type: none"> - Flame Tests
10 Days	Nomenclature <ul style="list-style-type: none"> - ^Cover difference between ionic and covalent/molecular compounds - Naming Conventions - Binary Compounds - Naming Polyatomic Ions, Acids 	1D, 2A	4	<ul style="list-style-type: none"> - Naming Card Game - Lots of practice!
7 Days	Measurements & Calculations <ul style="list-style-type: none"> - Metric System - Scientific Notation - Significant Figures - Temperature Conversions - Density - Graphing 	4E & 4F	5	<ul style="list-style-type: none"> - Measurement Lab - Graphing Lab
10 Days Benchmark 2	Chemical Composition <ul style="list-style-type: none"> - Atoms - Molar Mass - Percent Composition - Percent Yield - Empirical & Molecular Formulas - Factor Label Method 	3B - 3D	6	<ul style="list-style-type: none"> - Percent Yield Lab - Halloween Demonstrations
10 Days	Chemical Reactions: An Introduction <ul style="list-style-type: none"> - Single & Double Replacement Reactions - Writing Equations - Balancing Equations 	3A	7	<ul style="list-style-type: none"> - Double Replacement Reactions Lab - Ion Lab
10 Days	Reactions in Aqueous Solutions <ul style="list-style-type: none"> - Reaction Classification - Predicting Reactions - Precipitation - Electrolytes - Activity Series 	1D, 2A, 2C, 3A, 3G, 5A - 5C, 5E, 7B	8	<ul style="list-style-type: none"> - Activity Series Lab - Water in a Hydrate Lab

	<ul style="list-style-type: none"> - Spectator Ions - ^Hydrates 			
10 Days	Chemical Quantities (Stoichiometry) <ul style="list-style-type: none"> - Limiting Reactants - Percent Yield - Mass Calculations 	3A - 3F	9	- Stoichiometry Lab
~80 Days- End of Semester 1				
10 Days	Heat & Energy <ul style="list-style-type: none"> - Specific Heat - Calorimetry - Hess' Law - Endothermic/Exothermic Reactions - Enthalpy 	7A – 7F	10	<ul style="list-style-type: none"> - Calorimetry Lab - Heat Capacity Lab - Heat of Solution Lab
5 Days	Chemical Bonding <ul style="list-style-type: none"> - Lewis Structures - Ionic & Covalent Bonds/Compounds - Intro. Polarity (Bulk discussed in Ch. 14) - Bond Energy - Molecular Models 	1C, 1D, 1G, 2A-2G	12	- Molecular Models Lab
10 Days Benchmark 3	Gases <ul style="list-style-type: none"> - Boyle, Charles, Dalton, Combined, & Ideal Gas Laws - Kinetic-Molecular Theory of Gases - Effusion/Diffusion 	4A-4I	13	- Gas Laws Lab
10 Days	Liquids & Solids <ul style="list-style-type: none"> - Intermolecular Forces - Vapor Pressure - Melting/Boiling - Phase Changes (Phase Diagrams) - Freezing Point Depression - Boiling Point Elevation - Melting, Boiling, Freezing, Sublimation, Deposition, & Condensation 	2A – 2D, 2H, 4A, 4B, 4G, 7A – 7D	14	<ul style="list-style-type: none"> - Boiling Point Elevation Lab - Drops on a Penny Lab
10 Days	Solutions <ul style="list-style-type: none"> - Properties of Solutions - Molarity, Molality, Mole Fraction - Solute & Solvent - Saturated, Unsaturated, Supersaturated - Neutralization - Colligative Properties - Equivalent Acids & Bases - Forming Solutions - Composition of Solutions - Solubility Rules 	2C, 2G, 5C, 6A – 6E	15	<ul style="list-style-type: none"> - Beer's Law Lab - Learning to Pipet - Serial Dilutions Lab -Precipitates & Solubility
10 Days	Acids & Bases <ul style="list-style-type: none"> - pH, pOH, pKa - Titrations - Buffers - Indicators - Conjugate acids and bases 	5A – 5G, 9B, 9C	16	<ul style="list-style-type: none"> - Titrations - pH Lab (Take-Home)
10 Days CST Blueprint	Equilibrium <ul style="list-style-type: none"> - Equilibrium Expressions - LeChatelier's Principle - Chemical Equilibrium - Enzymes/Catalysts 	3A, 7B, 8A – 8D, 9A – 9C	17	- LeChatelier's Principle Lab

	<ul style="list-style-type: none"> - Activation Energy - Equilibrium Constants 			
~60 Days- STAR Testing				
10 Days	Oxidation/Reduction & Electrochemistry <ul style="list-style-type: none"> - Oxidation - Reduction - Balancing Redox Reactions - Oxidizing/Reducing Agent - Electrochemistry - Electrochemical Cells - Electrolysis - Anode, Cathode, Galvanic Cells 	1C, 2A, 3A, 3G	18	<ul style="list-style-type: none"> - Redox Lab - Galvanic Cells
	Organic Naming		20	
	Biochemistry		21	
	Nanotechnology			
	Environmental Chemistry		10.4	
	Solar Ovens (Heat & Thermodynamics)			
	Quantitative & Qualitative Analysis			
End of Semester 2				
^ - This topic is not adequately covered by the text. You can teach it in either place and may need to supplement.				



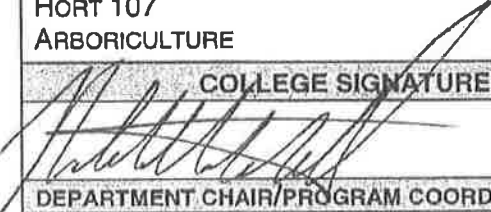
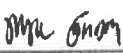

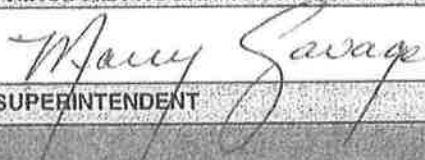
**MT. SAN JACINTO COLLEGE
HIGH SCHOOL/ROP AND COMMUNITY COLLEGE
COURSE ARTICULATION AGREEMENT COVER SHEET**

STATEMENT OF INTENT

This agreement enables students to receive college credit and/or a waiver of a prerequisite for coursework at the secondary level comparable to courses offered by Mt. San Jacinto College District. The granting of college "credit-by-examination" is based upon achievement of competencies through a course or courses as defined in Attachment C, which specifies the conditions of the articulation agreement.

TERMS OF AGREEMENT

This agreement between Mt. San Jacinto College District and high schools or ROP shall remain valid for three years for all disciplines *except child development education which are valid for two years*. After this time period the agreement will be reviewed and updated as needed for renewal. This review will include an examination of up-to-date course outlines and a discussion of current teaching methods, stated competencies and measurement methods. Either party to the agreement may terminate this agreement at the close of any school year by proper written notice delivered to the Superintendent/President of Mt. San Jacinto College or to the Superintendent of the secondary or R.O.P. educational institution. This agreement will be reviewed periodically. This agreement was created using a Statewide Career Pathways Project articulation agreement template.

MT. SAN JACINTO COLLEGE DISTRICT		HIGH SCHOOL/ROP/DISTRICT	
NAME AND NUMBER OF COURSE: HORT 107 ARBORICULTURE		NAME & NUMBER OF COURSE: PERRIS UNION SCHOOL DISTRICT ARBORICULTURE 441	
COLLEGE SIGNATURES		HIGH SCHOOL/ROP/DISTRICT SIGNATURES	
			
DEPARTMENT CHAIR/PROGRAM COORDINATOR	DATE	INSTRUCTOR	DATE
	4-18-13		
DEAN, CAREER EDUCATION/INSTRUCTION	DATE	PRINCIPAL/PROGRAM ADMINISTRATOR	DATE
	5/20/13		9/6/13
CURRICULUM COMMITTEE (INFORMATION ITEM)	DATE	SUPERINTENDENT	DATE
VICE PRESIDENT	DATE		
PRESIDENT/SUPERINTENDENT	DATE		

Mt. San Jacinto Community College District Secondary and Community College Course Articulation Agreement

Statement of Intent

This agreement enables students to receive college credit and/or a waiver of a prerequisite for coursework at the secondary level comparable to courses offered by Mt. San Jacinto Community College District. The granting of college "credit-by-examination" is based upon achievement of competencies through a course, or courses, as defined in Attachment B, which specifies the conditions of the articulation agreement.

Terms of Agreement

This agreement between Mt. San Jacinto Community College District and high schools or ROP shall remain in force for an indefinite period of time but shall be reviewed for consideration of continuation every three years. This review will include an examination of up-to-date course outlines and a discussion of current teaching methodologies and stated competencies. Either party to the agreement may terminate this agreement at the close of any school year by proper written notice delivered to the Superintendent/President of Mt. San Jacinto College or to the Superintendent of the secondary or R.O.P. educational institution.

Hort 101 / Horticulture Science
Name and Number of Course/MSJCCD

Perris Union School District
Horticulture Science 442
Name & Number of Course/High School/ROP

Mt. San Jacinto Community College District

Secondary/ROP Educational Institution

[Signature] 3/4/10
Department Chair Bin Blackman Date

[Signature] 12-7-10
Principal/Program Administrator Date

[Signature] 4-6-10
Dean, Instruction Date

Michelle Starnes 5/25/10
Curriculum Committee (Information item) Date

[Signature] 6/2/10
Vice President Date

[Signature] 12-7-10
Superintendent Date

[Signature] 6/3/10
President/Superintendent Date



Perris Union High School District Student Science Safety Rules & Safety Contract

JRPOSE

Science is a hands-on laboratory class. You will be doing many laboratory activities which require the use of hazardous chemicals. Safety in the science classroom is the #1 priority for students, teachers, and parents. To ensure a safe science classroom, a list of rules has been developed and provided to you in this student safety contract. These rules must be followed at all times. Two copies of the contract are provided. One copy must be signed by both you and a parent or guardian before you can participate in the laboratory. The second copy is to be kept in your science notebook as a constant reminder of the safety rules.

GENERAL GUIDELINES

1. Conduct yourself in a responsible manner at all times in the laboratory.
2. Follow all written and verbal instructions carefully. If you do not understand a direction or part of a procedure, ask the instructor before proceeding.
3. Never work alone. No student may work in the laboratory without an instructor.
4. When first entering a science room, do not touch any equipment, chemicals, animals, or other materials in the laboratory area until you are instructed to do so.
5. Do not eat food, drink beverages, or chew gum in the laboratory. Do not use laboratory glassware as containers for food or beverage.
6. Perform only those experiments authorized by the instructor. Never do anything in the laboratory that is not called for in the laboratory procedures or by your instructor. Carefully follow all instructions, both written and oral. Unauthorized experiments are prohibited.
7. Be prepared to work in the laboratory: read all procedures thoroughly before entering the laboratory. Never fool around in the laboratory. Horse-play, practical jokes, and pranks are dangerous and prohibited.
8. Observe good housekeeping practices. Work areas should be kept clean and tidy at all times. Bring only your laboratory instructions, worksheets, and/or reports to the work area. Other materials (books, purses, backpacks, etc.) should be stored in the classroom area.

9. Keep aisles clear. Push your chair under the desk when not in use.

10. Know the locations and operating procedures of all safety equipment including the first aid kit, eyewash station, safety shower, fire extinguisher, and fire blanket. Know where the fire alarm and the exits are located.

11. Always work in a well ventilated area. Use the fume hood when working with volatile substances or poisonous vapors. Never place your head into the fume hood.

12. Be alert and proceed with caution at all times in the laboratory. Notify the instructor immediately of any unsafe conditions you observe.

13. Dispose of all chemical waste properly. Never mix chemicals in sink drains. Sinks are to be used only for water and those solutions designated by the instructor. Solid chemicals, metals, matches, filter paper, and all other insoluble materials are to be disposed of in the proper waste containers, not in the sink. Check the label of all waste containers twice before adding your chemical waste to the container.

14. Labels and equipment instructions must be read carefully before use. Set up and use the prescribed apparatus as directed in the laboratory instructions or by your instructor.

15. Keep hands away from face, eyes, mouth and body while using chemicals or preserved specimens. Clean (with detergent), rinse, and wipe dry all work surfaces (including the sink) and apparatus at the end of the experiment. Return all equipment clean and in working order to the proper storage area.

Wash your hands with soap and water after performing all experiments.

16. Experiments must be personally monitored at all times. Do not wander around the room, distract other students, or interfere with the laboratory experiments of others.

17. Students are never permitted in the science storage rooms or preparation areas unless given specific permission by their instructor.

18. Know what to do if there is an emergency during a laboratory period; containers must be closed, gas valves turned off, fume hoods turned off, and any electrical equipment turned off.

19. Handle all living organisms used in a laboratory activity in a humane manner. Preserved biological materials are to be handled and disposed of properly.

20. When using knives and other sharp instruments, always carry with tips and points pointing down and away. Always cut away from your body. Never try to catch falling sharp instruments. Grasp sharp instruments only by the handles.

DRESS CODE

1. Any time chemicals, heat or glassware are used, students will wear laboratory goggles. There will be no exceptions to this rule!
2. Contact lenses should not be worn in the laboratory unless you have permission from your instructor.
3. Dress properly during a laboratory activity. Long hair, dangling jewelry, and loose or baggy clothing are a hazard in the laboratory. Long hair must be tied back and dangling jewelry and loose or baggy clothing must be secured. Shoes must completely cover the foot. No sandals allowed.
4. Lab aprons have been provided for your use and should be worn during laboratory activities.

ACCIDENTS AND INJURIES

1. Report any accident (spill, breakage, etc.) or injury (cut, burn, etc.) to the instructor immediately, no matter how trivial it may appear.
2. If you or your lab partner are hurt, immediately get the instructor's attention.
3. If a chemical should splash in your eye(s) or on your skin, immediately flush with running water from the eyewash station or safety shower for at least 20 minutes. Notify the instructor immediately.

HANDLING CHEMICALS

1. All chemicals in the laboratory are to be considered dangerous. Do not touch, taste, or smell any chemicals unless specifically instructed to do so. The proper technique for smelling chemical fumes is wafting and will be demonstrated to you.
2. Check the label on chemical bottles twice before removing any of the contents. Take only as much chemical as you need.



16. Grade book

Grade Requirement for SAE / FFA

In every class of our program a student's grade includes 10% of their grade coming from their FFA activity points. Every event on our program of activities has a point value. For a student to receive full credit for this area they must obtain 300 FFA points per semester. All FFA points must be tallied in their FFA record book to receive credit.

Students and guardians are informed of FFA points one of two ways at the beginning of each year through our beginning of the year orientation and/or in each class during the explanation of the syllabus. FFA points and events are announced daily and are posted in every room, along with being listed online at our website menifeeheritageffa.com.

Proof of this is shown in each teacher's grade book as it is listed as one of the four areas that students are graded on our district-grading program called Infinite Campus. Students, parents, and teachers can access this program from home using a computer or a cell phone device that has access to the Internet. Their grades can be checked at any time and are alerted of any changes.

Students Grade= (40% Test, 40% Classwork, 10% Projects, 10% FFA)

Example of Grade Book:

[Message Center](#) | [Planner](#) | [Grade Book](#) | [Attendance](#) | [Roster](#) | [Roster Verification](#) | [Seating Charts](#) | [Student Groups](#) | [Class Serve](#) | [Post Grades](#) | [Assignment Overview](#) | [Lockers](#) | [Standardized Test](#) | [Course Requests](#) | [Student Course Recommendations](#) | [Reports \(Attendance\)](#) | [Reports \(Grade Book\)](#)

WyoLife of Campus | **Campus Instruction** | **Jeremiah Perotti**

Term: S1 (08/16/16 - 12/16/16) | **Section:** 02) 204291-2 Ag. Earth & PhySci | **Task:** Semester Grade

| | |

Students	jmsa				Categories		
	Percent	Grade	Classroom	Quiz/Test	Ag Projects/Labs	FFA Points	
11 Armstrong, Cristina A	77.42 %	C	78.57 %	78.73 %	100.00 %	45.00 %	
10 Baker, Nathan G (B...	106.55 %	A	125.00 %	91.37 %	100.00 %	100.00 %	
10 Bernieri, Cara R	101.25 %	A	131.07 %	90.80 %	100.00 %	25.00 %	
10 Campos, Anyana	107.65 %	A	128.21 %	98.55 %	100.00 %	77.50 %	
11 Cruz, Selena R	95.90 %	A	111.78 %	87.35 %	100.00 %	62.50 %	
12 Davis, Shayna M	61.85 %	D	42.85 %	86.78 %	100.00 %	0.00 %	
11 DeLa Fuente, Jorda...	88.91 %	B	111.07 %	86.20 %	100.00 %	0.00 %	
10 Feaster, Madison A	112.50 %	A	133.57 %	97.70 %	100.00 %	100.00 %	
11 Fonseca, Leilani Ro...	93.03 %	A	122.85 %	81.60 %	100.00 %	12.50 %	
11 Garcia, Ailyn	99.62 %	A	133.57 %	87.35 %	100.00 %	12.50 %	
11 Goudeau, Maceo J	82.36 %	B	85.00 %	89.65 %	100.00 %	25.00 %	
11 Granados Villalobos...	82.98 %	B	101.42 %	81.03 %	100.00 %	0.00 %	
11 Gutierrez, Julian	70.35 %	C	68.28 %	81.60 %	100.00 %	0.00 %	
12 Hayes, Ian J	88.65 %	B	104.28 %	87.35 %	100.00 %	0.00 %	
11 Hernandez, Jason D	59.33 %	F	40.00 %	83.33 %	100.00 %	0.00 %	
11 Homiak, Leland M	81.21 %	B	96.42 %	81.60 %	100.00 %	0.00 %	

Example of Class Grades:

Category List

Sequence ▲	Category	Weight	Exclude	Drop Lowest (%)
<input type="text" value="1"/>	Classroom	<input type="text" value="40.0"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="2"/>	Quiz/Test	<input type="text" value="40.0"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="3"/>	Ag Projects/ Labs	<input type="text" value="10.0"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="4"/>	FFA Points	<input type="text" value="10.0"/>	<input type="checkbox"/>	<input type="checkbox"/>

Example of FFA points:

MAIL
https://mail.google.com/mail/?shva=1#inbox

FAE The Agricultural Experience Tracker

Profile Journal Finances Reports

Journal

Year: Activity Category and Type: Description:

[Return to AET](#)

Options	Date	Updated	Description	Hours
Edit	10/27/2016	11/10/2016	Other FFA-related Activity Speech Invitational Opening Closing Competition 50pts	In: 0.00 Out: 5.00
Edit	10/27/2016	11/10/2016	FFA Competition Activity Opening and Closing Ceremonies Invitational Parry FFA O/C Invitational 50pts	In: 0.00 Out: 5.00
Edit	9/25/2016	11/10/2016	Other FFA-related Activity Other Chapter Fair Set Up 50pts	In: 0.00 Out: 8.00
Edit	9/20/2016	11/10/2016	Other FFA-related Activity Speech Section Opening Closing Competition 50pts	In: 0.00 Out: 5.00
Edit	9/20/2016	11/10/2016	FFA Competition Activity Opening and Closing Ceremonies Section Riverside Section FFA O/C Contest 50pts	In: 0.00 Out: 5.00
Edit	9/15/2016	11/10/2016	Other FFA-related Activity Other Chapter Spirit Day 10pts	In: 0.00 Out: 8.00
Edit	9/14/2016	11/10/2016	Other FFA-related Activity Meeting Chapter Greenhand Meeting 25pts	In: 0.00 Out: 3.00
Edit	9/10/2016	11/10/2016	Other FFA-related Activity Conference Section Riverside FFA SLC 50pts	In: 0.00 Out: 8.00
Edit	8/30/2016	11/10/2016	Other FFA-related Activity Meeting Section Riverside Section CATA & FFA Mtg. 10pts	In: 0.00 Out: 2.00
Edit	8/19/2016	11/10/2016	Other FFA-related Activity Meeting Chapter Movie Night 35pts	In: 0.00 Out: 3.00
Edit	5/16/2016	11/10/2016	Other FFA-related Activity Meeting Chapter Banquet 110pts	In: 0.00 Out: 5.00
Edit	4/23/2016	11/10/2016	FFA Competition Activity Dairy Cattle State Fresno PD & State Finale 50pts	In: 0.00 Out: 6.00
Edit	4/22/2016	11/10/2016	Other FFA-related Activity Conference State State Conference 100pts	In: 0.00 Out: 25.00
Edit	3/22/2016	11/10/2016	Other FFA-related Activity Speech Regional Region Impromptu 50pts	In: 0.00 Out: 8.00
Edit	3/22/2016	11/10/2016	FFA Competition Activity Impromptu Public Speaking Regional Southern Region Speech Contest Finals 50pts	In: 0.00 Out: 7.00

Menifee - Heritage
Megan Alexander
Chapter Account
Inbox
Calendar
Portfolio
Scoreboard
Sign Off

Cash/Checking \$1,112
Current/Projects: \$88
Non-Current: \$0
Liabilities: \$0

Student Help
Teacher Help
AET Classroom
Ask AET a Question



17. SAE Visitation

SAE Visitation

Because of the large size of our program and the farm we are able to provide all students with an SAE at the Agriculture Research Center at Heritage High School. This allows for daily visitations of all projects in quality of feed, water, and health issues for animal projects, as well as water and temperature checks for all horticulture projects. Maintenance of the facilities is checked on a daily basis and is kept up by student project owners, farmhands, and agriculture teachers.

Examples of After School Agriculture timecards:

MONTHLY/HOURLY/EXTRA DUTY/OVERTIME HOURS
Classified/Certificated

NAME Jeremiah Peiotti

PAY PERIOD 5/1/16 TO 5/30/16 2016
MONTH MONTH

Date	Hours Worked		Lunch		Total Hours	Description of work
	Start	Leave	From	To		
5/2	3:30	5:30			2	Feed pick up/tack
5/3	3:30	5:30			2	insect shots
5/4	3:30	5:30			2	gense cleanup
5/5	6pm	10pm			4	Sow #10 farrow
5/6	3:30	5:30			2	Tion #10/teeth
5/9	3:30	6:30			3	Clean for farm tour
5/10	3:30	5:30			2	Water lines/timers
5/11	3:30	5:30			2	plant Drip for Borzoi
5/12	3:30	6:30			3	Harvest orders/supplies
5/13	5pm	10pm			5	American degree work
5/14	12pm	6pm			6	American degree on farm
5/17	3:30	5:30			2	Active Section CITA meeting
5/18	3:30	8:30			5	Setup outside PLOW pellets
5/19	3:30	5:30			2	Stack hay/feal boxes
5/21	12pm	5pm			5	gense set #2 Scrap/cur lot
5/22	12pm	3pm			3	plant transplants/beds
5/27	8am	1pm			5	gense feed/unload animal
5/31	3:00	8:20			5	Clean out ART/Alone all pot
Total Hours					71	repair/springs cleaning

I HEREBY CERTIFY that I have worked for the Perris Union High School District on the days and hours stated above.

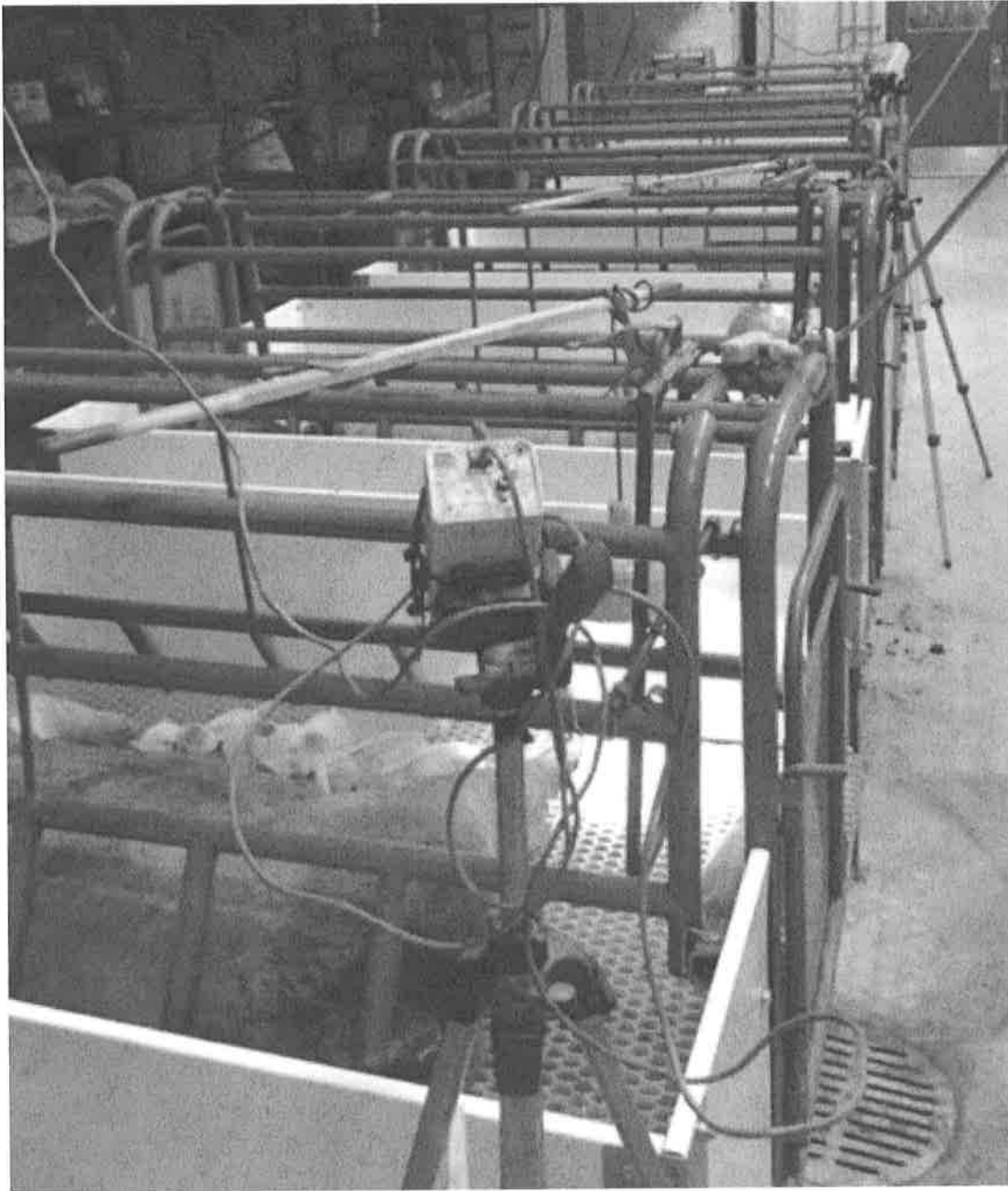
[Signature] EMPLOYEE SIGNATURE

ADMINISTRATOR

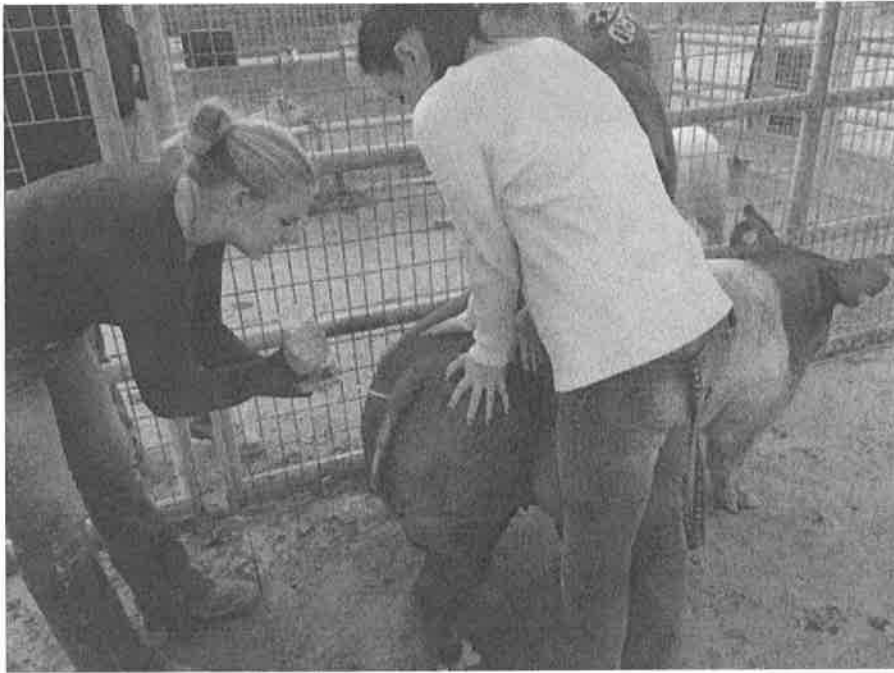
CATEGORICAL SIGNATURE

ASSISTANT SUPERINTENDENT

Examples of After School Agriculture Visitation of Swine Breeding:



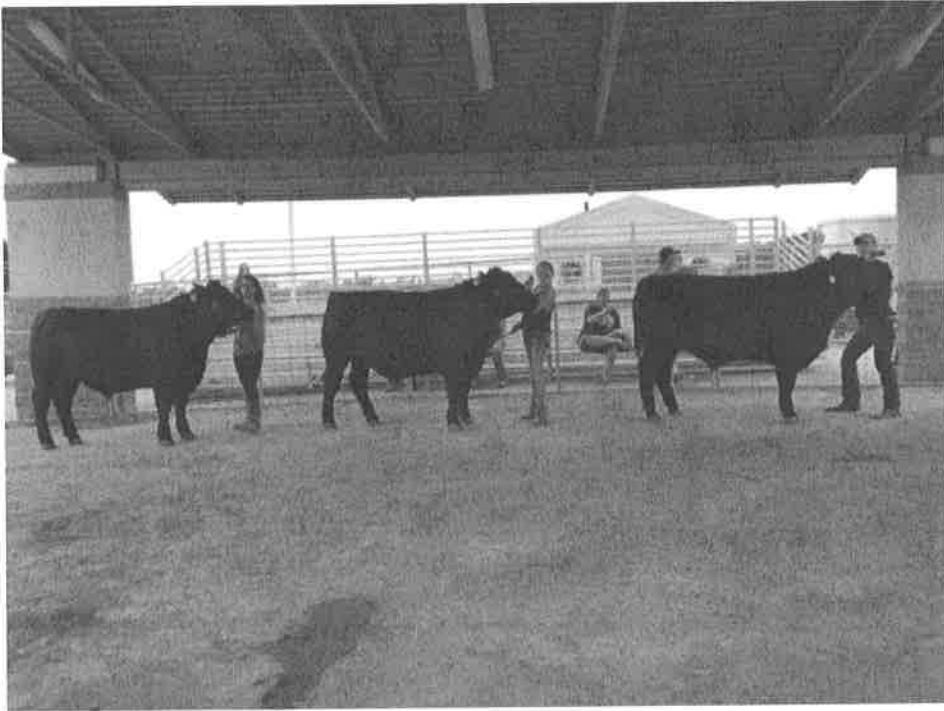
Examples of After School Agriculture Visitation of Swine Breeding:



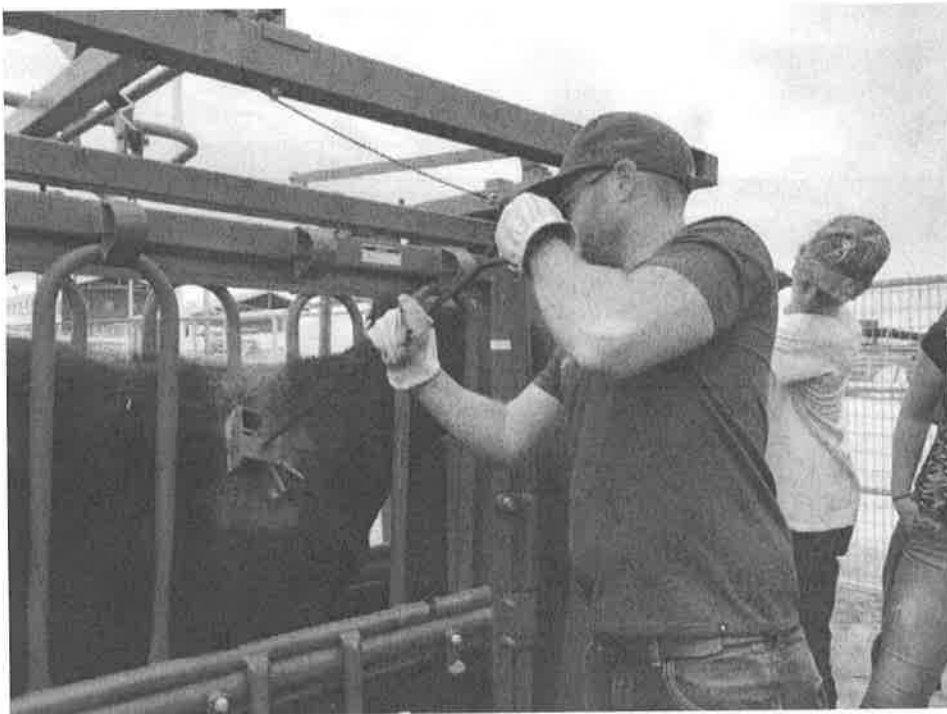
Examples of After School Agriculture Visitation of Market Swine:



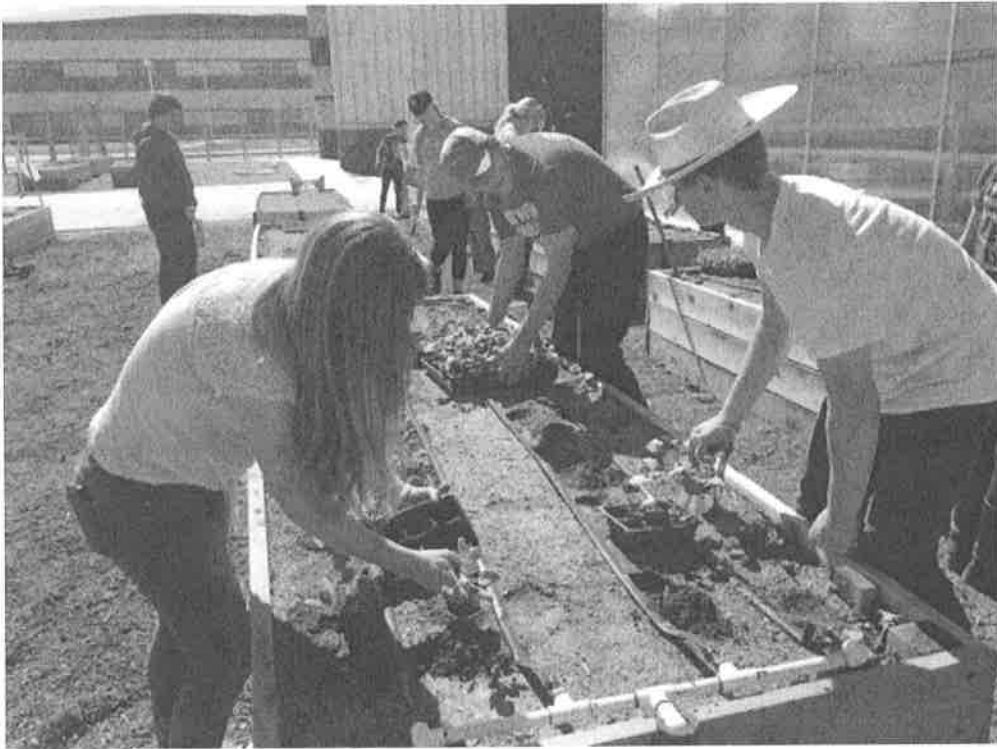
Examples of After School Agriculture Visitation of Market Beef:



Examples of After School Agriculture Visitation of Market Beef:



Examples of After School Agriculture Visitation of Horticulture:



Examples of After School Agriculture Visitation of Horticulture:





Menifee-Heritage FFA *2016 SoCal Fair Schedule*



“Under a 2.0 GPA at 6 week grading period means you don’t show!!!”

Fair Prep:

Tues Sept 20th Pig wash and clip practice 3:10pm-7:30pm @ Farm
Thurs. Sept 22nd All Animal Record Book Practice (all animal kids!) 3:10pm- 5pm @ L114
Sun. Sept. 25^h Fair Setup- Jeans, shoes, wrench, pliers (everyone!) 7am-12@ Fair
Mon. Sept 28th/ Thurs Oct. 1st Sheep and Goat Sheering 3pm @ Farm

All record books are due no later than Sept 30th. Not complete= no show

BE ON TIME!!! ALL SCHOOLWORK MISSED AT SCHOOL IS YOUR RESPONSIBILITY TO GET DONE TO KEEP YOUR GRADES UP!!!! TALK TO YOUR TEACHERS!!!!!! YOU CAN WORK ON IT AT FAIR DURING DOWN TIME. WE EXPECT YOU TO DO THIS!!!

Fair Week Events: JEANS AND CLOSED TOE SHOES AT ALL TIMES!!!!!!!

Sat Sept. 24th Landscape Move in Maratsos, Daly
 -Landscape kids @Fair 10am- 4pm Wear: Heritage color shirt, Jeans, closed toed shoes

Sun Sept. 25th Landscape Installation Maratsos
 -Landscape kids @Fair 10am- 4pm Wear: Heritage color shirt, Jeans, closed toed shoes

Mon Sept. 26th Landscape Installation Maratsos
 -Landscape kids @ ARC 7:30am- 4pm Wear: Heritage color shirt, Jeans, closed toed shoes

Fri Sept. 30th Breeding Heifers Move In Perotti
 - Heifers Move to Fair @ Farm 3:30pm Wear: Jeans and closed toed shoes
 -Evening Feeding 5pm: All Breeding Beef kids/ Water Plants

Sat. Oct. 1st Rabbit Show/ Breeding Beef Show Perotti
 -Rabbit kids @ ARC 7am with parents to load and then parents transport kids to Fair
 -Rabbit show @ 10am wear: Heritage shirt and Jeans Bring: (full uniform)
 -Heifer Beef @ Fair 5am (show @ 9am) wear: Heritage shirt and Jeans/ Bring: (full uniform)
 -Morning Feeding 5am: Heifer kids feed all animals/ Water Plants
 -Evening Feeding 5pm: Heifer kids Feed all animals/ Water Plants

Sun. Oct. 2nd Heifer Move out/ Market Move in: (Swine/Beef) Maddalana
 -All Swine/ Steer kids @ Fair 6pm-10:30pm: Unload/ Drop/ shavings/ Clip/ Wash
 -Wear: Jeans and closed toed shoes
 -Morning Feeding 7:30am: Heifer kids feed all animals at fair/ Water Plants
 -Evening Feeding 5pm: Swine & Steer feed all animals at fair/ Water Plants

Mon. Oct. 3rd Weigh in for all Market Animals & Lamb/ Goat move in All Advisors
 -ALL animal kids @ Fair 7:00am-5:30pm Wear: Heritage shirt and Jeans
 -Morning Feeding 7:30am: Everyone feeds their animals were all at fair/ Water Plants
 -Evening Feeding 5pm: Everyone feeds their animals were all at fair/ Water Plants
 -Bring Homework for missed classes!!!

BE ON TIME!!! ALL SCHOOLWORK MISSED AT SCHOOL IS YOUR RESPONSIBILITY TO GET DONE TO KEEP YOUR GRADES UP!!!! TALK TO YOUR TEACHERS!!!!!! YOU CAN WORK ON IT AT FAIR DURING DOWN TIME. WE EXPECT YOU TO DO THIS!!!

Fair Week Events: JEANS AND CLOSED TOE SHOES AT ALL TIMES!!!!!!!!!!

Tues Oct. 4th Goat Show/ Lamb Show Rushing/Daly

- All Goat/Lamb kids @Fair 7:30am- 5pm (show @ 12pm)
- Bring: (Full Uniform/ With Whites)/ Wear: Heritage shirt and Jeans
- Morning Feeding 7:30am: All Goat/Lamb Goat kids feed all animals at fair/ Water Plants
- Evening Feeding 5pm: All Goat/Lamb Goat kids feed all animals at fair/ Water Plants

Wed Oct. 5th Swine Show Perotti, Maratsos

- All Swine kids @Fair 7:30am (show @ 12pm)
- Bring: (Full Uniform/ With Whites)/ Wear: Heritage shirt and Jeans
- Morning Feeding 7:30am: Swine Kids feed all animals at fair/ Water Plants
- Evening Feeding 5pm: Swine Kids feed all animals at fair/ Water Plants

Thurs Oct. 6th Steer Show/ Championship Drives Perotti, Daly

- All Steer kids @Fair 7:30am (Show @12pm)
- Bring: (Full Uniform/ With Whites)/ Wear: Heritage shirt and Jeans
- Morning Feeding 7:30am: Steer Kids feed all animals/ Water Plants
- Evening Feeding 5pm: Steer Kids feed all animals / Water Plants

Fri Oct. 7th Master showmanship 12pm Perotti, Rushing

- Must qualify to participate by winning your animals show
- Morning Feeding 7:30am: Renee, Michael, Kailani, Cobi, Daniela
- Evening Feeding 5pm: Madison, Shawn, Wayde, Haley, McCaylah P.

Sat Oct. 8th Livestock Auction Perotti, Daly

- All kids @ Fair 7:30am (shows @ 11am)
- Everyone- Heritage shirts & Jeans
- Auction Sellers- Bring: (Full Uniform/ Whites)
- Morning Feeding 7:30am: Everyone feeds their animals were all at fair/ Water Plants
- Evening Feeding 5pm: Everyone feeds their animals were all at fair/ Water Plants

Sun Oct. 9th No Shows Just feeding Rushing, Maddalena

- Morning Feeding 7:30am: Jazimin, Cora, Anthony, Faith, Megan
- Evening Feeding 5pm: Brindan, Maggie, Kelsi, Nathan R., Kyle M.

Mon Oct. 12th Fair Clean up/ Move out Perotti all livestock, Maratsos all landscape
Invite only

steers 2015	steer	steer	steer	steer	steer	Heifer	Heifer	Heifer
nov 21st '16	anthony	wayde	Sara	Josh	x	megan	kailani	kelsi
Buyer	Klrshner	Sara	Sara	Josh	Staff			
Cost	3500	3500	3500	3500	4500	x	x	x
Deposit	1500	3500	3500	1500	2000	x	x	x
250/each	500	x	x	0				
Feb		x	x	250	0			
March		x	x	250	0			
April		x	x	250	0			
May		x	x	250	0			
June		x	x	x	0			
July		x	x	x	0			
Aug		x	x	x	0			
Sept		x	x	x				
Oct	1000	x	x					
TOTAL	3000	3500	3500	2500	2000			

3/28/16 black mrkt steer
4/13/16 3 heifers arrive

	Daily Feed	Morning	Evening
	avg x .03 (%)	Feeding	Feeding
Avg. Weight	489.25	14.67	7
1/25/16	537	16.54	8
2/22/16	675	21.98	11
4/13/16	775	25.35	12
4/23/16	966	30.1275	15
6/27/16	1100	33	16
7/21/16	1106	33	16
8/1/16	1075	32	16
8/15/16	1091	34	17
8/22/16	1054	32	17
9/5/16	1112	32	17
9/12/16	1138	34	17
9/19/16	1178	34	17
Fair	1280	34	17

Predicted weight of
245 1374

Linda Heifer bill (3)

198
150
339
510
192
192

1581 linda 4way total

1 flake a day/per steer
4 steers

Linda 30 days/ 12 flakes= 2.5 bales x 3 heifers
50 7.5 bales x 14= 105
50 1/2 flake
50
50
40 1 fla
40
20
300 total linda hay

Total Feed Costper animal 1306

**PERRIS UNION HIGH SCHOOL DISTRICT AGRICULTURAL PROGRAM
- PERMISSION AND MEDICAL AUTHORIZATION
- ASSUMPTION OF RISK AND RELEASE OF ALL CLAIMS**

_____ has my permission as a parent or guardian to participate in the Perris Union High School District Agricultural Program, a voluntary activity, further described as follows.

Voluntary Activity: _____

General Location: _____

Duration: _____

Participation in the Agricultural Program is a privilege and is completely voluntary. I fully understand that participants are to abide by all rules and regulations governing conduct during this activity, as outlined in the Agriculture Laboratory Facility (ALF) Contract.

I fully understand that my child is responsible for the care (including feeding, watering, and cleaning) of his or her livestock and the project is a voluntary leadership opportunity and is not a requirement of any agriculture class or program and is not a requirement or prerequisite for graduation.

ABSENCE OF SUPERVISION

I also fully understand that there will be times when neither an Agriculture Advisor/Teacher nor any other supervisory personnel will be present at the ALF, including, but not limited to, during scheduled times for feeding and cleaning of student livestock projects. I understand and acknowledge that the supervision of my child is my responsibility and that the Perris Union High School District, and each School Agriculture Program, is not responsible for such supervision or for the transportation of my student to the ALF or to any ALF projects, programs, or competitions.

I understand and acknowledge that agriculture projects, working with livestock, and traveling to livestock shows and fairs pose inherent potential risks of serious injury or illness to individuals who participate in such activities. I therefore understand and acknowledge, and fully assume responsibility for, the injuries and illnesses which may result from participation in these activities, including, but not limited to, the following: muscle sprains and strains, fractured bones, head and/or back injuries, unconsciousness, paralysis, loss of eyesight, communicable diseases, and death.

I further understand that my child has been administered a practical examination regarding the safe operation of equipment that he or she will need to use on the ALF and how to safely work with and around livestock. I fully understand the safety concerns and potential risks involved in the use of such equipment and, on my behalf and behalf of my student, assume all risks and responsibility for injuries or such potential injuries, including the foregoing, that may result from the use of such equipment.

MEDICAL AUTHORIZATION

I acknowledge that the Perris Union High School District does not provide student accident/illness insurance or medical coverage for any death, bodily injury, personal injury, or illness, sustained during my child's voluntary participation in this activity. **In the event of illness or injury**, I do hereby consent to whatever x-ray, examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care may be considered necessary in the best judgment of the attending physician, surgeon, or dentist and performed by, or under the supervision of, a member of the medical staff of the hospital or facility furnishing medical or dental services. I further understand that the Perris Union High School District and the Agricultural Program shall not be responsible for any such medical, hospital, or dental expenses incurred in the treatment of my child.

ASSUMPTION OF RISK AND RELEASE AND LIABILITY

I understand and acknowledge, on my behalf and/or on behalf of my child, that in order to participate in this program, I hereby assume all liability and responsibility for any and all potential risks of injury and death, including those listed above, which may be associated with participation in this program. I acknowledge that the Perris Union High School District does not provide any type of insurance, or medical coverage for injuries due to illness or student accidents, or any loss to personal property which is incidental to or associated with traveling to or from, preparing for, and/or otherwise participating in this voluntary program.

On behalf of myself and my child, I agree to waive all claims against the Perris Union High School District and to release, defend, indemnify, and hold the District, its officers, agents, and employees, harmless from any and all liability or claims, demands, losses, causes of action, suits or judgments of any kind whatsoever that I, my student, my heirs, executors, administrators or assignees and may have against the District, or that any other person or entity may have against the District because of any death, bodily injury, personal injury, or illness, or because of any loss to property that may arise out of, or in any way be connected with, participation in the above-described activity or program, to the fullest extent allowable by law.

Throughout the school year, my child may also have an opportunity to participate in VOLUNTARY off campus field trips and excursions related to the program. I hereby authorize _____ to participate in these voluntary activities unless this authorization is specifically revoked by me in writing. **I understand that I hold the Perris Union High School District, its officers, agents and employees, harmless from any and all liability or claims, which may arise out of, or in connection with, covered activities per California Education Code section 35330.**

I acknowledge that I have carefully read this Project Permission/Medical Authorization/Acknowledgement and Assumption of Risk and Release of all Claims form and that I understand and agree to its terms and, on my behalf and on behalf of my child or student, agree to the terms herein.

Parent/Guardian: _____

Date: _____

Address: _____

Phone: _____

Student Signature: _____

Date of Birth: _____

Medical Insurance Carrier: _____

Policy Number: _____

Accommodation Note: If your son or daughter has a special medical consideration or need, please make such specific needs known in writing to the advisor/teacher.



**PERRIS UNION HIGH SCHOOL DISTRICT AGRICULTURAL PROGRAM
- PERMISSION AND MEDICAL AUTHORIZATION
- ASSUMPTION OF RISK AND RELEASE OF ALL CLAIMS**

_____ has my permission as a parent or guardian to participate in the Perris Union High School District Agricultural Program, a voluntary activity, further described as follows.

Voluntary Activity:

General Location:

Duration:

Participation in the Agricultural Program is a privilege and is completely voluntary. I fully understand that participants are to abide by all rules and regulations governing conduct during this activity, as outlined in the Agriculture Laboratory Facility (ALF) Contract.

I fully understand that my child is responsible for the care (including but not limited to feeding, watering, and cleaning) of livestock and the project is a voluntary leadership opportunity and is not a requirement of any agriculture class or program and is not a requirement or prerequisite for graduation.

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I also fully understand that there will be times when neither an Agriculture Advisor/Teacher nor any other supervisory personnel will be present at the ALF, including, but not limited to, during scheduled times for feeding and cleaning of student livestock projects. I understand and acknowledge that the supervision of my child is my responsibility and that the Perris Union High School District, and each School Agriculture Program, is not responsible for such supervision or for the transportation of my student to the ALF or to any ALF projects, programs, or competitions.

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I further understand that my child has been administered a practical examination regarding the safe operation of equipment that he or she will need to use on the ALF and how to safely work with and around livestock. I fully understand the safety concerns and potential risks involved in the use of such equipment and, on my behalf and behalf of my student, assume all risks and responsibility for injuries or such potential injuries, including the foregoing, that may result from the use of such equipment.

MEDICAL AUTHORIZATION

I acknowledge that the Perris Union High School District does not provide student accident/illness insurance or medical coverage for any death, bodily injury, personal injury, or illness, sustained during my child's voluntary participation in this activity.

In the event of illness or injury, I do hereby consent to whatever x-ray, examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care may be considered necessary in the best judgment of the attending physician, surgeon, or dentist and performed by, or under the supervision of, a member of the medical staff of the hospital or facility furnishing medical or dental services. I further understand that the Perris Union High School District and the Agricultural Program shall not be responsible for any such medical, hospital, or dental expenses incurred in the treatment of my child.

ASSUMPTION OF RISK AND RELEASE AND LIABILITY

I understand and acknowledge, on my behalf and/or on behalf of my child, that in order to participate in this program, I hereby assume all liability and responsibility for any and all potential risks of injury and death, including those listed above, which may be associated with participation in this program. I acknowledge that the Perris Union High School District does not provide any type of insurance, or medical coverage for injuries due to illness or student accidents, or any loss to personal property which is incidental to or associated with traveling to or from, preparing for, and/or otherwise participating in this voluntary program.

On behalf of myself and my child, I agree to waive all claims against the Perris Union High School District and to release, defend, indemnify, and hold the District, its officers, agents, and employees, harmless from any and all liability or claims, demands, losses, causes of action, suits or judgments of any kind whatsoever that I, my student, my heirs, executors, administrators or assignees and may have against the District, or that any other person or entity may have against the District because of any death, bodily injury, personal injury, or illness, or because of any loss to property that may arise out of, or in any way be connected with, participation in the above-described activity or program, to the fullest extent allowable by law.

Throughout the school year, my child may also have an opportunity to participate in VOLUNTARY off campus field trips and excursions related to the program. I hereby authorize _____ to participate in these voluntary activities unless this authorization is specifically revoked by me in writing. **I understand that I hold the Perris Union High School District, its officers, agents and employees, harmless from any and all liability or claims, which may arise out of, or in connection with, covered activities per California Education Code section 35330.**

I acknowledge that I have carefully read this Project Permission/Medical Authorization/Acknowledgement and Assumption of Risk and Release of all Claims form and that I understand and agree to its terms and, on my behalf and on behalf of my child or student, agree to the terms herein.

Parent/Guardian: _____

Date: _____

Address: _____

Phone: _____

Student Signature: _____

Date of Birth: _____

Medical Insurance Carrier: _____

Policy Number: _____

Accommodation Note: If your son or daughter has a special medical consideration or need, please make such specific needs known in writing to the advisor/teacher.



Perris Union High School District Agriculture Lab Facility Contract

As a member of the Perris Union High School District Agriculture Program, you have the opportunity to keep a livestock project on the Agriculture Lab Facility ("Ag Lab Facility"). It is a privilege to maintain a project at the Ag Lab Facility and **PARTICIPATION IS COMPLETELY VOLUNTARY**. Participation is **NOT A REQUIREMENT** of your Agriculture class/program or for graduation. The District's Ag Lab Facilities are high-visibility programs, with community members and guests visiting regularly. We want and expect our Agriculture Lab Facilities to look exemplary.

Students must follow these terms and conditions in order to keep a project on the Agriculture Lab Facility.

PROGRAM/PROJECT OVERVIEW AND RESPONSIBILITIES:

1. Only livestock purchased through the Agriculture Department will be permitted on the Ag Lab Facility;
2. The agriculture program will provide all feed for the projects kept at the Ag Lab Facility;
3. A cleaning and feeding schedule will be handed out and posted by the advisor the week the animals arrive at the Ag Lab Facility. Please do not ask for specific weeks. Other school activities WILL NOT be taken into consideration. You will be expected to complete your assigned duties;
4. Do not call and ask your advisor to care for your animal. You will need to find a student to do the work for you. A phone number list will be provided to each student. The phone list will also be posted near the feeding schedule. It is your responsibility to solve these problems and inform your advisor prior to the event;
5. Students WILL NOT be excused from their project duties due to illness, field trips, or other absences. All students are responsible to complete their project duties (feeding, cleaning etc.) or have their project duties all completed by another person. ALL substitutes must be pre-approved by the Agriculture Advisor/Teacher;
6. Periodic parental assistance is welcomed. However, the parent cannot complete daily project responsibilities of a student project unless pre-approved by the advisor;
7. Attend all classes and be on time. Tardy excuses will not be accepted or given for students caring for projects when they should be in class;
8. Students will be required to keep the areas surrounding the livestock neat and clean. They may also be asked to pick up trash and perform some other type of light maintenance on the facility and will be expected to complete duties/tasks assigned to, or requested of, them;
9. **ALL WORK** on the Ag Lab Facility is to be done during **DAYLIGHT HOURS** unless otherwise permitted by the Agriculture Advisor/Teacher;
10. There will be times when neither an Agriculture Advisor/Teacher nor any supervisory

personnel will be present at the Ag Lab Facility, including, but not limited to, scheduled times for feeding **BEFORE AND AFTER SCHOOL, WEEKENDS, NON-SCHOOL DAYS AND HOLIDAYS**;

11. The student and parent shall be responsible for supervision of the participant, and it is their responsibility to confirm with the Ag Advisor the schedule when such District personnel will be available to supervise;
12. **NO STUDENT IS ALLOWED TO BE ON THE AG LAB FACILITY ALONE, FOR ANY REASON.** At the very minimum, **STUDENTS MUST WORK IN PAIRS** using a "Buddy" system to ensure safety and accountability while feeding, cleaning pens, working with an animal project or using any tool or piece of equipment;
13. All students are required to clock in, using the timecard, each time they enter the Ag Lab Facility for any reason. Timecards will be checked periodically by the Agriculture Advisor(s) to monitor compliance of students entering the Ag Lab Facility. When a parent is present while the student works on the facility, the PARENT must sign/print name next to time stamp on the timecard;
14. Dogs or any other outside pets are NOT allowed on the Ag Lab Facility;
15. Loitering will not be allowed on the Ag Lab Facility. If you do not have a reason to be on the Ag Lab Facility, you will be asked to leave the premises. This helps prevent vandalism to students and school projects at the facility. "Waiting Areas" where students are permitted to wait (for a ride, for "Buddy," etc.) are designated and marked on each Ag Lab Facility;

SAFETY:

16. Cameras have been installed on the Ag Lab Facility and will be periodically reviewed to ensure compliance;
17. Emergency Phone list will be posted in the feed room and near the time clock. These numbers are ONLY to be used in an emergency situation. They will include all Advisors' numbers and the emergency maintenance number for the District;
18. A first aid kit will be located on the Ag Lab Facility in a central area near the feed room or time clock. It will be accessible to students in case of an emergency;
19. All students that have a project on the Ag Lab Facility are required to attend Project Safety Training with the Advisor;

CONSEQUENCES:

20. School and student property are to be protected by all participants. If you have been identified as obtaining material, equipment or feed from others without permission or if you are identified as being involved in the destruction of property, **you will be subject to removal from the program**;
21. If participants are suspended for drug possession, weapons or alcohol at any time, they **will not be permitted to participate with any project on the Ag Lab Facility.** Any other suspensions or disciplinary action may result in your child not participating at any livestock shows or fairs;

22. Drugs, tobacco, alcohol, and/or chemical substances are NOT allowed on the school grounds, including the Ag Lab Facility, classrooms, parking lots, and sidewalks. In addition, these items will not be consumed while participating in any activity while representing the PUHSD Agriculture Programs;
23. If a student leaves the Agriculture Program or cannot fulfill the project responsibilities, including, but not limited to, feeding, cleaning, watering, and any other management practices, the student will be allowed 48 hours to remove his/her project(s) from the Ag Lab Facility upon notice from the agriculture advisor. After that time, the agriculture instructor has the right/responsibility to dispose of the project by any means they feel are in the best interest of the project at the student's expense. Once the project is removed, a check will be mailed to the parents after all debts are paid. **If the project is in debt, a charge will be placed on the students ASB account and the parent will be notified, with a copy sent to the Principal;**
24. If all of the above terms and conditions are not fulfilled, the following action(s) may take place.
 - First Offense:** Warning to student, with clear corrections from the advisor;
 - Second Offense:** Warning to the student, phone call to the parent explaining the situation, and letter sent home (with a copy sent to the Principal); and,
 - Third Offense:** Phone call to students' parents advising them of the situation and their students loss of access to the Ag Lab Facility along with the necessity to have any/all project(s) removed from the facility within 48 hours. There will be a letter sent home and a copy sent to the Principal. After that time, the project(s) will be sold or returned with a check sent to the parents after all bills are paid. In addition, future projects will not be allowed on the Ag Lab Facility.

It is hereby understood that I/my student has received safety training related to the use of all facilities and equipment or tools pertaining to any Agriculture project and has been issued a certificate of completion (copy on file with the Ag Program). I understand all terms and conditions, project requirements and safety procedures. I have read and signed the PUHSD Project Permission, Medical Authorization and Assumption of Risk document. I have read and agree to the above terms and conditions of the PUHSD Agriculture Facility Contract.

_____ Date _____
Student Signature

_____ Date _____
Parent/Guardian Signature

_____ Date _____
Advisor Signature

_____ Date _____
Administrator Signature

Agriculture Department Key Agreement-

Student Name _____

Project on Farm: FFA Project and/or Farm Hand (circle all that apply)

Keys checked out: Gate Key Poultry Key Rabbit Barn Key Building Key/Student Alarm Access

Key Checkout Date: ___ / ___ / ___ Advisor _____

Key Returned Date: ___ / ___ / ___ Advisor _____

This key is checked out to the student and is to be returned no later than one week after Project ending date!

Lost gate keys will cost \$50 and lost building keys will cost \$100. These costs cover having to rekey the all appropriate locks and make new keys if any lost or stolen.

Below are the rules for Farm Hands and Market Project owners to follow in order to keep your key:

1. Use of the farm is a privilege, not a right
2. No parking on the farm, double gates are left closed for all private vehicles
3. No dogs on the farm for any reason
4. No brothers or sisters without a parent present at all times
5. Walk through gate should remain locked behind you when you leave
6. Key should be on your person at all times. Your project, your responsibility
 - a. Not left at home
 - b. Not left with a parent
 - c. Not left with a friend
7. Check the all gates and pens are locked before you leave the farm
8. All tools are to be put back in the proper place after use
9. Do not remove anything from the farm without permission

Farm Hands Only-

10. You may be given access to an agriculture building do to your Farm Hand responsibilities. Building alarms and doors must be locked and armed when no in use at all times.
11. Alarm system passcode access is a privilege. If this private information is shared with anyone your position will be terminated immediately.
12. You are not allowed to have friends and/or guests with you in the building with out the consent of project advisor.

I understand the rules of using my farm key(s).

I agree to abide by these rules and in failure to do so I may loose my project and all access to the farm. I also understand in case of loosing my key(s) or failure to turn it in on time I must pay for a replacement fee.

Student Signature _____ Date _____

Parent Signature _____ Date _____

Advisor Signature _____ Date _____

4 Star Show Pig Vaccination Protocol

Replacement Gilts- at selection		Date: 11/18/16	Name: Jeremiah Per
Circovirus / Mycoplasma		1 dose	1 dose 2cc
Mange and Worm control	Ivermectin 1%	1cc SQ per 75lbs	
Flu Vaccine (SIM)		1 dose	(Optional)
Parvovirus / Leptospirosis / Erysipelas		2 doses	6 and 3 weeks pre-breeding

Sows - Prebreed

Parvovirus / Leptospirosis / Erysipelas		1 dose	3 weeks pre-breeding
Circovirus / Mycoplasma		1 dose	1 dose 2cc

Prefarrow

Rhinitis Vaccine			Gilts – 5 & 3 weeks prefarrow Sows – 3 weeks prefarrow
E. coli Vaccine			Gilts – 5 & 3 weeks prefarrow Sows – 3 weeks prefarrow
Mange and Worm control	Ivermectin 1%	1cc SQ per 75lbs	2 weeks prefarrow

Piglets

Anemia	Iron 100mg	1cc IM	Given at Day 1 and Day 7-10
Antibiotic		2 doses	Given at Day 1 and Day 7-10

Weaning Pigs

Circovirus		1 dose	Weaning
Mycoplasma / Flu / Erysipelas		2 doses	Weaning and 2 weeks later
Mange and Worm Control	Ivermectin 1%	.25cc per pig	Weaning
			Revised 9/2016

Four Star Veterinary Service Contacts:

Feel free to call us if you have any questions.

Bill Minton, DVM
Chickasaw, OH
419-925-9300

Doug Powers, DVM
Rushville, IN
765-938-4302

Duane Long, DVM
Mexico, IN
765-985-2344

Daniel Hendrickson, DVM
Farmland, IN
765-468-6099

Jim Kober, DVM
Holland, MI
616-355-7447

Mike Pierson, DVM
Elizabethtown, PA
717-367-1206

Other Recommendations:

1. If sows do not farrow on 114 days of gestation, we recommend induced farrowing. This should be done by giving 2cc Lutalyse.

Most pregnant sows will start farrowing 24-28 hours later.

2. When sows are farrowing, if they do not have a pig every 1/2 hour, then give 1/2cc of Oxytocin.
3. Do not give Oxytocin during farrowing unless the sow does not have a pig every 1/2 hour.
4. All sows should receive 1cc of Oxytocin when done farrowing.
5. If you have to assist in farrowing, give sows an antibiotic when the farrowing is complete.
6. Any vaccine – Do not give to sows/gilts within 1 month of being bred. Vaccines should be given 3 weeks apart.



18. Board Policy for SAE

Program components

(a) The curriculum of school districts that choose to participate in the state program of agricultural career technical education shall include all of the following components:

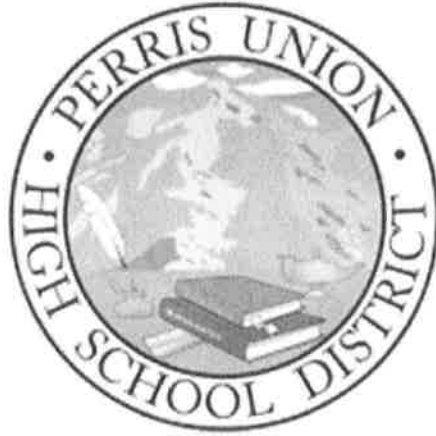
- (1) Organized classes in the study of agricultural science and technology.
- (2) A student-supervised occupational experience program in agriculture.
- (3) A program of leadership, organization, and personal development.
- (b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course. It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.

(Amended by Stats 2000, Ch. 1058, Sec. 85)

Chapter 9. Vocational Education, Article 1. Regional Occupational Centers

In enacting this article, it is the intent of the Legislature to provide qualified students with the opportunity to attend a technical school or enroll in career technical or technical training program, regardless of the geographical location of their residence in a county or region. The Legislature declares that a regional occupational center will serve the state and national interests in providing career technical and technical education to prepare students for an increasingly technological society in which generalized training and skills are insufficient to prepare high school students and graduates, and out-of-school youth and adults for the many employment opportunities which require special or technical training and skills. The Legislature also declares that regional occupational centers will enable a broader curriculum in technical subjects to be offered, and will avoid unnecessary duplication of courses and expensive training equipment, and will provide a flexibility in operation which will facilitate rapid program adjustments and meeting changing training needs as they arise. It is recognized by the Legislature that career technical programs may achieve greater flexibility of planning, scope and operation by the conduct of these programs in a variety of physical facilities at various training locations. It is the further intent of the Legislature that regional occupational centers and programs provide career technical and occupational instruction related to the attainment of skills so that trainees are prepared for gainful employment in the area for which training was provided, or are upgraded so they have higher level skills required because of new and changing technologies or so that they are prepared for enrollment in more advanced training programs.

(Amended by Stats 2000, Ch. 1058, Sec. 46)



AGREEMENT
BETWEEN
PERRIS UNION HIGH SCHOOL DISTRICT
AND
PERRIS SECONDARY EDUCATORS ASSOCIATION
July 1, 2015 – June 30, 2018

the timing of employees' salary payments.

*Additional days may be assigned by the District but any such assignments beyond the normal work year shall be subject to approval of both the unit member and his/her supervisor, and will be paid at the per diem rate. Supervisors will make a good faith effort to equitably assign additional days to all counselors at their respective sites.

2. Department Chair Salary Schedule

Ratios shall be based upon the unit member's placement on the salary schedule.

<u>Number of Members In the Department</u>	<u>Ratio</u>
2-7	1.020
8-15	1.030
16 +	1.040

- A. A "member" is a unit member who teaches two (2) or more courses in any department.
- B. The District shall determine the number and makeup of departments.
- C. Department Chairs shall be paid monthly after Board approval and payroll processing.
- D. Selection of Department chairs shall be in accordance with the district's teacher handbook.

3. Agricultural Teachers

A supplementary contract of up to thirty (30) days based upon the per diem placement on the Salary Schedule may be offered based upon program needs as determined by the District (some of which may be weekend and holidays as assigned by the Principal). This position will submit to its supervisor a proposed calendar listing the additional days of service. In selecting these proposed days of service, employees should consider the need to be available to students, parents and staff. The calendar should be submitted at least two weeks prior to the beginning of their work year and must be approved in writing by their supervisor and the Assistant Superintendent of Human Resources or Designee. The calendar may be changed by mutual written consent. The days selected will not change the timing of employees' salary payments.

4. AVID Coordinators

Effective July 1, 2004, coordinators at sites with three (3) or fewer sections of AVID on the master schedule will get a stipend of seven percent (7%) of the C/3-1 salary schedule.

Coordinators at sites with four (4) or more sections of AVID on the master schedule will

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)	
1. Course Title Plant & Animal Science	9. Subject Area History/Social Science English Mathematics Laboratory Science Language other than English Visual & Performing Arts Intro Advanced X College Prep Elective
2. Transcript Title(s) / Abbreviation(s)	
3. Transcript Course Code(s) / Number(s)	
4. School Perris Union High School	
5. District Perris Union High School District	
6. City Perris	10. Grade Level(s) for which this course is designed 9 10 x 11 x 12
7. School / District Web Site www.puhsd.org	11. Seeking "Honors" Distinction? Yes X No
8. School Course List Contact Name: Title/Position: Phone: Ext.: E-mail:	12. Unit Value 0.5 (half year or semester equivalent) X 1.0 (one year equivalent) 2.0 (two year equivalent) Other: _____
13. Is this an Internet-based course? Yes X No If "Yes", who is the provider? UCCP PASS/Cyber High Other _____	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? Yes No If no, previous course title? _____ An identical course approved at another school in same district. Which school? _____ Same course title? Yes No If no, course title at other school? _____ Approved Advanced Placement (AP) or International Baccalaureate (IB) course Approved UC College Prep (UCCP) Online course Year-long VPA course replacing two approved successive semester courses in the same discipline Approved P.A.S.S./Cyber High course Approved ROP/C course. Name of ROP/C? _____ Approved CDE Agricultural Education course Other. Explain: _____	

15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? X Yes No
If so, which school(s)? Clovis East High School
Course title at other school Plant & Animal Physiology
16. Pre-Requisites Algebra 1
17. Co-Requisites Algebra 1
18. Is this course a resubmission? X Yes No
If yes, date(s) of previous submission? October 2005
Title of previous submission? Plant & Animal Physiology
19. Brief Course Description
<p>This course is to provide students with the theories and principles related to plant and animal cultural practices, production , anatomy and physiology. This course is to successfully prepare those students who plan on majoring in agricultural/biological sciences at a college or university. Components will also include Supervised Agricultural Experience Projects, FFA leadership involvement, and Scientific Laboratory Experiences both written and orally presented.</p>

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

1. Use scientific methods applied to plant and animal anatomy and physiology.
2. Show familiarity with the major physiological systems of plants and animals.
3. To learn the nature of scientific inquiry and incorporate the use of the scientific method in laboratory investigations and agriculture.
4. To identify the basic processes of cellular and organismal growth and reproduction.
5. To recognize the diversity of life and the interrelationships among all organisms.
6. To understand the role of genetics in organismic variation and adaptation.
7. Relate the study of animal structure-form in relation to veterinary arts.
8. To acquire agricultural and biological vocabulary and the reading, writing, and critical thinking skills pertaining to the science.
9. To understand genetic differences in a controlled and non controlled population.
10. To understand that breeds and varieties of domestic animals reproduce like offspring.

21. Course Objectives

- 1. Intelligently discuss theories on the origins of life.**
- 2. Describe the characteristics of living organisms.**
- 3. Describe the characteristics of plant and animal cells with respect to their structure.**
- 4. Compare and contrast the roles of meiosis and mitosis in cellular reproduction.**
- 5. Understand heredity, Mendelian Genetics, terminology and apply this to animal inheritance.**
- 6. Distinguish between historical and modern taxonomy systems and understand the evolutionary relationships among domestic plants and animals.**
- 7. Understand the structural and functional similarities and differences among major animal, plant and protest phyla.**
- 8. identify and understand the major organ systems of animals.**
- 9.. Recognize the structure and function of ecosystems, populations, and communities and the impact of human society on the natural and agricultural environment.**
- 10. Describe the three cycles that involve abiotic and biotic factors. And explain their interrelationships and importance to the biosphere.**
- 11. Identify the environmental and genetic factors that influence variation among organisms.**
- 12. Demonstrate basic laboratory techniques including the use of microscopes, slides, microorganism examination, and the dissection of representative plants and animals of various species.**

22. Course Outline

- 1. Meeting Human Needs in a Changing World**
 - a. Food sources**
 - b. Human needs**
 - c. Agricultural industry**
 - d. Quality of life**
 - e. Renewable natural resources**

- 2. Using Science and Technology**
 - a. The meaning of agri-science and technology**
 - b. Relation of agriculture to science**
 - 1. Physical Sciences**
 - 2. Biological Sciences**
 - 3. Social Science**
 - c. Methods of agri-scientist thinking**
 - 1. Scientific method**
 - 2. Practical use**
 - d. New areas of agri-science**
 - 1. Biotechnology**
 - 2. Genetic engineering**
 - 3. Remote sensing**

- 4. Laser technology
 - 5. Computer applications
 - e. Issues associated with agri-science and technology
- 3. Using the Earth's Resources
 - a. Environmental and natural resources
 - b. Renewable resources
 - 1. Water cycle
 - 2. Forests
 - 3. Air
 - c. Non-renewable Resources
 - d. Environmental Pollution
 - e. Agricultural pollution prevention
- 4. Using the Science of Computation
 - a. Measurement systems
 - b. Agri-science measurements
 - c. Problem solving in measurements
- 5. Determining the bases of Life
 - a. Life processes
 - b. Structural basis
 - 1. Cell structure
 - 2. Heredity and genetics
 - c. Mitosis and Meiosis
- 6. Classifying and Naming Living Things
 - a. A Scientific classification system
 - b. Classification kingdoms
 - c. Cultural Practices Laboratory work
- 7. Applying principles of plant Science
 - a. Classification and Life cycles
 - b. Vegetative plant parts
 - 1. Leaves
 - 2. Stems
 - 3. Roots
 - 4. Flowers
 - 5. Seeds
 - c. Helpful tropisms
- 8. Reproducing Plants
 - a. Propagation
 - 1. Sexual
 - 2. Flowers
 - a. Pollination
 - b. Fertilization
 - c. Germination
 - 1. Asexual
 - a. Methods of vegetative reproduction

9. **Understanding Plant Processes**
 - a. **Photosynthesis**
 - b. **Respiration**
 - c. **Transpiration**
 - d. **Plant nutrition**
 1. **Essential elements**
 2. **Other essential elements**
 - e. **Using fertilizer**
 1. **Soil testing**
 2. **Tissue analysis**
 3. **Laboratory work**

10. **Keeping Plants Healthy**
 - a. **Preventing pest problems**
 - b. **Integrated pest management**
 - c. **Safety practices**

11. **Applying Principles of Animal Science - Anatomy and Physiology**
 - a. **Reproductive Systems**
 - b. **Digestive Systems**
 - c. **Pulmonary Systems**

12. **Feeding Animals**
 - a. **Feeding needs**
 - b. **Livestock nutritional needs**
 - c. **Nutrient sources**
 - d. **Feed additives and implants**
 - e. **Feed manufacturing**
 - f. **Feed labeling**

13. **Breeding Animals**
 - a. **Breeds and bloodlines**
 - b. **Breeding systems**
 - c. **Production systems**
 - d. **Livestock insemination methods**
 - e. **Breeding herd management**

14. **Keeping Animals Healthy**
 - a. **Good health signs**
 - b. **Environmental influences**
 - c. **Good health maintenance**
 - d. **Diseases - specific kinds**

15. **Using Biotechnology for Improving Life**
 - a. **Biotechnology**
 - b. **Biotechnology areas**
 - c. **Molecular biotechnology: genetic importance**
 - d. **Growth processes**
 - e. **Genetic engineering**

16. Applying Principles of Earth Science in Agriculture

- a. **The earth's resources**
- b. **Earth's changes**
- c. **Atmospheric importance**
- d. **Climate succession**

17. Applying Principles of Soil Science

- a. **Soil classification**
- b. **Soil make-up**
 - 1) **Physical structure**
 - 2) **Chemical nature**
 - 3) **Biological nature**
 - 4) **Soil formation**
 - 5) **Soil profile**
 - 6) **Water formations**

18. Introduction to FFA and Leadership Activities

- a. **History and organization structure**
- b. **Individual opportunities**
- c. **Chapter structure and operation**
- d. **Leadership development activities**
 - 1. **Career development events (judging contests, individual and team)**
 - 2. **Committee organization**
 - 3. **Officer Responsibilities**
- e. **Parliamentary procedure and proper use**
- f. **Career identification and selection**

19. Agriculture Careers

- a. **Agriculture in the work place**
- b. **Present status of agriculture as a career choice**
- c. **Future outlook for agriculture career**
- d. **Educational requirements**
 - 1. **Technical careers**
 - 2. **Colleges and universities**
- e. **Basic employment requirements**
- f. **Basic attitudes and personal skills**
- g. **Resume' construction**
- h. **Applications**
- i. **Interviewing skills**

20. Computer Applications

- a. **Hardware and software**
- b. **Word processing**

23. Texts & Supplemental Instructional Materials

Science Insights. By DiSpezio, Linner-Lube, Lisowski, Sparks and Skoog

Foresmen & Wesley 1999 ISBN 0-201-33281-7

Biological Science Applications in Agriculture. By Buriak, Phillip, and Osborne, Interstate Publishers, Inc. 1994 ISBN 8134-2759-9

Agriscience Fundamentals and Applications, Cooper, E.L., Burton, L.D., 3rd Edition, Delmar Publishers 2002 ISBN

Agriscience Fundamentals and Applications Laboratory Manual, Cooper, E.L., Burton, L.D., Delmar Publishers, 2002 ISBN 0-7668-1664-8

Teacher selected worksheets and study guides.

24. Key Assignments

Laboratory Experiences:

1. Cell identification and function.
2. Genetics: Animal reproduction and growth
3. Genetics: Phenotype ratio
4. Scientific Method Research Project.
5. Animal adaptation and camouflage.
6. Comparative anatomy of digestive systems.
7. Comparative anatomy of reproductive systems.
8. Microscope identification and applications.
9. 3D Cell Project.
10. Animal Behavior
11. Food Chains
12. Pulse and breathing rates
 13. Fecal Analysis of parasites
 14. Comparing human anatomy with animals
 15. Pulmonary System Dissection
 16. Cell Chemistry (Periodic Table of elements)
 17. Chick Embryo development
 18. Cloning plants for uniformity.
19. Sexual & Asexual Plant propagation
20. Observe Osmosis
21. Testing soil for organic matter
22. Water quality test
23. Taxonomy of living things (Insect Collection)
24. Taxonomy of living things (Weed collection)
25. Flower Dissection
26. Factors effecting Photosynthesis
27. Botanical Identification
28. Effects of rooting hormones
29. Macro/Micro Nutrient Deficiency Testing
30. Effects of chemicals on plants

25. Instructional Methods and/or Strategies

- 1. Lecture**
- 2. Audio visual materials.**
- 3. Computer simulations.**
- 4. Group and individual activities.**
- 5. Laboratory investigations.**
- 6. Discussion.**
- 7. Reading and writing assignments.**
- 8. Homework assignments.**
- 9. Tests.**
- 10. Guest Speakers.**
- 11. Field Trips.**
- 12. Agriscience Fair Project.**

26. Assessment Methods and/or Tools

Tests, including teacher made and standardized tests developed by authors.

Evaluation of class assignments.

Classroom activities.

Laboratory Research Investigations.

Homework Assignments.

C. HONORS COURSES ONLY

Please refer to instructions

- 26. Indicate how this honors course is different from the standard course.**

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

- 27. Context for Course (optional)**
- 28. History of Course Development (optional)**

2008-2012 Local Plan for Career Technical Education

**In fulfillment of State Plan requirements and the
requirements of the
Carl D. Perkins Career and Technical Education
Improvement Act of 2006
P.L. 109-270**

PERRIS UNION HIGH SCHOOL DISTRICT
Agency Name

Person at, or representing, the eligible recipient responsible for answering questions on this plan:

Signature: _____

Name: Dian Martin

Title: Teacher on Special Assignment

Telephone: 951-943-6369; ext. 223

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Date: October 21, 2008

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Introduction

1. Provide a clear and specific introductory statement of the plan, what it is about, and the importance of this plan for your agency.

The Perris Union High School District and Board of Trustees also supports the official vision of the California Department of Education and that is “to create a dynamic world class education system that equips all students with knowledge and skills to excel in college and careers and excel as parents and citizens.”

Whether students plan to further their education in community colleges, technical schools or four-year colleges and universities, receive on-the-job training or pursue careers in the military, secondary CTE can be the first step in a pathway toward productive employment and citizenship.

The Perris UHSD along with our local business/industry partners recognizes the importance of providing alternative educational opportunities for our students. The CTE program will make every effort to align and coordinate with local business/industry to establish goals and program needs to meet CTE standards. This includes: universal access for all students regardless of their educational setting; integrated curriculum, sequenced coursework, articulated coursework; use guidance counselors effectively; have industry certification available when possible; provide workforce readiness certificates; additional teacher preparation and provide appropriate facilities and equipment. In addition, to provide all students with rigorous academic curriculum that integrates academic and career goals.

When high-quality Career Technical Education programs are integrated with high-quality academic core content, students understand the relevance of curriculum in preparation for their future. Employers are demanding that their future employees be able to apply academic and technical skills to real-world problems that are encountered in the workplace. This is the goal of all key stakeholders.

Chapter One

Career Technical Education in the Local Education Agency

1. **Describe the current status of the career Technical education (CTE) delivery system, in the local and regional area.**

The Perris Union High School District delivery systems will emphasize a coherent sequence of instruction. The CTE standards are industry driven and span grade levels into postsecondary education. Currently, students not only have access to local Regional Occupational Programs located on all three comprehensive high school campuses, but also are able to take advantage of other ROP programs available throughout the community. The PUHSD CTE delivery system includes the following:

Career Awareness (grade 7-12): All schools are encouraged to provide experiences for students in middle and high schools that will enable them to learn about positive interactions, personal responsibility, good work habits, work as it relates to societal needs and functions, and the management of personal and professional resources.

Career Exploration (grade 7-9): All schools receiving funds to implement Career Technical Education programs will be required to provide students in grades 7-9 opportunities for career exploration. The Career Exploration experience will engage students in problem-solving, critical thinking, leadership building and team work activities and provide opportunity to learn the foundational skills in information technology, organizational systems, ethics and legal responsibilities, as well as health and safety.

Career Preparation (grade 10-12): Career Technical Education programs that have been determined through the use of state labor market data to be high skill, high wage and/or high demand career opportunities for students are part of the career preparation sequence. Students in grades 10 through 12 will enroll in a CTE program that matches their career goals and complete a sequence of courses that leads to the completion of industry assessments and certifications. Some of the programs offer postsecondary dual credit or articulation opportunities for students.

Career Management (grades 11-14): Students in grades 11 to14 prepare for postsecondary occupational certificates, transition to higher education and receive degrees, and utilize lifelong learning skills to complete advanced degrees.

2. Provide information regarding the participation of students in CTE programs as compared to total district enrollment. Information should include enrollment, demographics, and achievement data.

Perris Union High School District consist of:

- Three comprehensive high schools
- One continuation school
- One Community Day school
- One middle school
- One online charter school
- One military charter school

The Perris Union High School District is in Year 3 of Program Improvement and will enter into DAIT (District Assistance Intervention Team) with an outside provider. Pinacate Middle School (grades 7-8) is in its second year of year 5 and The Academy – Community Day School (grades 7-12) is in year 5.

District API scores:

2007-2008	2006-2007	2005-2006
672	657	669

District AYP scores:

Met AYP	2007-2008		2006-2007		2005-2006	
	English	Mathematics	English	Mathematics	English	Mathematics
Participation Rate	YES	YES	NO	YES	YES	YES
Percent Proficient	NO*	NO*	NO	NO	NO	NO
Graduation Rate	NO*		YES		YES	
Program Improvement	YES		YES		YES	

* Pending data updates

Demographics:

Industry Sector	Gender	2008-2009	2007-2008
		Students enrolled in CTE courses	Students enrolled in CTE courses
Agriculture & Natural Resources	Male	362	248
	Female	475	269
Health Science & Medical Technology	Male	33	11
	Female	125	54
Building Trades & Construction	Male	172	32
	Female	15	5
Art, Media & Entertainment	Male	120	98
	Female	41	16
Information Technology	Male	372	247
	Female	264	125
Fashion & Interior Design	Male	7	NA
	Female	185	NA
Total Enrollment		2171	1212

Number of Students enrolled in CTE courses for 2008-2009:

CTE Introductory Courses	Enrollment	CTE Concentrators	Enrollment	CTE Capstone	Enrollment
Keyboarding	271	Computer Literacy	289	Intro. To Multi-Media	76
Fashion & Clothing I	105	Fashion & Clothing II	—	Fashion & Clothing II	87
Woodshop I	108	Woodshop II	75	Woodshop III	4
Video Production I	138	Medical Assisting: Clinical	22	Video Production II	23
Medical Terminology	53	Medical Assisting: Administrative	62	Medical Prep Anatomy & Phys	0
Medical Office Operations	21	Floriculture	132	Advanced Floriculture	0
Plant & Animal Science	403			Ag Mechanics & Power	44
Ag Biology	224				
Ag Earth	34				
Total Enrollment	1357		580		234

Chapter Two

Building High-Quality Career Technical Education Programs

1. Provide your agency's vision and mission for the delivery of career technical education (CTE) in the future.

The vision and mission of CTE for the Perris Union High School District is to help empower students for effective participation in a global economy as world-class workers and citizens.

The CTE programs are designed to contribute to the broad educational achievement of students including basic skills such as reading, writing, and mathematics as well as delivering an education that makes a difference in the lives of students; to work independently and as part of a team, think creatively and solve problems and utilize technology.

2. List the goals and expected outcomes for CTE as defined by all stakeholders.

Goals attained by 2012-13:

GOAL 1: All PUHSD students in grades 7-8 will be offered exploratory courses in business and information technologies, life skills, technology systems and career decisions. These courses would be offered through an "elective wheel" and taught by teachers with a minimum of three-year's experience within that industry. CTE Coordinator will collaborate with school site administration and staff to facilitate the implementation of exploratory programs.

Expected Outcomes:

- Staff will conduct monthly meetings to monitor ongoing progress and to review and revise programs as needed.
- All students will be exposed to an array of post-secondary options through integrated course curriculum.
- All students will have an opportunity to become involved in extra-curricular activities that are focused on various industry sectors. Such as FBLA, DECA, pre-apprenticeship program, community service learning activities and projects.
- Each middle school will provide student support services including career and academic counseling, tutoring and intervention services.
- All students will have access to career exploration events; i.e. career fairs, college events, field trips, and guest speakers.

GOAL 2: The PUHSD will ensure that all students completing high school will have the opportunity to complete a high level of rigor in CTE courses that will prepare them for entry-level positions within the various industry sectors and other post-secondary opportunities.

Expected Outcomes:

- The PUHSD will work with CTE staff, advisory committees and the local ROP to evaluate, monitor, and validate course relevance, competencies, and industry standards.
- CTE staff will continue to align CTE standards to ensure full integration of industry standards, academic and technical skills.
- CTE staff and regular education teachers will collaborate to assist all students in understanding and demonstrating how academic content is applied in real-world and workplace settings.

GOAL 3: The PUHSD will maintain and expand CTE course offerings that meet the needs of the local labor market and other emerging occupations; as well as provide students with a comprehensive Program of Study.

Expected Outcomes:

- The PUHSD will develop articulation agreements with the community colleges to ensure the sequences of courses will transition students from high school to post-secondary education and training.
- CTE staff and other support personnel will work with middle schools and high schools to align career exploration programs and CTE courses.
- The PUHSD will develop a matrices of grades 7-14 CTE courses to identify comprehensive Programs of Study.
- Upon completion of a CTE capstone course, the PUHSD will provide students an opportunity to participate in an industry specific internship, job shadowing, or work-based learning experience.

GOAL 4: The PUHSD will expand professional development activities to appropriate CTE staff, support personnel, and regular education teachers that will promote rigorous CTE standards, a Direct Interactive Instruction model that engages all students an instructional strategy that meets the demand of a diverse student population.

Expected Outcomes:

- Schools will continue to facilitate workshops where CTE teachers team to ensure integration of industry-standards, academic and technical skills.
- Teachers will be trained to develop lesson plans that are rigorous and relevant by incorporating work-based learning opportunities and differentiated instruction.
- CTE staff will have the opportunity to acquire industry based certification and participate in summer internships.
- Teachers will be trained in Direct Interactive Instruction model, an instructional strategy that engages student learning, provides clear goals to the student and the content is strongly aligned with skills and concepts.

GOAL 5: The PUHSD will develop working partnerships with all major stakeholders to include: CTE staff and regular education staff, support personnel, business and industry representatives, administrators, parents, students, ROP, and local community colleges. This partnership will include the ongoing implementation and evaluation of our CTE programs.

Expected Outcomes:

- CTE Advisory Committee will meet twice a year to review all aspects of the district CTE programs.
- The PUHSD will provide handbook that is structured and includes the roles and responsibilities of all stakeholders.
- The PUHSD will increase parent and community involvement in all our programs.

3. Provide information regarding the participation of students, parents, business/ industry, representatives, and community leaders in the development of this plan.

The CTE Coordinator along with CTE Advisory Committee over the past two years has been addressing the needs of the CTE programs. Currently, the CTE Advisory Committee consists primarily of CTE Teachers and limited business/industry partners. The CTE Coordinator will make every effort to involve key stakeholders that include a broader range of participants for future review of CTE programs, design and redesign, evaluation and implementation of CTE programs. See attached list of CTE Advisory Committee members.

4. Provide a list of the CTE industry sector(s) and career pathway(s) to be assisted with the Perkins IV funds and designed to be consistent with the overall CTE vision and meet or exceed the state adjusted levels of performance. (This response could be a table).

Industry Sectors	Agriculture & Natural Resources	Health Science & Medical Technology	Building Trades & Construction	Art, Media & Entertainment	Information Technology	Fashion & Interior Design
Career Pathways	<ul style="list-style-type: none"> • Agriscience • Ornamental Horticulture 	<ul style="list-style-type: none"> • Support Services • Health Informatics 	<ul style="list-style-type: none"> • Cabinetmaking and Wood Products 	<ul style="list-style-type: none"> • Production & Managerial Arts 	<ul style="list-style-type: none"> • Media Support & Services 	<ul style="list-style-type: none"> • Fashion Design, Manuf. & Merchandising

5. Describe the process and rationale for determining the CTE program(s) to be assisted with Perkins IV funds.

The CTE programs and sequences of courses within each program area are carefully planned in order to maximize the CTE course offerings at any one school. The decisions about which programs and courses are provided are made through consultation with employers, faculty, parents, and students. In all cases, CTE programs are offered that meet the needs of the students and the community. Consideration is given to offer or provide courses over a two or three year period of time, on a rotational basis, in order to maximize the potential for career exploration and preparation for all students.

The CTE Coordinator in conjunction with the CTE Advisory Committee, school administration, guidance counselors, and ROP Representatives conducts surveys every other year to determine student interest. Results are then discussed and evaluated by the key stakeholders and recommendations are made to site administration for implementation.

6. Describe how labor market information is used to determine the CTE programs offered by the local Educational Agency. (State Plan)

The following information represents local labor market information and is presented to CTE Advisory Committee to assist in the planning of future CTE programs.

Riverside County Labor Market Information

Projections Highlights:

- Nonfarm wage and salary employment are expected to grow at 2.5% annually between 2004-2014
- Employment increase of 294,700 new jobs by 2014
- Growth rate for Riverside is 1.8 % annually higher than the growth of California as a whole

- Half of all new nonfarm wage and salary jobs are forecasted to occur in Professional and Business Services (47,000), Government (44,100), and Retail Trade (41,800)
- Wholesale Trade is the fastest growing major industry at about 4% annually
- Other major industries growing faster than the overall state average include: Professional & Business Services (3.8%), Transportation & Warehousing (3.6%), and Construction (3.0%)

Unemployment Rate for Riverside County as of August 2008: 9.7%

Occupations with Fastest Job Growth:

- Computer Software Engineers, Systems Software
- Forest, Conservation and Logging Workers
- Computer Software Engineers, Applications
- Network Systems & Data Communications Analysts
- Database Administrators

Chapter Three

Responses to Satisfy the Requirements of Perkins IV and the State Plan

Section 1: Alignment of the Career Technical Education program

1. **All interested individuals are informed about the State Plan and Perkins IV requirements.**
 - A. **Describe how parents, students, academic, and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business/industry, labor organizations, representatives of special populations, and other interested individuals are involved and participate in the ongoing development, implementation, and evaluation of local CTE programs. (Perkins IV Section 134[b][5], State Plan)**

CTE Advisory Committee will be more of a representative group of individuals whose experience and abilities will represent a cross section of a particular industry or occupational area. The purpose of CTE Advisory is to assist educators in establishing, operating, and evaluating programs which serve the needs of students, business and industry, and to provide expertise pertaining to industry and technological changes. CTE Advisory meets at a minimum twice a year. Some of the committee activities will include:

- Curriculum Development
- Public Relations

- Job Placement
- Recruiting
- Inservice Training
- Leadership Activities
- Program Evaluation

B. Describe how such individuals and entities are effectively informed about, and assisted in understanding the requirements of the State Plan and Perkins Act, including the requirement for CTE programs of study. (Perkins IV Section 134[b][5], State Plan)

In addition to the annual meetings, the CTE Coordinator will create a web page that can be accessed through the district website that will provide information on all CTE programs, articulation agreements, a-g requirements, course offerings, State and Local Plan, CTE Advisory Committee meetings, and other resource links as it pertains to CTE. CTE program brochures will also be made available at the school sites, counseling departments, career centers and front offices.

2. Describe how the appropriate courses of not less than one CTE program of study will be offered. A program of study as described in Perkins IV Section 122(1)(A) and the State Plan;

- Incorporates secondary education and postsecondary education elements
- Includes coherent and rigorous content aligned with challenging academic standards and relevant CTE content aligned with the California CTE Standards and Framework in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education
- May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits and
- Leads to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree (California *Education Code [EC] 51224*, Perkins IV Section 135[b][2])

NOTE: A Program of Study Worksheet (page 17) must be completed for at least one program of study.

See Attachment for Program of Study

3. Describe how students will be provided with a strong experience in, and understanding of, all aspects of the industry in which they are studying. (Perkins IV Section 134[b][3][c], Section 135[b][3], State Plan)

NOTE: All aspects of the industry include; planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry. See the Instructions and guidelines document (pages 22-24) for further explanation of all aspects of industry.

Students gain a strong experience in and a comprehensive understanding of these concepts and skills that are needed to be successful in their employment experiences. Students are exposed to all aspects of industry through integrated curriculum. Most CTE courses have been updated with the CTE Industry Frameworks and classroom posters describing “All Aspects of Industry” will be disseminated by year’s end to provide students a visual representation of this concept.

4. Describe how students participating in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students. (Perkins IV Section 134[b][3][D], State Plan)

The Perris Union High School District believes students must have multiple successful pathways that depend on curricula and instruction that challenges students to reach high academic standards through relevant and engaging content. The CTE teachers are working on integrating curriculum that connects challenging, college-preparatory material to career-based technical concepts and applications.

CTE teachers will be reviewing all the CTE programs and begin to integrate rigorous academic instruction with a demanding technical curriculum and work-based learning set in the context of one of the industry sectors. Students may pursue a pathway over multiple years and graduate prepared for a full range of post-graduation options – which can include two or four year college, certification programs, apprenticeships, formal job training, or military service. Offering multiple pathways allows for a challenging vehicle that inspires students to learn, and gives them access to education that is both rigorous and relevant.

5. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965). Include the implementation and alignment of the CTE Content Standards and Framework. (Perkins IV Section 134[b][3][E], State Plan)

The following CTE courses have been revised to reflect the CTE Content Standards and Framework: Woodshop I, II, III; Fashion & Clothing I, II; Plant & Animal Science, Ag Biology, Ag Earth, Floriculture, Advanced Floriculture, Medical Terminology; Medical Assisting Clinical &

Administrative; and Medical Preparatory Anatomy & Physiology. During the academic planning and during orientation counselors provide students with course offering and descriptions of all classes. Students at this time are encouraged to

- 6. Describe in detail the CTE curriculum and instructional strategies used to deliver the CTE courses that foster “essential employability skills” such as; the ability to work in a team, critical thinking, problem solving, and leadership skills, referenced in the eleven “foundation standards” in the California CTE Model Curriculum Standards, (State Plan)**

CTE has adopted the SCANS competencies as part of the curriculum that focus skills necessary for the workplace. SCANS contain both the fundamental skills and workplace skills needed for students to be successful on the job. The foundation skills consist of:

- Basic Skills – reading, writing, math, listening and speaking
- Thinking Skills – creative thinking, decision-making, problem solving, seeing things in the minds eye, knowing how to learn, and reasoning.
- Personal Qualities – responsibility, self-esteem, sociability, self management, and integrity/honesty

Workplace Competencies:

- Resources – identifies, organize, plans, and allocate resources
- Interpersonal – works with others
- Information – acquires and uses information
- Systems – understands complex interrelationships
- Technology – works with a variety of technologies

Instructional strategies include:

- Lecture
- Small group discussions
- Cooperative learning
- Team activities
- Simulations
- Labs
- Projects

- 7. Summarize progress to date in achieving academic and CTE integration and described planned activities to continuously improve progress in this area over the next five years. Response should address activities such as staff development, curriculum development, collaborative program planning and implementation, and team teaching. (Perkins IV Section 135[b][1])**

In addition to the regular conferences, workshops, and industry sector training CTE teachers will over the next five years participate in the following activities:

Staff Development

- Collaborative lesson design
- Professional networks
- Coaching
- Determining learning strategies based on intended outcomes
- Professional learning communities
- Analysis of student data and assessments
- Use of technology as a tool to improve instruction
- Industry partner professional development
- Examining student work
- Demonstration lessons

Curriculum Development

- Identify Career Content Standards
- Identify instructional needs
- Plan an instructional program
- Design and develop curriculum
- Design and develop instructional materials
- Create and revise performance standards

Collaboration

- Foster collaborative relationships with business/industry
- Build effective partnerships
- Utilize advisory committees for program development and involvement
- Work with colleagues and professional community to improve schools and to advance knowledge in the occupational area
- Share ideas, strategies, and materials with colleagues
- Foster relationships with families and local community to achieve common goals for all students

- 8. Describe how students are being encouraged through counseling and guidance to pursue the coherent sequence of courses in the CTE program areas of their interest. (Perkins IV Section 134[b][11], EC 51228, State Plan)**

The guidance and counseling office helps students determine courses of study and possible vocations. They try to understand what motivates each student as well as their skills and desires.

Counselors assist with college career planning and career development using:

- Interviews
- Counseling sessions
- Interest and aptitude assessment test
- Assist students with evaluating their abilities, interest, talents and personalities to develop realistic academic and career goals
- Website
- Academic & career planning
- Career/college fairs
- Guest speakers

- Encourage students to visit college campuses
- Encourage student participation in on-campus enrichment programs

9. For each CTE program that will be assisted with Perkins IV funds, complete and include a Career Technical Education (CTE) Sequence of Courses worksheet that appears as the last page of the template. (Perkins IV Section 135[b][2])

NOTE: The State Plan describes a coherent sequence of courses as a minimum of two or more CTE courses offered in a single CTE program area totaling at least 300 hours of instruction or a single multi-hour course consisting of a minimum of 300 hours of instruction. Program sequence must include a capstone course. Secondary CTE programs may include a Regional Occupational Center/Program (ROCP) course as the “capstone” course.

Include, at the end of this plan, a Career Technical Education (CTE) Sequence of Courses worksheet for each CTE program offered.

10. Linkages between secondary and postsecondary educational institutions include; California Community Colleges, State Universities, UC’s, private postsecondary agencies, and apprenticeship programs.

Summarize progress made in developing formal written articulation agreements with CTE programs in grades 11-14 and with local workforce preparation systems, i.e., (WIA Boards). Include copies of any formal articulation agreements along with a current list of articulated courses making up the program of study. (Perkins IV Section 135[b][2], State Plan)

Articulation agreements help students make a smooth transition from the secondary level of occupational or academic training to two-year postsecondary level without experiencing delay. The Perris Union High School District has scheduled three of the six CTE Programs with the local Community College to complete the necessary crosswalk and articulation agreements in November 2008.

11. Describe methods to be used to coordinate CTE services with relevant programs conducted under the WIA, ROCP, and other state or local initiatives, including cooperative arrangements established with local workforce investment boards, and community-based organizations, in order to avoid duplication and to expand the range of and accessibility to CTE services. (State Plan)

The coordination with other service providers is vital to ensure that all are being served appropriately. Part of the coordination efforts include:

- Collaborate with CTE teachers and other relevant service providers in providing services.

- Coordinate with local WIA, ROP, special education, vocational rehabilitation, community agencies, business/industry and others to provide appropriate supplementary services.
- Monitor CTE components of the IEP and the Individual Academic Plan to ensure performance indicators are met.
- Coordinate work experience and field trips for students.

12. Indicate plans to offer additional programs of study.

The CTE Advisory Committee will discuss potential areas of interest based on a comprehensive needs assessment. CTE office will work with sites to develop additional programs of study that will include alternative sites to increase access and opportunity for all students. Preliminary discussions have included the completion of programs of studies in the following areas:

- Information Technology
- Fashion & Interior Design
- Video Production
- Computer Science

13. Describe the activities related to the use of technology. Such activities may include:

- **Training of career technical teachers, faculty, and administrators to use technology, which may include distance learning**
- **Providing CTE students with the academic and career technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields**
- **Encouraging schools to work with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students (Perkins IV Section 135 [b][4])**
- Students will use their skills and knowledge in the context of technology, engineering, technological design, and business to promote personal and career growth.
- Students will use technology tools and applications to conduct research, solve problems, improve learning, and produce products and presentations.
- Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.

- Training of career technical teachers, faculty, and administrators to use technology, which may include distance learning.

Section 2: Support and Services for Special Populations

NOTE: The term "Special Populations" means: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women, displaced homemakers, and individuals with limited English proficiency.

- 1. Describe the extent to which CTE programs provide full and equitable participation of individuals who are members of special populations. (Perkins IV Section 135[b][9])**

Special services are provided for special populations to ensure equal access to recruitment, enrollment and placement activities. These services are essential to the successful participation of some disabled and disadvantaged students in CTE programs. Preparatory services are provided prior to a student's enrollment in a CTE program. These services include recruitment of potential CTE students, career guidance, vocational assessment, and monitoring. Services then begin with the identification of each member enrolled in a CTE program and helping students enter a CTE program enhances their chances of selecting an appropriate career pathway. Each student's special needs are identified and coordinated to ensure success in completing their chosen course of study.

- 2. Describe the strategies adopted to overcome the barriers that result in lowering rates of access to or lowering success in the assisted programs for special populations. (Perkins IV Section 134[b][8][A])**

Monitoring access, progress, and success are key elements in preventing members of special populations from overcoming barriers. In order to support members of special populations, the following strategies will be in place to assist in supporting special population students:

- This includes maintenance of records, documenting access to, progress through and successful completion of CTE programs.
- Analyze data to determine maintenance and improvement of access, progress and success.
- Document the attainment of performance indicators for members of special populations.

- 3. Describe in detail how CTE programs that are designed to enable special population students meet the local adjusted levels of performance will be provided. (Perkins IV Section 134[b][8][B])**

The CTE Special Populations Coordinator will collaborate with other workforce development agencies to identify promising practices for ensuring success for special population students in CTE programs of study. Its work will consist of the creation of resource/activity lists for parents, students, guidance personnel, and transition coordinators and to identify opportunities for professional development. That will better prepare students, parents, school personnel, and other interested parties for CTE programs of study to ensure that special populations, especially students with disabilities, meet or exceed state levels of performance and to prepare them for further learning and for high skill, high wage, or high demand careers.

The following are strategies CTE Coordinator and school staff can utilize to assist special populations meet performance levels:

- Monitor and evaluate student academic progress every six weeks
- Modify program or instructional strategies
- Collaborate with CTE instructors
- Coordinate with Special Education teacher
- Coordinate with guidance and career counselors

4. Describe the planned activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. (Perkins IV Section 134[b][8][C])

The Perris UHSD has demonstrated a long-standing commitment to equity and ensuring that members of special populations are prepared for high-skill, high wage, or high-demand occupations and non-traditional fields. The schools and community colleges prepare all students, especially members of special populations by completing the following:

- Facilitate integration of academic standards into CTE programs of study through resource teachers/consultants who coordinate technical and academic staff development and in-service activities.
- Update and modify CTE curriculum necessary to articulate with CTE programs of study at community colleges (and achieve industry-recognized certifications and credentials) and with baccalaureate programs.
- Provide support for work-based learning experiences of special population students in order to help them achieve an industry-recognized certification if available and appropriate.

- Plan and implement programs of study, activities and facilities that will support and meet the needs of special population students in current and emerging career fields.
- Update equipment, software and instructional materials for CTE programs of study.
- Provide high quality and sustained professional development for teachers, counselors, administrators, faculty and other appropriate staff on subjects such as differentiating instruction and other relevant topics.
- Provide guidance and policy for staff to assist with the monitoring of special population students to ensure successful completion of high school CTE programs of study, the attainment of industry-recognized certifications and/or credentials, the transitioning to postsecondary education including the continuation to a baccalaureate program or career.
- Provide guidance and counseling opportunities for supporting non-traditional training and employment.

5. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations. (Perkins IV Section 134[b][9])

Prior to the start of school year, staff, parents and students are notified via the Annual Notification that all CTE opportunities will be offered without regard to race, color, national origin, sex, or disability. The CTE Coordinator will provide the following checklist to site administration, career and academic counselors, and CTE teachers to ensure that the nondiscrimination policies are being adhered to:

- All potential students have access to CTE information with effort to reach under represented groups. Such as recruitment plan, brochures and materials for recruiting purposes with persons of differing races, genders, and disability. Provide parent and orientation nights, and brochures available and students and parents who speak different languages.
- Check CTE enrollment demographics against that of the school demographics.
- Students with disability may not be excluded from CTE or academic programs, courses, services, or activities due to equipment barriers or because necessary related aids and services or auxiliary aids are not available.
- Guidance counselors may not counsel students with disabilities toward more restrictive career choices than non-disabled students with similar abilities and interests.
- Entrances, front offices, parking and walkways should be easily accessible with a wheelchair and clearly marked.

6. Describe strategies to identify, recruit, retain, and place male and female students who desire training for nontraditional fields. (Perkins IV Section 134[b][10])

NOTE: Nontraditional fields are those in which one gender comprises less than 25 percent of the total number of employees. Examples: cosmetology is a nontraditional occupation for males; construction is a nontraditional occupation for females. CTE programs for these occupations are classified as nontraditional programs.

The gender equity/nontraditional aspects of CTE provide information that academic teachers, counselors, and administrators can use to assist all students both male and female, in setting and attaining educational goals. These goals should be based on individual interest, aptitudes, and abilities. These efforts are an attempt to provide equal opportunities for all students. For increasing participation and completion of students in nontraditional CTE programs include:

- Career guidance – review career guidance materials for gender bias and nontraditional exposure and support
- Educate parents – invite, involve, and educate parents
- Early exposure – conduct middle school programs and pretechnical training programs
- Nontraditional role models - provide role models and mentors
- Outreach – conduct targeted recruitment activities
- Collaboration – collaborate with community based organizations and business/industry
- Professional development- increase teacher and academic quality and equity capacity through professional development
- School climate – implement and model gender fair instructional strategies
- Student support systems – provide tutoring, child care, transportation, etc
- Evaluate materials for bias – evaluate materials for gender bias and positive nontraditional images

Section 3: Guidance and Counseling

- 1. Describe how ongoing career guidance and academic counseling will be provided to students regarding CTE, including linkages to future education and training opportunities. (Perkins IV Section 134[b][11], EC Sections 51224 and 51228, State Plan)**

CTE programs play a critical role in aiding students' successful transition from secondary to postsecondary education and ensuring that they are prepared for success. Career guidance and academic counselors encourage students to take articulated courses and take advantage of concurrent enrollment to achieve credit for both high school and college level courses. Counselors provide students with financial aid information, invite them to attend career fairs, and listen to guest speakers from various colleges and trade schools. Guidance is available through counselors, academic advisors, faculty members, and staff of career planning/placement centers in the following areas: career awareness, career planning, career decision-making, placement activities, and knowledge/understanding of occupational, educational, and labor market needs, trends and opportunities. Counselors assist students in identifying, planning, and attaining those goals consistent with their aptitudes, needs, abilities, and interests. Counselors offer a wide selection of services and activities that are chosen and offered collaboratively to help student focus on their overall development of career choices.

- 2. Describe how local career guidance and academic counseling efforts are aligned with other state efforts, i.e., Senate Bill 70, 10th Grade Counseling, other counseling and guidance funds. (State Plan)**

The Perris Union High School District has a comprehensive guidance and counseling plan that serves to provide teachers, students, parents, and the community with a wide-range of services. The mission of the plan is to assure that all students will acquire and demonstrate competencies in the areas of academic, personal-social, and career development. Its purpose is to help the district plan, develop, implement, and evaluate comprehensive and systematic guidance and counseling programs. Programs that are aligned with the other state funded counseling such as 10th Grade counseling and AB1802 Supplemental Counseling. When implemented, the plan becomes an integral part of the school's total educational program, with school counselors working in collaboration with students, parents/families, teachers, administrators, and the community.

Section 4: Comprehensive Professional Development Provided to Teachers, Counselors, and Administrators

- 1. Describe professional development activities for CTE teachers that go beyond those activities offered to all teachers through the use of district funds. (State Plan)**

CTE teachers have ample opportunities and are encouraged to attend industry specific conferences, workshops and trainings. The following is a sample of the professional development opportunities that were attended.

Computer Using Educators CUE, workshop that includes: digital story telling, Do-It-Yourself: Media Literacy, Adobe Photoshop, and Final Cut

Mt. San Jacinto Community College: Teachers have taken courses online to familiarize themselves with classes that will be articulated.

Digital Media/UCSD: A teacher attended a two-week certification workshop and completed the hour's necessary to take the certification test and passed Final Cut Pro I & II.

- 2. Describe the professional development activities implemented or planned for the implementation that focus on the California CTE Model Curriculum Standards and Framework. (State Plan)**

The CTE Coordinator will provide ongoing professional development activities that will ensure appropriate, integrated, and aligned and the implementation of the California CTE Model Curriculum Standards and Framework. CTE teachers will:

- Have release time to review current course offerings and make revisions as needed
- Opportunities to visit model CTE programs
- Release time and compensation for curriculum development, aligning and implementing CTE Model Standards
- Have release time to attend workshops or conferences that focus on implementation of CTE Model Standards

- 3. Describe the ongoing professional development initiative(s) made to effectively integrate and use challenging academic and CTE standards that is provided jointly with academic teachers. Include any professional development activities conducted in conjunction with secondary and postsecondary agencies. (Perkins IV Section 135[b][5][A][i])**

The Perris UHSD has Subject Area Councils (SACs) that provide teachers an opportunity to present new and/or revised course offerings. Members of SAC include subject area teachers and an administrator. They review course offerings for alignment to content standards including CTE Standards and Framework. The following CTE programs will be going forward to Mt. San Jacinto Community College for articulation agreements in November 2008; Medical Assisting, Computer Technology, and Video Production I & II. Every year Mt. San Jacinto works with local districts on articulation agreements. This further enhances student's opportunities to postsecondary options.

4. Describe the pre-service and in-service training provided to staff in effective teaching skills based on research that includes promising practices. (Perkins IV Section 135[b][5][A][ii])

Pre-service includes:

- CSET – California Subject Examination for Teachers
- CTEL – California Teachers of English Learners examination
- BTSA – Beginning Teachers Support and Assessment

Inservice includes:

- New Teacher Boot Camp – classroom management, use of technology, Marzano instructional strategies
- Classroom Management – Fred Jones
- Jane Schaffer
- Step Up to Writing
- Direct Interactive Instruction
- Thinking Maps
- Marzano's Academic Vocabulary and nine essential instructional practices
- Interwrite
- SB 272 in math, English Language Arts, and intervention
- Content Area Coaches

5. Describe the in-service and pre-service training provided to staff in effective practices to improve parental and community involvement. (Perkins IV Section 135[b][5][A][iii])

The CTE Coordinator will recommend the following to school leadership and administration in an effort to develop the capacity of school staff to work with families and community members. There are few teacher prep programs that include instruction on how to partner with parents and community. The need to design inservice opportunities for all staff that:

- Help all staff recognize the advantage of school and family connections.
- Explore how trusting and respectful relationships with family and community members are achieved.
- Enhance school staff's abilities to work with diverse families.

- Explore the benefits of sharing power with families.

Allow school staff the resources and time to create programs that:

- Invite and welcome parent and community members
- Honor the contributions and accomplishment of parents
- Connect families to learning goal for students

6. Describe the in-service and pre-service training provided to staff in the effective use of scientifically based research and data to improve instruction. (Perkins IV Section 135[b][5][A][iv])

Effective instruction and classroom management strategies by classroom teachers are the lifeblood of a well functioning school or district. To ensure that effective strategies are used and reinforced in every classroom all of schools have implemented the professional learning communities approach. This allows content centered teachers to collaborate and discuss student assessment data, instructional strategies, and lesson planning. CTE teachers also use data protocols, EADMS, CTAP data trek, and Marzano's nine essential strategies that maximize student learning.

7. Describe the professional development programs for teachers of CTE and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry. (Perkins IV Section 135[b][5][B])

The professional development program will ensure that teachers and personnel stay current with all aspects of an industry and become involved with internship programs that provide relevant business experience; and train teachers in the effective use and application of technology. Professional development activities for teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction.

8. Describe the internship programs that provide relevant business experience to teachers. (Perkins IV Section 135[b][5][C])

CTE teachers have not participated in internships. This plan will provide the opportunity and funds necessary for any CTE teacher or personnel involved with CTE to fully participate in internships.

9. Describe the programs designed to train teachers specifically in the effective use and application of technology to improve instruction. (Perkins IV Section 135[b][5][D])

A successful professional development program in technology focuses on skill building and gives teachers incentives to devote the time and energy needed to use computer technology. This program provides (1) intensive training in which teachers explore new ideas and materials over several sessions; (2) follow-up consultation with mentors over an extended time period as teachers implement new practices; (3) ongoing reflective conversation with colleagues doing the same job and implementing similar technology applications; and (4) observation of other teachers using exemplary techniques for incorporating technology in the classroom. The Perris UHSD has implemented the following programs for all teachers to assist in the use of technology to improve instruction:

integrating Technology for English Language Learners (iTELL) is a program designed to prepare teachers to implement research-based strategies that integrate technology in their classrooms. These strategies have been shown to improve teaching and enhance learning for EL students.

During this training, teachers will create technology-enhanced products that can immediately be used in the classroom. The products will include: a collection of images and online resources to support a unit or lesson; a graphic content dictionary to academic vocabulary acquisition; and a Photo Story slideshow narrative.

Teachers bring their Teacher's Edition and/or other curriculum materials, including interactive input devices such as Interwrite pads, if available. Teachers plan to implement at least one strategy or product created during the training; a portion of the training will be dedicated to sharing implementation experiences.

Intel Teach to the Future is a program that has been helping K–12 teachers to be more effective educators by training them on how to integrate technology into their lessons, promoting problem solving, and critical thinking and collaboration skills among their students. Technology integration, curriculum enhancement using backward design, differentiated instruction and authentic inquiry—these are the essentials to high quality professional development. They learn new ways to create assessment tools and align lesson plans with state and national standards. This course incorporates hands-on use of the Internet, Web page design, and multimedia software.

As teachers progress through this course, they collaborate with other teachers and discuss ideas for both introducing and using technology in the classroom. Participating teachers develop a specific unit plan based upon material they are already teaching or will teach in the future. The goal is for each teacher to leave the course prepared to effectively implement a technology-rich Unit Portfolio that engages students in effective use of technology to achieve standards.

Thinking Maps is a common visual language for learning within and across disciplines. By using visual tools that correspond to thinking processes, students can organize their ideas on paper or by computer and as a result – read, write, and think better. Teachers and staff have access to Thinking Maps software to assist them in their academic planning and in the presentation of student work.

Educator’s Assessment Data Management System (EADMS) is web-based assessment data system that creates reports at the individual student, classroom grade, school, and district levels. Teachers use this for data analysis, standards based scoring, standards based reports, and longitudinal reports showing trends across multiple years.

Identifying Needs Standards Proficiency Exams for California Teachers (INSPECT) is an item bank written specifically to the California Content Standards. The bank is composed of items that are written to specifically assess the California content standards. Teachers use this to create standards based test available in all core content areas.

Why and How Analysis for Teachers (WHAT) is a process that guides grade level and content level teams towards understanding “why” students miss items for particular standards and “how” to remediate. Teachers use this to evaluate student achievement and make instructional modifications as needed.

Section 5: Accountability and Evaluation of Career Technical Education (CTE) Programs

- 1. Describe the process that will be used to assess the academic and career technical performance of students participating in CTE programs. (Perkins IV Section 134[b][7], State Plan)**

Career Assessment includes formal and informal measures and inventories that assist learners in understanding their career interests, aptitudes, and abilities. By comparing the results of various assessments and personal observations over time, learners are able to identify their strengths and preferences, determine career directions, and make career decisions including the selection of a career pathway. Counselors oversee the assessment process, provide interpretation to students and their families, and assist students in using results in educational planning. Counselors ensure that career assessment results are given consideration in the student's selection of a career pathway and are used to help refine career and educational decisions.

- 2. Describe the process that will be used to evaluate and continuously improve the quality of CTE programs offered to students. What provisions are or will be in place to set priorities for local CTE program improvement and ensure alignment with the CTE Model Curriculum Standards and Framework. (Perkins IV Section 134[b][7], Section 135[b][6], State Plan)**

CTE Coordinator will develop a comprehensive program standards and program evaluation criteria for CTE programs. These standards are listed below and are aimed at developing or improving secondary CTE programs. CTE educators and program staff will use these standards for self-evaluation, goal setting, continuous improvement, and long-range planning. Standards will also be useful for district CTE Coordinator in monitoring, evaluating, and providing technical assistance. Quality CTE programs are those, which meet program standards. The goal of the evaluation process is to assist in improving programs.

Program Criteria:

1. Program self-evaluation, improvement, goal setting, and long-range planning
2. Onsite reviews/visits
3. Annual CTE program evaluation reporting
4. Six-year CTE program evaluation

- 3. Describe plans to increase the active participation of representatives from the workforce and economic development agencies including members of business, industry, and labor in planning, implementing, and evaluating funded programs. (State Plan)**

The CTE Advisory committee is organized to provide advice and assistance to the teachers and administrators of specific programs. To be sure that students are learning the most current skills, employers are an integral part of designing and updating curriculum. The following are some strategies that will be used to increase active participation of members for CTE Advisory Committee:

- Solicitation of names from prospective members
- Personal telephone calls with prospective committee members
- Contact local Chamber of Commerce
- Consult with the local WIA and One-Stop Career Centers
- Work with current CTE Advisory members
- Send out a CTE information letter
- Contact local ROP, EDD and community college representatives

- 4. Describe the actions being taken and/or planned by the agency to ensure participation in California Longitudinal Pupil Achievement Data System (CALPADS) and California Partnership for Achieving Student Success (Cal-PASS) data systems process. (State Plan)**

Note: It is expected that CALPADS will be fully implemented beginning July 2009.

The Perris Union High School District has submitted a Letter of Intent to participate in the CALPADS system and Cal-PASS and will ensure complete compliance.

Section 6: Use of Funds

Section 135(a) of Perkins IV states, “Each eligible recipient (LEA) of the Section 131 and 132 funds shall use these funds to improve CTE programs.” Federal grant funds must supplement, or augment, and not supplant state or local funds. Federal funds may not result in a decrease of state or local funding that would have been available to conduct the activity had federal funds not been received. LEAs must be able to demonstrate that federal funds are added to the amount of state and local funds that would be made available for uses specified in this local plan.

While the regulations do not provide a definition of “program improvement,” it is clear that the funds may not be used to simply maintain an ongoing program. The CDE has interpreted this requirement to mean that the funds may only be used to support activities intended to enhance the effectiveness of existing programs, modify or update existing programs, and to develop and implement new programs.

- 1. Describe how the Perkins IV funds supplement general funds and funds from other resources, such as School Improvement, Title I, Senate Bill 70, Proposition 1D, tenth grade counseling, other guidance and counseling and others to improve the academic and technical skills of students participating in CTE programs. (State Plan)**

In addition to state and local funds the following are proposed uses of Perkins IV funds in order to meet program requirements, enhancements or improvements:

- Strengthen the academic and career and technical skills of students participating in CTE programs.
- Provide students with strong experiences in and understanding of all aspects of an industry, which may include work-based learning experiences.
- Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
- Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
- Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
- Provide services and activities that are of sufficient size, scope, and quality to be effective.

- Improving or developing new CTE courses, including the development of programs of study and courses that prepare students academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment.
- Professional development activities and opportunities for CTE and regular education teachers.
- Provide adequate equipment and facilities.

Program of Study Worksheet

This Program of Study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

Industry Sector: Health Science & Medical Technology **Signature of Secondary Administrator:** _____
Career Pathway: Support Services **Signature of Postsecondary Administrator:** Pending articulation agreements 11-2008
Program of Study: Medical Assisting **Date:** 10-21-2008

This Program of Study is a formalized Tech Prep articulated pathway Yes No

L E V E L	G R A D E	English/ Language Arts	Math	Science	Social Studies	Career Technical Education Courses	Other Required Courses or Recommended Electives	SAMPLE Occupations Relating to this Pathway
	9	English I	Algebra I	Earth Science	World History	Medical Terminology	Keyboarding	Occupations Requiring Less Than a Baccalaureate Degree ● Certified Nurses Assistant ● Emergency Medical Technician ● Medical Assistant ● Registered Nurse ● Certified Home Health Aide
	10	English II	Geometry	Biology	US History	Medical Office Operations	Business Communication	Occupations Requiring a Baccalaureate Degree ● Medical Administrative Services ● Clinical Lab Science ● Health Care Administration ● Organizational Mngmt. & Health
	11	English III	Algebra II	Chemistry	Economics Government	Medical Assisting Clinical & Administrative		Industry recognized certifications, licenses, or Credentials related to this pathway ● Certification of Medical Assistants ● Certified Nurses Assistant ● Emergency Medical Technician
	12	English IV	Elective (math recommended)	Elective (Anatomy & Phys. recommended)		Medical Pre Anatomy & Physiology Internship		
Articulated Dual Credit courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
Year 13		Interpersonal Communication	Math competency	Nutrition	Human Development Political Science	Dosage Calculations For Allied Health	First Aid Medical Ethics Occupational Internship	
Year 14								
Year 15								
Year								

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Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- 1 Identify the Industry Sector title and the Career Pathway title for each sequence.
- 2 List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.
- 3 Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.
- 4 Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.

Industry Sector: Agriculture and Natural Resources

Career Pathway: Agriscience

District funded course provided in this sector if not included in this sequence: Ag Govt. and Ag Economics

Name of Course	Sequence of Courses			Course Level		Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP				
Plant & Animal Science	X			X			No	180	
Ag Biology		X		X			No	180	
Ag Earth			X	X			No	180	

Industry Sector: Agriculture and Natural Resources

Career Pathway: Ornamental Horticulture

District funded course provided in this sector if not included in this sequence: Not Applicable

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP		
Plant & Animal Science	X			X		No	180
Floriculture		X		X		No	180
Advanced Floriculture			X	X		Yes	180

Industry Sector: Agriculture and Natural Resources

Career Pathway: Agricultural Mechanics

District funded course provided in this sector if not included in this sequence:

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP		
Ag Wood	X			X		No	180
Ag Mechanics			X	X		Yes	180

Industry Sector: Health & Science & Medical Technology

Career Pathway: Support Services

District funded course provided in this sector if not included in this sequence: Not Applicable

Sequence of Courses		Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
		Intro.	Concentration	Capstone	District/COE	ROCP		
Name of Course								
Medical Terminology		X			X		No	90
Medical Office Operations		X			X		Yes	90
Medical Assisting: Clinical			X		X		Yes	90
Medical Assisting: Administrative			X		X		Yes	90
Medical Preparatory Anatomy & Physiology				X	X		Yes	180

Industry Sector: Building Trades and Construction

Career Pathway: Cabinetmaking & Wood Products

District funded course provided in this sector if not included in this sequence: Not Applicable

Sequence of Courses		Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
		Intro.	Concentration	Capstone	District/COE	ROCP		
Name of Course								
Woodshop I		X			X		No	90
Woodshop II			X		X		Yes	90
Woodshop III				X	X		Yes	90

Industry Sector: Art, Media & Entertainment

Career Pathway: Production and Managerial Arts

District funded course provided in this sector if not included in this sequence: Not Applicable

Sequence of Courses		Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
		Intro.	Concentration	Capstone	District/COE	ROCP		
Name of Course								
Video Production I		X			X		Yes	180
Video Production II			X	X	X		Yes	180

Industry Sector: Information Technology

Career Pathway: Media Support and Services

District funded course provided in this sector if not included in this sequence: Not Applicable

Sequence of Courses		Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
		Intro.	Concentration	Capstone	District/COE	ROCP		
Name of Course								
Keyboarding		X			X		Yes	180
Computer Literacy			X		X		Yes	180
Introduction to Multi-Media				X	X		Yes	180

Industry Sector: Fashion & Interior Design

Career Pathway: Fashion Design, Manufacturing & Merchandise

District funded course provided in this sector if not included in this sequence: Not Applicable

Sequence of Courses		Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
Name of Course	Intro.	Concentration	Capstone	District/COE	ROCP			
Fashion & Clothing I	X			X			Yes	180
Fashion & Clothing II		X	X	X			Yes	180

Career Technical Education Advisory Committee

Audrey Cilurzo	Community Member – Perris Fair Grounds
Benny Heredia	Teacher – Technology
Chris Maddalena	Dept. Chair of Agriculture
Yvonne Seaborn	Teacher – Fashion & Clothing
Dian Martin	TOSA – State & Federal Programs
Grant Bennett	Administrator
Janelle Balazs	Coordinator Special Education
Lynne Sheffield	Administrator
Kathi Brown	TOSA – ELL Coordinator
Leslie Ventuleth	Director of Human Resources
Penny Graham	Administrator
Randy Hughes	Teacher – Video Production
Shawn Goffman	Teacher – Industrial Technology
Tom Anderson	Teacher – Work Experience Coordinator
Velma Borrows	Teacher - Science
Vic Solorzano	Business Partner – Brookhurst Mill
Al Fernandes	Community Member
Bill Cramer	Business Partner - Star Milling
Linda Kirschner	Business Partner - R & L Stock Farm
Coral Prendergast	Counselor
Kathleen Reid	Counselor
Linda Van Kirk	Counselor



INTERSTATE
215

Harvill Avenue

A Street

Nuevo Road Exit

Perris Blvd.

SSC

**1151 N 'A' ST
Perris CA 92570
951-943-6369
Mon.-Fri.
7:30am-4:40pm**

North A Street

North A Street

North A Street

North D Street

Perris Blvd.

DAC

**155 E 4th ST
Perris CA 92570
951-943-6369
Mon.-Fri.
7:30am-4:40pm**

W 4th Street

E 4th Street

San Jacinto Avenue

CA-74 W /
Redlands Avenue Exit

INTERSTATE
215

Redlands Avenue



A Street

D Street

Perris Blvd.

A Street

Case Road

**STUDENT SERVICES CENTER (SSC)
1151 N "A" ST
PERRIS CA 92570**

PUPIL SERVICES
Caregiver Affidavits
Charter School Requests
Enrollments (students)
Expulsions / Re-entries
Foreign Exchange Students
Foster Student Placement
Homeless Students
Inter & Intra District Transfers
Request for Student Records
SARB / Attendance

ED SERVICES
Community Liaison / Parent Training
Flyer Approval / Distribution
Tutoring Services
Workability

SPECIAL EDUCATION

**DISTRICT ADMINISTRATIVE CENTER (DAC)
155 E 4TH ST
PERRIS CA 92570**

HUMAN RESOURCES
Employment
Extra Duty Stipends
Student Teachers

FACILITIES
Developer Fees

RISK MANAGEMENT
Employee Health Benefits
Student Accidents / Safety

BUSINESS SERVICES
Employee Payroll

NUTRITION SERVICES
Lunch Applications

MAINTENANCE & OPERATIONS
Use of Facilities

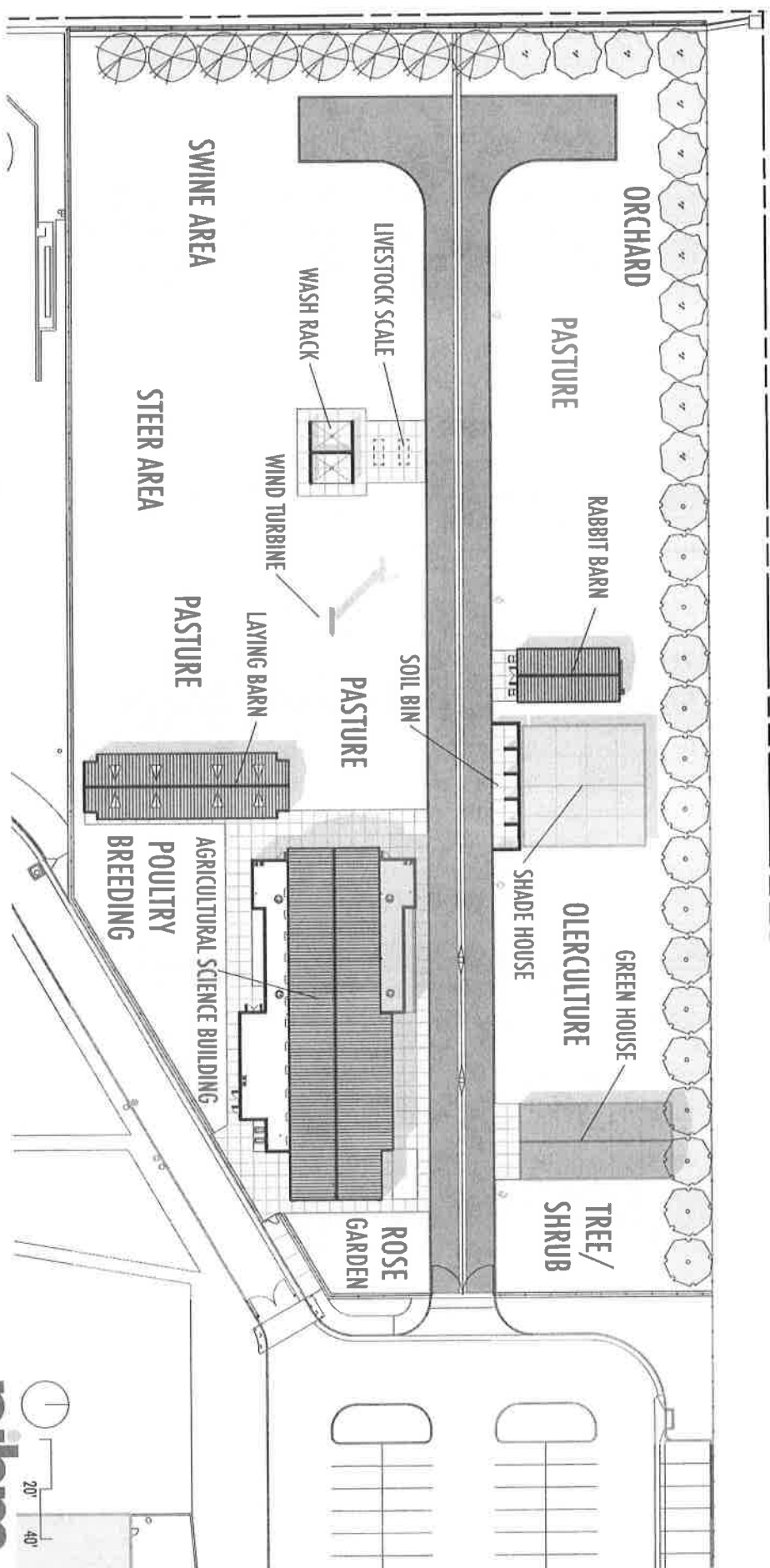


PERRIS UNION
HIGH SCHOOL DISTRICT

www.puhsd.org

Agricultural Research Center

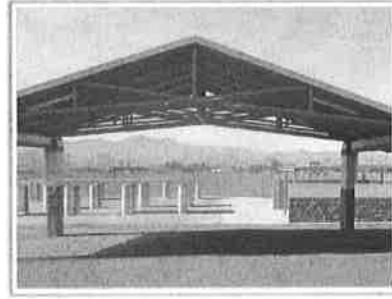
Heritage High School



AGRICULTURAL SCIENCE BUILDING
2.71 ACRES



Poultry Barn



Show Ring



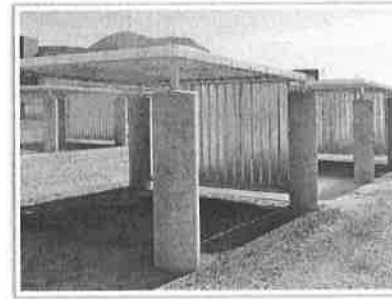
Wash Rack



Inside -- Rabbit Barn



Rabbit Barn



Animal Shelters / Pens



Agriculture Research Center



Inside the Agriculture Research Center



Inside the Agriculture Research Center



Poultry Barn



19. Board Policy for FFA

Chapter 9. Vocational Education, Article 1. Regional Occupational Centers

In enacting this article, it is the intent of the Legislature to provide qualified students with the opportunity to attend a technical school or enroll in a career technical or technical training program, regardless of the geographical location of their residence in a county or region. The Legislature here declares that a regional occupational center will serve the state and national interests in providing career technical and technical education to prepare students for an increasingly technological society in which generalized training and skills are insufficient to prepare high school students and graduates, and out-of-school youth and adults for the many employment opportunities which require special or technical training and skills. The Legislature also declares that regional occupational centers will enable a broader curriculum in technical subjects to be offered, and will avoid unnecessary duplication of courses and expensive training equipment, and will provide a flexibility in operation which will facilitate rapid program adjustments and meeting changing training needs as they arise. It is recognized by the Legislature that career technical programs may achieve greater flexibility of planning, scope and operation by the conduct of these programs in a variety of physical facilities at various training locations. It is the further intent of the Legislature that regional occupational centers and programs provide career technical and occupational instruction related to the attainment of skills so that trainees are prepared for gainful employment in the area for which training was provided, or are upgraded so they have higher level skills required because of new and changing technologies or so that they are prepared for enrollment in more advanced training programs.

(Amended by Stats 2000, Ch. 1058, Sec. 46)

Program components

(a) The curriculum of school districts that choose to participate in the state program of agricultural career technical education shall include all of the following components:

(1) Organized classes in the study of agricultural science and technology.

(2) A student-supervised occupational experience program in agriculture.

(3) A program of leadership, organization, and personal development.

(b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course. It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.

(Amended by Stats 2000, Ch. 1058, Sec. 85)



AGREEMENT
BETWEEN
PERRIS UNION HIGH SCHOOL DISTRICT
AND
PERRIS SECONDARY EDUCATORS ASSOCIATION
July 1, 2015 – June 30, 2018

the timing of employees' salary payments.

*Additional days may be assigned by the District but any such assignments beyond the normal work year shall be subject to approval of both the unit member and his/her supervisor, and will be paid at the per diem rate. Supervisors will make a good faith effort to equitably assign additional days to all counselors at their respective sites.

2. Department Chair Salary Schedule

Ratios shall be based upon the unit member's placement on the salary schedule.

<u>Number of Members In the Department</u>	<u>Ratio</u>
2-7	1.020
8-15	1.030
16 +	1.040

- A. A "member" is a unit member who teaches two (2) or more courses in any department.
- B. The District shall determine the number and makeup of departments.
- C. Department Chairs shall be paid monthly after Board approval and payroll processing.
- D. Selection of Department chairs shall be in accordance with the district's teacher handbook.

3. Agricultural Teachers

A supplementary contract of up to thirty (30) days based upon the per diem placement on the Salary Schedule may be offered based upon program needs as determined by the District (some of which may be weekend and holidays as assigned by the Principal). This position will submit to its supervisor a proposed calendar listing the additional days of service. In selecting these proposed days of service, employees should consider the need to be available to students, parents and staff. The calendar should be submitted at least two weeks prior to the beginning of their work year and must be approved in writing by their supervisor and the Assistant Superintendent of Human Resources or Designee. The calendar may be changed by mutual written consent. The days selected will not change the timing of employees' salary payments.

4. AVID Coordinators

Effective July 1, 2004, coordinators at sites with three (3) or fewer sections of AVID on the master schedule will get a stipend of seven percent (7%) of the C/3-1 salary schedule.

Coordinators at sites with four (4) or more sections of AVID on the master schedule will

Perris Union High School District Course of Study

A. COURSE INFORMATION

1. Course Title: Agriculture Biology 1.0	8a. Subject Area History/Social Science English Mathematics <input checked="" type="checkbox"/> Laboratory Science Language other than English Visual & Performing Arts College Prep Elective Other _____
2. Transcript Title / Abbreviation: Ag Bio 1.0	Is this course classified as a Career Technical Education: <input checked="" type="checkbox"/> Yes No
3. Transcript Course Code / Number:	If CTE: Name of Industry Sector: Agriculture and Natural Resources _____ Name of Career Pathway: Agriscience _____
4. Required for Graduation? Yes No	8b. Credential required to teach this course: _____ (To be completed by H.R. only)
5. Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes No Was this course <u>previously approved</u> by UC? <input checked="" type="checkbox"/> Yes No	_____ Signature date
6. Meets "AP" Requirements? Yes No	9. Grade Level(s) 7 8 9 10 11 12
7. Course Author/Contact: First Name: _____ Last Name: _____ Position/Title: _____ Phone #: (____) _____ ext.: _____ Email: _____ Date Submitted: _____	10. Meets "Honors" Requirements? Yes No
	11. Unit Value / Length of Course 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) 2.0 (two year equivalent) Other: _____

12. APPROVALS:

Name/Signature

Date

Subject Area Council:

Educational Planning Council:

Board Approval:

13. Pre-Requisites

Equivalent to Algebra 1 and/or Integrated Math 1. Plant and Animal Science or equivalent with teacher permission

14. Co-Requisites

15. Brief Course Description

Agricultural Biology is a laboratory science course designed for the college-bound student. The course emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships, and animal behavior.

B. COURSE CONTENT

16. Course Purpose:

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes.

Note: More specificity than a simple recitation of the State Standards is needed.

- | | |
|----|---|
| 1. | To learn the nature of scientific inquiry and incorporate the use of the scientific method in laboratory investigations that pertain to biological and agricultural principles. |
| 2. | To be familiar with the theory of cell biology and its application to the organization of all living organisms |
| 3. | To identify and understand the processes of cellular and organism growth and reproduction. |

4.	To recognize the diversity of life and the interrelationships among all organisms.
5.	To understand the role of genetics in organism variation and adaptation.
6.	To understand the role of genetics as it pertains to the development of multicellular organisms and appreciate how encoded genes specify the characteristics of living organisms.
7.	To acquire biological and agricultural research vocabulary, and the reading, writing, and critical thinking skills pertaining to scientific inquiry.
8.	To understand the stability in an ecosystem is a balance between competing effects.
9.	To understand fundamental cellular and systemic functions and processes.
10.	To recognize the interrelationships between biotic and physical factors to energy flow in the biosphere.

17. Course Outline

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

- | | |
|----|--|
| A. | Introduction to Agricultural Biology |
| 1. | What is Agricultural Biology and its Importance |
| 2. | Research Uses of Agricultural Biology |
| 3. | The Scientific Method |
| 4. | The Metric System |
| B. | Organisms and Their Ecological Environment |
| 1. | Biodiversity |
| 2. | Conserving Natural Resources |
| 3. | Agricultural Practices Beneficial and Harmful to the Environment |
| 4. | The Ecosystem and Population Fluctuations |
| 5. | The Nitrogen Cycle |
| 6. | The Oxygen Cycle |
| 7. | The Food Web |
| C. | Cell Biology |
| 1. | Plant and Animal Cell Identification and Functions |
| 2. | Plant and Animal Cell Structure and Functions |
| 3. | Cellular Respiration |
| 4. | Cellular Transport |
| 5. | Cell Differentiation |
| 6. | Chemiosmotic Gradients and ATP Production |
| 7. | Macromolecules in Cells |
| D. | Inorganic Foundations that Support Life |
| 1. | Soil and Water: The Chemical Foundation |
| 2. | Atomic and molecular structure and chemical bonding |
| 3. | Basic Soil Components |
| 4. | Soil Formation Factors and Horizons |
| 5. | Soil Texture and Structure |
| 6. | Soil Organisms and Organic Matter |
| 7. | Interrelationships of Plants and Soil |
| 8. | Water Movement Properties |
| 9. | Soil and Water Management |
| E. | Plant & Animal Classifications |
| 1. | Development of the Binomial System of Nomenclature |
| 2. | Classifications of Major Groups of Plants and Animals |
| 3. | Evolutionary Relationships |
| 4. | Development of the Kingdom Concept |
| 5. | Comparisons of Modern Agricultural Plants and Animals |
| F. | Plant Physiology, Reproduction, Photosynthesis and Growth |
| 1. | Plant Structures & the Process of Photosynthesis |
| 2. | Plant Growth Requirements |
| 3. | Monocotyledons and Dicotyledons |
| 4. | Sexual and Asexual Reproduction |
| 5. | Research Applications to Plant Biotechnology |
| 6. | Chemical and Environmental Factors Affecting Plant Growth |

G. Animal Physiology and Reproduction

1. Internal Systems of Animals
2. The Digestive Process
3. The Respiratory System
 4. The Reproductive System
 5. The Circulatory System
 6. The Endocrine System
 7. The Nervous System
 8. The Immune System

H. Animal Nutrition

1. Feed Identification and Nutrient Evaluation
2. Feed Additives
3. Ration Formulation
4. Animal Nutrient Requirements
5. Vitamin and Amino Acid Requirements
6. Nutritional Diseases

I. Animal Health & Diseases

1. Disease Agents
2. Causes of Disease
3. Infectious and Noninfectious Diseases
4. Animal Health Practices
5. Common Internal & External Parasites Lifecycles

J. Plant and Animal Genetics

1. Heritability and Genetic Traits
2. Dominant and Recessive Genes
3. Genotype and Phenotype
4. Cellular Reproduction: Mitosis and Meiosis
5. Physical and Chemical Structures Involved in Genetics
6. DNA and Types of DNA
7. DNA Replication
8. Mendel – Independent Assortment and Segregation
9. Biotechnology and Cloning
10. Proteins and RNA
11. Role and Function of Amino Acids in Genetics
12. Mutation and Sexual Reproduction

K. Agricultural Biology Research Project

1. Development and Formulation of Agriscience/Science Fair Project
2. Research Principles & Design
3. Statistical Management & Analysis of Agriscience/Science Fair Project
4. Instructional Supervision & Coordination

L. Leadership & Team Building Development

1. Oral and speaking presentations
2. Critical Thinking Exercises
3. Problem Solving Exercises

18. Writing Assignments

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

19 (A) Textbook #1

Title: Biology

Edition: _____ Publication Date: 2008

Publisher: McDougal Littell

Author(s): Stephen Nowicki

Usage: Primary Text Read in entirety or near entirety

Textbook #2 (if applicable)

Title: _____

Edition: _____ Publication Date: _____

Publisher: _____

Author(s): _____

Usage: Primary Text Read in entirety or near entirety

19 (B) Supplemental Instructional Materials (please describe)

FFA Record Book

20. Key Assignments

- A. Weekly Reading & Writing Assignments
- B. Weekly laboratory activities & write-ups
- C. Agriculture Biology Term Paper
- D. Supervised Agricultural Experience Project & Record Book
- E. Student Seminar Presentation related to Agriculture Biology Topic
- F. Portfolio of Laboratory Exercises
- G. Leadership Development Activities

21. Instructional Methods and/or Strategies

- A. Students will be engaged in a variety of activities that balance direct instruction with project work. Students will be expected to apply the academic and applied concepts and processes learned during direct instruction to their projects. Students will attend lectures, complete labs, become involved with professional mentors, complete real world projects, and make presentations that demonstrate understanding of physical concepts and the application process.
- B. Methods of instruction will include, but is not limited to:
 - 1. Direct instruction (lectures, discussions, readings, and lab activities specific for mastery of content).
 - 2. Use of community-based research projects and with professional mentors, development of language arts skills while students complete reports, journals, analyses, and essays.
 - 3. Use of a variety of instructional materials and resources including electronic media, handbooks, professional journals, reference materials, and textbooks.
 - 4. Self-directed, cooperative, and collaborative learning opportunities to increase responsibility of students for their own learning.
- 5. Use of student presentations, exhibits, and competitions

22. Assessment Methods and/or Tools

A. Assessment opportunities that allow continuous evaluation of students' progress should be embedded throughout the course and should be a learning experience. All students will be expected to achieve a high understanding of all topics; often demonstration of knowledge will occur in a public forum. The following strategies, which include both formal and informal assessment techniques, may include, but are not limited to:

1. Performance-based assessments such as demonstrations, discussions, simulations, and projects
2. Presentations, (both team and individual) written assignments, (both team and individual),
3. On-going and cumulative portfolio of investigative accomplishments.
4. Written tests & quizzes with a variety of short answer and essay questions.
5. Written assignments, (such as justifications, investigations, and research, evaluative, or technical), and individual and group assessments including the assessment working relationships.

B. Grading will be based on the following assessment areas:

1. Tests & Quizzes
2. Laboratory Investigation Activities & Write-ups
3. Portfolio & Writing Assignments
4. Leadership & Critical Thinking Activities
5. Research Report and Oral Presentation
6. Supervised Agricultural Experience & Record Book (Not less than 5%)
7. FFA (Not less than 5%)

23. Course Pacing Guide and Objectives:

Day	Objective
	1. Intelligently discuss theories on the origins of life.
	2. Describe the characteristics of living organisms.
	3. Describe the characteristics of plant and animal cells with respect to their structure and chemistry.
	4. Compare and contrast the roles of meiosis and mitosis in cellular and organism reproduction.
	5. Define the chromosome theory of heredity, Mendelian genetics, gene-enzyme relationships, and apply this knowledge to animal inheritance.
	6. Distinguish between historical and modern taxonomy systems and scientific nomenclature that demonstrate evolutionary relationships among plants and animals.
	7. Identify the structural and functional similarities and differences among the major animal, plant, and protist phyla.
	8. Analyze the major organ systems of animals and understand their function.

	9. Recognize the structure and function of ecosystems, populations, and communities, and the impact of human society on the natural and agricultural environment.
	10. Describe the three cycles that involve biotic and abiotic factors: nitrogen, carbon-oxygen, and water; and explain the importance of their interrelationships to the biosphere.
	11. Identify the environmental and genetic factors that influence variation among organisms.
	12. Demonstrate basic laboratory techniques including the use of microscopes, microscope slide preparation, maintenance and examination of micro-organism cultures, tests demonstrating fundamental biochemical reactions, dissection of representatives of plant and animal phyla, and the sharpening of interpretative skills.

C. HONORS COURSES ONLY

24. Indicate how this honors course is different from the standard course.

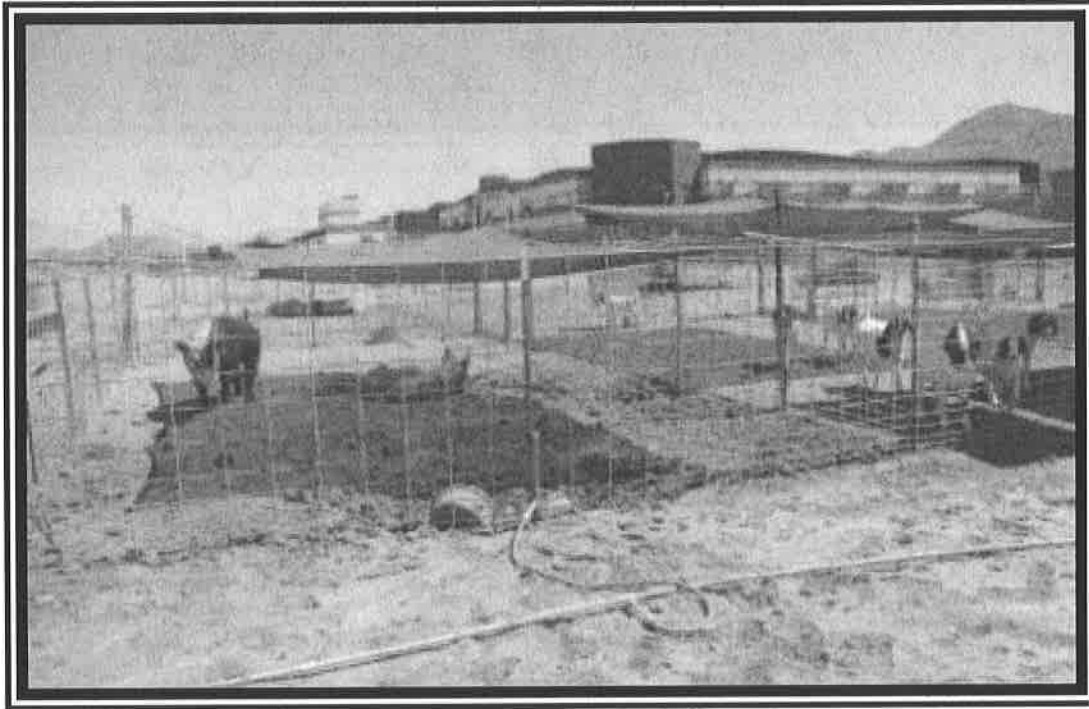
D. BACKGROUND INFORMATION

25. Context for Course (optional)

26. History of Course Development (optional)

CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION

Heritage High School Agricultural Research Center



Industry Sector

Agriculture and Natural Resources Industry

Career Pathways

Agriscience, Animal Science, Ornamental Horticulture,
Plant and Soil Science and Agricultural Business

Respectfully Submitted to:

California Department of Education
Office of Public School Construction

September 2009

Perris Union High School District

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CAREER TECHNICAL EDUCATION FACILITIES APPLICATION FORM A – COVER PAGE (Rev. 3/09)

Local Educational Agency Contact

Local Educational Agency (LEA) Perris Union High School District		CDS Code 33-67207-0113191	
Printed Name and Title of Contact Candace Reines, Assistant Superintendent of Business Services			
Address 155 East Fourth Street			
City Perris	Zip Code 92570	County Riverside	
Telephone Number 951-943-6369 x101	Fax Number 951-940-5301	E-mail Address candace.reines@puhsd.org	

Project Information

Type of Project: New Construction (including equipment) Modernization/Reconfiguration (including equipment) Equipment Only

School Name
Heritage High School

Name of Career Technical Education Industry Sector
Agriculture and Natural Resources Industry

Career Technical Education Pathway Agriscience, Animal Science, Ornamental Horticulture, Plant and Soil Science and Agricultural Business Pathways		Estimated Total Cost of Project (See Form C) \$4,500,000
Number of Teaching Stations 3	Annual Number of Students Served 900	Total Amount of State Funds Requested (See Form C) \$2,250,000

Approval

Date Governing Board Approved CTE Application (Board must approve project no later than March 31, 2010): August 13, 2009	Date Advisory Committee (Element 1, Item B) and Feeder Groups and Partners (Element 3) approved the CTE Plan for this project: April 20, 2009
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Certification

The local educational agency (LEA) certifies that the Advisory Committee pursuant to Education Code Section 8070 has met and approved the CTE Plan, and the other requirements contained in Education Code Section 17078.72, including sections (i) (1 thru 7) have been accomplished, and minutes and other supporting documentation are on file at the LEA's Office. Further, the LEA certifies that the project is on a comprehensive high school site that meets the requirements of Education Code sections 51224, 51225.3, and 51228.

Candace Reines

Print Name of Authorized LEA Representative

Signature of Authorized LEA

9/17/09

Date

For California Department of Education Use Only

Application Log Number	Reviewer Number	Received By	<input type="checkbox"/> Original Application and Three Copies <input type="checkbox"/> Floppy Disk <input type="checkbox"/> CD Backup
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PROJECT ABSTRACT

Heritage High School was opened in 2007 and after two years of operation has a very strong agriculture program. The Agriculture Education Program currently offers the pathways of Agriscience and Ornamental Horticulture. An Agricultural Research Center is planned to be constructed on an exiting 2.5 acres. The location for the proposed new facility is at the forefront of the campus, adjacent to a State highway, and the most visible part of the campus. This location provides an incredible opportunity to build new facilities that will serve to inspire students from many communities. The new facility is situated next to the existing standard classrooms that are the only instructional spaces that have been available for the Agriscience and Horticulture classes.

The new facilities are severely needed due to the immense student interest in the agriculture programs at the school and the resulting enrollment of approximately 20% of the school's overall 2,500 student population. This project would allow five of the seven pathways within the Agriculture and Natural Resources Industry Sector to be taught at Heritage High School. The expansion of the career pathways offered would allow students to develop foundational knowledge and skills within the current pathways as well as of Animal Science, Plant and Soil Science and Agricultural Business. This will be facilitated though the construction of a state-of-the-art facility that would allow for unique laboratory educational experiences. It would enable course offerings within the industry sector that at this time are primarily taught as theory or lecture, and advance the curricula to provide opportunities for practical application of the theoretical classroom instruction. Bringing course content out of the classroom and into a laboratory setting will give students the opportunity to see and understand the practical connections to the real-world. The expansion will also allow students who participate in the program the chance to complete industry-validated certificates, take courses for college while still in high school and participate in job shadowing and internships with local industry partners.

The Agricultural Research Center will be used as laboratories to more fully facilitate the instructional delivery of current course offerings as well as creating opportunities for new course offerings. The new labs will create environments where students can gain hands-on learning opportunities to master a broad diversity of pre-professional skills. In order to provide critical career pathway opportunities to students, Heritage High School is requesting \$2,250,000 from the Career Technical Education Facilities Program to construct a 6,561 square foot Agriculture Science Building which will house two Animal Science Laboratories and one Research Laboratory. In addition, the facility would include a greenhouse, shade house, rabbit barn and laying barn, as well as the infrastructure and site development work necessary to accommodate these buildings on the 2.5 acre agriculture site. The buildings within this program design plan would be immersed within a plethora of outside land laboratory facilities including pastures, orchards, livestock breeding and growing areas. The entire Agricultural Research Center would facilitate the laboratory space necessary for a program of this size and to accommodate future growth. The total cost of the project is estimated to be \$4,500,000.

PROJECT ELEMENTS

ELEMENT 1. CAREER TECHNICAL EDUCATION PLAN

Part A - Description of the Plan

Heritage High School's career pathways within the Agriculture and Natural Resources Industry Sector will give students in grades 9-12 the opportunity to learn math, science, language arts, and social science through curriculum integrated within an agricultural thematic learning environment. The pathway programs are designed to increase academic achievement, engage students in learning, and prepare them for successful post-secondary educational and/or career experiences. Whether students plan to further their education in community colleges, technical schools or four-year colleges and universities, receive on-the-job training, or pursue careers in the military, Career Technical Education (CTE) is envisioned to be the first step in a pathway toward productive employment and citizenship.

Research indicates that students are most successful when placed in an environment that personalizes learning and connects learning to relevant, real-world projects. Students must have multiple successful pathways that depend on curricula and instruction to challenge them to reach high academic standards through relevant and engaging content. The agriculture pathways will give a diverse range of students advanced specialized training using state-of-the-art facilities and provide students with unique opportunities for relevant learning experiences.

The expansion of the career pathways offered within the Agriculture and Natural Resources Industry Sector will allow students to develop foundational knowledge and skills within pathways of Agriscience, Animal Science, Ornamental Horticulture, Plant and Soil Science and Agricultural Business. This will be facilitated through the construction of an Agricultural Research Center that takes course offerings within the industry sector currently taught primarily as theory or lecture, and advances the curricula to provide opportunities for practical application of theoretical classroom instruction creating a complete Agriculture Education Program. Bringing course content out of the classroom and into a laboratory setting gives students the opportunity to see and understand the practical connections to the real-world. The expansion will also allow students who participate in the program the opportunity to complete industry-validated certificates, take courses for college while still in high school and participate in job shadowing and internships with local industry partners.

Heritage High School opened to 9th and 10th grades in August 2007 as the Perris Union High School District's third comprehensive high school. Grade 11 was added in August 2008 as construction of the final wing of classrooms was completed. This school year, August 2009, Heritage now houses over 2,500 students in grades 9-12. The agriculture program within the District has a thriving history, including the program at Heritage that has carried on this tradition since the school's opening. The communities in which the District spans are rich with agriculture heritage, and as such create a strong interest for

students, both with these roots and without. The District has agriculture programs at two of its high schools, each with instructors that are passionate for the program, fully credentialed, and well trained to educate students in this area as a career pathway.

In January 2009 the agriculture students and teachers, as well as a site facilities committee made up of parents, students, community members, site staff, district staff, and district architects began discussions and planning for an Agricultural Research Center to be constructed on an exiting 2.5 acres designated in the original site plans to house a state-of-the-art agricultural CTE facility. The project is one that the entire community is excited about. Given budget constraints and the size of the project, it is currently planned to be built in phases. In submitting this funding application, Heritage High School would be able to complete the entire project in a single phase. This would allow five of the seven pathways within the Agriculture and Natural Resources Industry Sector to be taught at Heritage High School.

Currently the agriculture site is highly utilized by 555 students and 3 teachers within the agriculture program. This equates to serving more than 20% of the student population. In its first year of operation, with a total student population of 1,177 students, 200 students participated in the program. In its second year, with the schools enrollment growing to 1,877, the program grew to 350 participants. The 2nd agriculture program within the district at Perris High School is equally as successful with participants of more than 500 students in the current year. Even with the opening of a new high school, the program participants at Perris High School did not decrease. Though boundaries were redrawn, and many students at Perris High School began attending Heritage High School, both programs quickly grew to a large number of participants. As measured by the sheer number of participants, the agricultural program is one of extreme interest by students within the District and has great community support.

Though the Heritage High School agriculture site is highly utilized and the program is thriving, it is doing so with very minimal facilities. The site is currently equipped with four lighting fixtures, limited electrical power and limited water. Temporary housing has been created for livestock using t-posts, hog panel fencing, plywood, and shade cloth. This allows for minimal practical application of animal science curriculum. Additionally, it is necessary for livestock to be hand watered daily. Horticulture laboratories are conducted in a temporary greenhouse made of shaped PVC pipe and covered with shade cloth.

In order to provide critical career pathway opportunities to students, Heritage High School is requesting \$2,250,000 from the Career Technical Education Facilities Program to construct a 6,561 square foot Agriculture Science Building. This will house two Animal Science Laboratories and one Research Laboratory, both equipped to provide experimental science space for the current and future offerings in the Agricultural Education Program. This would provide students with an opportunity to learn artificial insemination of swine, poultry and cattle in the lab and field settings. Animals would be housed during their gestation in appropriate outdoor areas and moved inside to give birth. The offspring would be weighed, photographed, tagged and

tracked to follow growth patterns. The lab would have market poultry for feed studies on growth, as well as incubators to study poultry reproduction and genetics. A program is being developed with the forest service to raise game birds for release into areas where these birds at one time thrived, but have since reduced in population. The lab would serve as a veterinary dissection facility where students would have hands-on experience seeing reproductive, digestive, circulatory, pulmonary and other body systems of the different species of commercial livestock.

In addition to the main Agricultural Science Building, a greenhouse, shade house, rabbit barn and laying barn are also being requested, as well as the infrastructure and site development work necessary to accommodate these buildings on the 2.5 acre agriculture site. The greenhouse and shade house will be used for propagation, research and to evaluate growth of a variety of landscape and ornamental plants common and unique to the Southern California environment. These plants can be used as demonstration plants in landscapes at the site and at competitive events, used as mother plants for students to clone and begin their own small nursery, and to be used as both permanent material in overall campus beautification, as well as portable to decorate for FFA banquets, back-to-school nights, college fairs, etc. as a method of recruitment, advertising and general awareness to the program. The laying barn, or egg production building will provide a wealth of knowledge and hands-on experience for students. On a small scale business level, they will be able to own and operate a production egg facility to produce farm fresh eggs. They will also learn egg grading, nutrition, poultry health and maintenance, as well as appropriate care and handling of birds. With an individual entrepreneurial program such as this, students can work towards their Golden State FFA degree. Only 3% of the State FFA annually receive this top State honor, however with this program, it will be attainable to many students. The rabbit barn will house different breeds and varieties of fur, pet and meat type breeds to teach students reproductive traits, genetic variation, market requirements, as well as the appropriateness and use as companion animals.

The buildings within this program design plan would be immersed within a plethora of outside land laboratory facilities including pastures, orchards, livestock breeding and growing areas. The entire Agricultural Research Center would facilitate the laboratory space that is needed for current, but expanded course offerings in Plant & Animal Science, Agricultural Biology, Art and History of Floral Design, Advanced Floral Design, and Agriculture Earth Science and accommodate future offerings in Veterinary Science, Computers in Agriculture, Agriculture Chemistry, Agriculture Government, Agriculture Economics, Landscape Nursery Production, Landscape Construction, Nursery Greenhouse, Ornamental Horticulture, and articulated courses arboriculture and horticulture and other course offerings developed as needed. The total cost of the project is estimated to be \$4,500,000.

Within the state of California, there is a high demand labor market for qualified technical employees within the agricultural field. California is the nation's most agriculturally productive state, producing more than 400 commodities for a total of \$32 billion in 2005. This state is the world's 5th largest supplier of food and agricultural commodities. The

nursery and horticulture industries account for 11% of the total agricultural production. The nursery and horticulture industries rank third in the top 20 commodities in the state and they continue to grow in terms of dollars and jobs. The ornamental horticulture industries account for over 190,250 jobs in the state of California. Six of the top producing counties in nursery and horticulture production and retailing are located in Southern California. In 2004 these industries accounted for 1.31% of California employment. More than one out of every 100 jobs can be attributed to the direct and indirect impacts of California nursery production and retailing.

The many opportunities for students to join the labor force upon graduation from high school is more evident of the growing need for skilled laborers in the agriculture industry. To enter this high demand labor market, students need the experience and certifications that are offered as part of the CTE programs in agriculture. Whether entering the job market directly from high school, or continuing on to post-secondary education, students learn core competencies related to the field in addition to other skills such as work ethic, responsibility, punctuality, communication, job-seeking skills, resume/portfolio writing skills and job safety.

Part B - Advisory Committee Membership

This list may be found in Appendix A on page 18.

Part C - Opportunity for Students to Participate

CTE Pathway students will be a representative cross-section of Heritage High School. The school will ensure recruitment strategies that are unbiased toward any particular ethnic group, economic level, or level of academic ability. The District has demonstrated a long-standing commitment to equity, ensuring members of special populations are prepared for high-skill, high wage, high-demand occupations and non-traditional fields.

The Heritage agriculture department draws students from three middle schools in the area. Agriculture teachers and students travel to feeder schools to recruit 8th grade students into the program. Counselors are provided with the Agriculture Education Program brochure that currently describes the programs and its various course offerings. This includes employment opportunities in the agriculture and horticulture industries, the career pathways that can lead the student to related educational opportunities at Mt. San Jacinto Community College and also career opportunities in Career Tech schools like Floral Design, Welding and Heavy Equipment Operation.

The Agriculture Education Program also holds an open house and barbeque for parents and students during back-to-school activities to heighten awareness of the program. This is an opportunity to educate parents, as well as students about the exposure students have to an array of post-secondary options through integrated course curriculum, and the opportunity to become involved in extra-curricular activities that are focused on the industry sector. This is one of the ways in which students and parents begin to understand the relevance of high-quality Career Technical Education programs integrated with academic core content curriculum as a way to prepare for the future. Additionally, publicity for competitions at fairs and other statewide activities have been

developed and integrated into Heritage High Schools materials that are sent home to parents, so that the general student body and their parents develop awareness and pride for the Agriculture Education Program.

Part D - Certifications, Standards, Course Sequences and Career Pathways

The Agricultural Research Facility would allow for a complete Agriculture Education Program to be offered at Heritage High School. Currently the pathways of Agriscience and Ornamental Horticulture are offered; however, the current facilities are not adequate in meeting the essential contextual learning environment. The courses offered within the pathways offer limited opportunities for practical application of theoretical classroom instruction. Upon completion of this project, authentic class projects could be conducted, as well as simulations and other real-world activities. Not only would this allow for increased student engagement, but the opportunity for students to complete industry-validated certificates, take courses for college while still in high school and participate in job shadowing and internships with local industry partners. Additional courses or revisions to existing courses made possible with this project will contain CTE standards operating within the CTE framework. Shown below is the academic plan for the current pathways as well as the additional pathways to be offered within the Agriculture Education Program. Pathways include rigorous academic coursework in Mathematics, Social Science, English, Science, and Foreign Language areas as well as the incorporation of CTE classes. Students may take courses in more than one pathway as both Science and Elective courses.

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR				
Pathway	9th Grade	10th Grade	11th Grade	12th Grade
CURRENT PATHWAYS OFFERED				
Agriscience	† Plant and Animal Science	† Agricultural Biology	† Agricultural Earth Science	† Agriculture Economics † Agriculture Government
Ornamental Horticulture	† Plant and Animal Science	† Art and History of Floral Design	Advanced Floral Design	# Horticulture/ Arboriculture
ADDITIONAL PATHWAYS TO BE OFFERED				
Agricultural Business	† Plant and Animal Science	† Agricultural Biology	† Agricultural Computers	† Agriculture Economics † Agriculture Government *# Internship
Animal Science	† Plant and Animal Science	† Agricultural Biology	†#*Veterinary Science	*# Internship
Plant and Soil Science	† Plant and Animal Science	† Agricultural Biology	†*Agricultural Chemistry	*# Internship

Articulated with Local Community College

* New Course Offering

† UC/CSU Approved

Students will have both employment and higher education pathways when completing the Agriculture Education Program. In the table below, these career pathways and postsecondary options available to students can be seen. The program could also result in career competencies that would allow students to move into entry level employment in various fields. Career pathways are supported by courses offered at Mt. San Jacinto Community College. The CTE Advisory Committee is organized to provide advice and assistance to the teachers and administrators to be sure that students are learning the most current skills. Employers are an integral part of designing and updating curriculum.

CAREER PATHWAYS AND POST SECONDARY OPTIONS			
Pathway	Occupations requiring less than a Baccalaureate Degree	Occupations requiring a Baccalaureate Degree	Industry recognized Certifications, Licenses, or Credentials related to this pathway
Agriscience	<ul style="list-style-type: none"> • Laboratory Aide • Quality Assurance Specialist • Plant Propagator 	<ul style="list-style-type: none"> • Biotechnology Specialist • Agriculture Science Teacher • Plant/Animal Geneticist 	<ul style="list-style-type: none"> • Teaching Credential • Doctorate • Pesticide Application License
Ornamental Horticulture	<ul style="list-style-type: none"> • Landscape Equipment Operator • Floral Designer • Nursery Sales Associate 	<ul style="list-style-type: none"> • Landscape Architect • Entomologist • Greenhouse and Nursery Manager 	<ul style="list-style-type: none"> • Teaching Credential • Doctorate • Pesticide Application License
Animal Science	<ul style="list-style-type: none"> • Farm and Ranch Assistant • Veterinary Hospital Assistant • Breeding Technician 	<ul style="list-style-type: none"> • Veterinarian • Animal Nutritionist • Processing Plant Manager 	<ul style="list-style-type: none"> • Veterinary Technician • Artificial Inseminator • Doctorate
Plant and Soil Science	<ul style="list-style-type: none"> • Field Assistant • Insect Monitor/Collector • Viticulturist • Tissue Culture Technician 	<ul style="list-style-type: none"> • Pest Control Advisor • Agriculture Association Manager • Integrated Pest Management Specialist 	<ul style="list-style-type: none"> • Forage Crop Specialist • Pesticide Application License • Doctorate
Agricultural Business	<ul style="list-style-type: none"> • Agricultural Retail Salesperson • Farm Accountant • Farm Realtor/ • Appraiser 	<ul style="list-style-type: none"> • Agricultural Sales and Marketing • Agricultural Commodity Broker 	<ul style="list-style-type: none"> • Teaching Credential • Doctorate • Brokerage License

ELEMENT 2. PROJECTIONS OF STUDENT ENROLLMENT

Part A - Student Enrollment and Projection Methods

Currently at Heritage High School the Agriculture Education Program serves 550 students with approximately 20% of the student body at Heritage High School being enrolled in the program. The school opened in 2007 with one teacher and 200 students, increased in 2008 to two teachers and 350 students and currently has an enrollment of 550 students with three teachers for 2009. The current retention rate of students within the program from one year to the next is 70%. When fully implemented, and with proper facilities, the Agriculture Education Program will serve approximately 900 students per year with five teachers in the program. The projected annual enrollment for 2010 is 600, and is also the year construction is anticipated to begin. In 2011 the projected enrollment is 750 and is 900 in 2010 when the program would reach capacity. It is anticipated that this maximum enrollment will be maintained and that over a period of ten years, 9,000 students would have an opportunity to benefit from the program.

Part B - Ability to Meet Student Enrollment Projections

Heritage High School currently serves over 2,500 students and the district is still growing. With appropriate facilities, the Agriculture Education Program will have the ability to increase and maintain retention. The counseling department consists of five full-time counselors. There is a full time Career Center on the campus staffed by a career guidance technician. The current agriculture teachers also counsel their students and provide them with 4 year education plans. Program recruitment brochures are available within the counseling office and the Career Center. These brochures describe the Agriculture Education Program, its various course offerings, employment opportunities in the agriculture and horticulture industries, and further education opportunities.

The counseling department helps students determine courses of study and possible vocations. They try to understand what motivates each student as well as their skills and desires. Counselors encourage students to take articulated courses and take advantage of concurrent enrollment to achieve credit for both high school and college level courses. Counselors provide students with financial aid information, invite them to attend career fairs, and listen to guest speakers from various colleges and trade schools. Guidance is available through counselors, academic advisors, teachers, and staff of the Career Center in the following areas: career awareness; career planning; career decision-making; placement activities; and knowledge and understanding of occupational, educational, and labor market needs, trends and opportunities. Counselors assist students in identifying, planning, and attaining those goals consistent with their aptitudes, needs, abilities, and interests. Counselors offer a wide selection of services and activities that are chosen and offered collaboratively to help students focus on their overall development of career choices. This becomes an integral part of the school's total educational program, with school counselors working in collaboration with students, parents, teachers, administrators, and the community. Counselors ensure that career assessment results are given consideration in the student's selection of a career pathway and are used to help refine career and educational decisions.

ELEMENT 3. IDENTIFICATION OF FEEDER SCHOOLS AND PARTNERS

The participants of the CTE plan may be found in Appendix B on page 20.

ELEMENT 4. THE ACCOUNTABILITY PLAN

Part A - Enrollments and Outcomes for the Project

Success of the program will be determined through the following measurable objectives:

Increase student achievement: 90% of students enrolled in a pathway program for two or more years will score at the proficient or advanced on all areas of the California Standards Test (CST). The achievement gap on the CST's will be reduced by 50% in all student subgroups by the end of the funding period.

Students completing a certificate: The Agriculture Education Program expects that all students who complete the program will have an opportunity to earn a minimum of 2 certificates that show they have completed a set of competencies allowing them to receive a certificate of completion based on industry standards. With a retention rate of 70%, this will allow approximately 150 students to earn certificates.

Entering employment in a related industry, apprenticeship program or military: 23% of students are expected to enter employment in a related industry either directly from high school or after completion of post-secondary course work, 15% of students enter an apprenticeship program or the military.

Successfully transitioning into postsecondary institutions for more advanced study in the applicable industry or other areas of study: The projection for college bound students within the Agriculture Education Program is 65%.

Heritage High School has created a plan to gather, analyze and disseminate the data from above to the school board, parents, community members, business and industry partners, and other key stakeholders. The Agriculture Education Program will begin tracking their graduate students in 2010 when the first group of students graduates from Heritage High School. Students will be tracked for employment placement and transition to college. An "Ag Ed Report Card" is being developed for presentation to the school board, parents, community and industry partners that will analyze the success at placing agricultural students in employment and educational opportunities.

Part B - Education Code Requirements

In an effort to provide all students with a rigorous academic curriculum that integrates academic and career skills, the Agriculture Education Program at Heritage High School undergoes a process that includes a Subject Area Committee (SAC) that reviews and approves new course offerings. The SAC ensures that the California State Standards and Career Technical Education industry standards are addressed in each CTE course offering. New CTE courses are either articulated with the local community college or are eligible for UC/CSU approval. These courses offer all students a course of study that provides an opportunity to attain entry-level employment skills in business or industry upon graduation from high school.

ELEMENT 5. EDUCATIONAL SPECIFICATION AND EQUIPMENT/ SPACE REQUIREMENTS

Educational specifications defining the educational goals of this project are attached and included on Form B. Also attached is a school site plan and schematic drawing of the project.

ELEMENT 6. BUDGET JUSTIFICATION/DETAIL

Part A - Annual Capital Cost per Pupil

The annual cost per pupil for implementation of the Agriscience/Horticulture Facility Expansion project at Heritage High School is \$500. The rationale for this cost determination is based upon the estimated 9,000 students that will be served over the first ten years (this represents the minimum life of all elements identified within our proposal.) Our methodology for calculating the per pupil capital cost is:

Total students over 10 years = 9,000

Total project cost = \$4,500,000

Total cost divided by total students = \$500 estimated annual cost per pupil

Part B - Financial Participation of Industry Partners

In spite of challenging economic times, during the two years the agriculture program has been in operation at Heritage High School, important partnerships have been formed with six industry partners. This includes monetary donations in excess of \$10,000 and in-kind donations of numerous supplies. All partners have indicated continued support of the program and the school will continue looking for additional industry partners.

ELEMENT 7. UNIQUE CONDITIONS

The Heritage High School agriculture site sits at the front of the school adjacent to a state highway and is highly visible. This location provides an incredible opportunity to build new facilities that will serve to inspire students from all communities throughout the District. As people pass by, it will be an opportunity for the public to observe what is done in an agriculture program. The ability to attract with a state-of-the-art facility at the forefront of the campus is a chance to increase participation. Not only will this attract students within the district to be a part of agriculture, but of the thousands that pass by the school in any given day, there is a chance to promote agriculture within that student's district. The visibility of this program will prompt students to look further into all CTE programs within their own school that they may not have known existed.

Once the facility is completed, the program will be further promoted at the middle school level and will begin to be promoted at the elementary level. The program teachers and students will approach the local middle school science classes to discuss the program and present simple exploratory training in agriculture. There will also be an opportunity to tour the Agricultural Research Center to see first-hand what the Agriculture Education Program can offer as incoming freshman. At the elementary level, field trips would be provided so that children can learn at an early age about agriculture in their lives.



CAREER TECHNICAL EDUCATION FACILITIES APPLICATION FORM B – EDUCATIONAL SPECIFICATIONS AND EQUIPMENT/SPACE REQUIREMENTS SHEET (Rev. 3/09)

Use additional sheets as necessary.

Type of Project: New Construction (including equipment) Modernization/Reconfiguration (including equipment) Equipment Only

County	Number of Teaching Stations for this Project	Number of students occupying teaching station(s) or using equipment (per class period)
Riverside	3 multi-functional labs	75+
Local Education Agency	Name of Sector and Pathway	
Perris Union High School District	Agriculture and Natural Resources Industry Sector and Agriscience, Animal Science, Ornamental Horticulture, Plant and Soil Science and Agricultural Business Pathways	
Name of School	Proposed Schematic Drawing Attached? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No School Site Plan Drawing Attached? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Heritage High School		

Project Summary

Summarize the scope of this project and its CTE educational goals and outcomes.

The expansion of the career pathways offered within the Agriculture and Natural Resources Industry Sector will allow students to develop foundational knowledge and skills within pathways of Agriscience, Animal Science, Ornamental Horticulture, Plant and Soil Science and Agricultural Business. This will be facilitated through the construction of an Agricultural Research Center that takes course offerings within the industry sector currently taught primarily as theory or lecture, and advances the curricula to provide opportunities for practical application of theoretical classroom instruction creating a complete Agriculture Education Program. Bringing course content out of the classroom and into a laboratory setting gives students the opportunity to see and understand the practical connections to the real-world. The expansion will also allow students who participate in the program the opportunity to complete industry-validated certificates, take courses for college while still in high school and participate in job shadowing and internships with local industry partners. The newly-constructed buildings will be used as laboratories to more fully facilitate the instructional delivery of current course offerings as well as creating opportunities for new course offerings. The new labs will create environments where students can gain hands-on learning opportunities to master a broad diversity of pre-professional skills. Experimental science projects from tissue culture to the study of entomology and its impact on plants, embryology and poultry diseases, domestic animal reproduction, as well as landscape construction, agriculture mechanics and many other courses will be offered within these new laboratories. The facilities within this project will more fully enable the Agriculture Education Program at Heritage High School to provide practical opportunities for certification in the areas of Ornamental Horticulture, Animal Science and Veterinary services, and Agriculture Mechanics. Students will have both employment and higher education pathways when completing the Agriculture Education Program. The program could also result in career competencies that would allow students to move into entry level employment in various fields.

Program and Space Functionality

Explain the program activities and how this CTE teaching station/equipment will support those activities. Include the number of students expected to occupy various spaces or work stations (i.e. lecture, lab, equipment areas) at one time.

Heritage High School proposes to build new lab facilities that will generally accommodate 75+ students per period and consist of:

- A 6,561 sq. ft. multi-functional instructional facility that will include equipment, supplies, an animal reproduction facility for swine, sheep, goats, poultry, tissue culture propagation, and three multi-functional labs/teaching stations .
- An 1,800 sq. ft greenhouse to grow herbaceous and tropical plants for student science research and projects that will enable them to compete for a variety of FFA awards.
- A 2,000 sq. ft poultry breeding facility
- A 800 sq. ft. rabbit barn for students to raise rabbits on a commercial scale, study genetic variation, conduct feed studies and produce purebred seed stock.
- A 1,600 sq. ft. laying barn (egg production building) will provide hands-on entrepreneurial experiences for students.
- A 600sq. ft. wash rack to clean and maintain livestock to prepare them for giving birth, to exhibit at fairs and shows, as well as teach compassionate animal handling.
- Construction of the necessary site utilities (gas, power, water, storm drainage) to facilitate the utilization of all proposed interior and exterior project improvements.
- The construction of a variety of shade structures for the swine facility and pasture areas.
- A 2,304 sq. ft plant shade house that will contain landscape plants for plant identification, landscape competitions, growth/research experimentation, and community beautification projects.

Space and Equipment Requirements

Identify square footage of areas used for equipment, lecture space and hands-on teaching spaces. Label equipment and all spaces (teaching station, storage, office, lab, lecture area, etc.) on schematic drawing. If possible, provide dimensions of the spaces.

The proposed new facilities have been designed to supplement the existing direct instruction/lecture facilities that exist within the campus and to accommodate a wide variety of new hands-on/practically oriented learning experiences for students; new facilities will include:

- 6,561 sq. ft. Multi-Functional Instructional Facility
- 800 sq. ft. Rabbit Research Barn
- 2,000 sq. ft. Poultry Breeding Facility
- 2,304 sq. ft. Shade House
- 1,800 sq. ft. Greenhouse
- 1,600 sq. ft. Laying Barn
- 600 sq. ft. Wash Rack
- 10 shade/rain shelters for swine – each structure to be approximately 12' x 12'
- 20' x 30' shade/rain structures in pastures
- 1 Digital Livestock Scale for all large livestock species

Functional Relationship to Site

Describe how the location of the new construction or modernized building will integrate with educational programs on the site. Please label applicable buildings related to the industry sector on the school site plan.

The location for the proposed new facility is at the most visible part of the campus – adjacent to State Hwy 74. This location provides an incredible opportunity to build new facilities that will serve to inspire students from all communities throughout the Perris Union High School District.

The new facilities are sited within the campus master plan adjacent to the existing standard classrooms that have been the only instructional spaces available for the Agriscience and Horticulture programs during the first two years of this comprehensive high school. The new facilities are severely needed due to the immense student interest in the agriculture programs at the school and the resultant enrollment by approximately 20% of the school's overall 2,500 student population.

Site Development Considerations

Provide, if any, additional site development needs associated with the career technical project.

Extensive site development will be required during the construction of this proposed project; site development elements include required site grading, installation of wet and dry utilities, provision of storm drainage facilities to supplement the master area drainage plan, installation of a paved roadway that will be integral to the operational effectiveness to be achieved within this 2.5 acre parcel of the overall school site, and general site improvements that will serve as important instructional elements and help to provide perimeter screening for the project area, its animals, and its horticulture.

Agricultural Research Center

Heritage High School

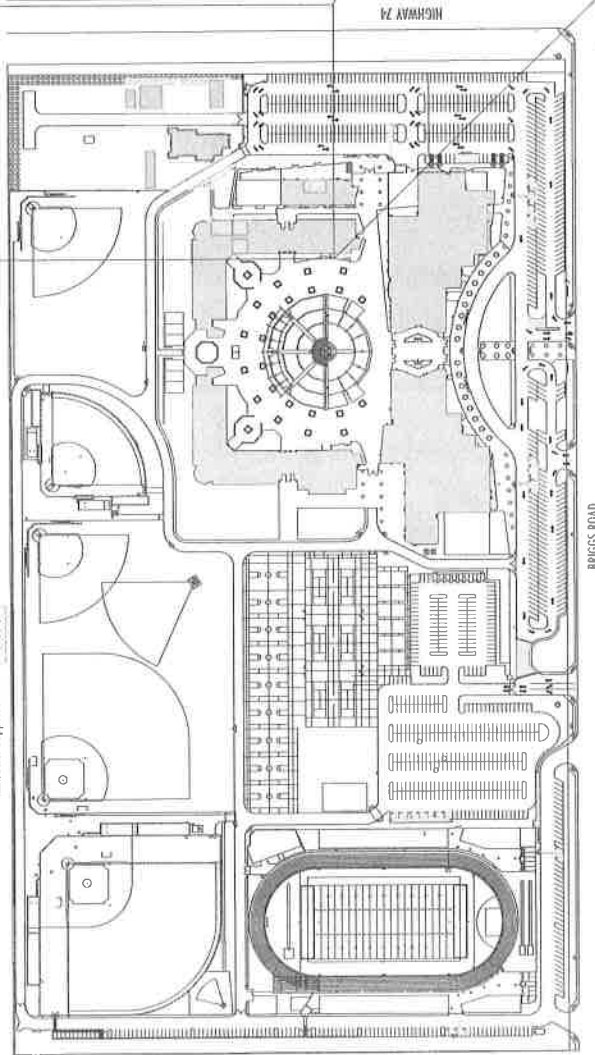
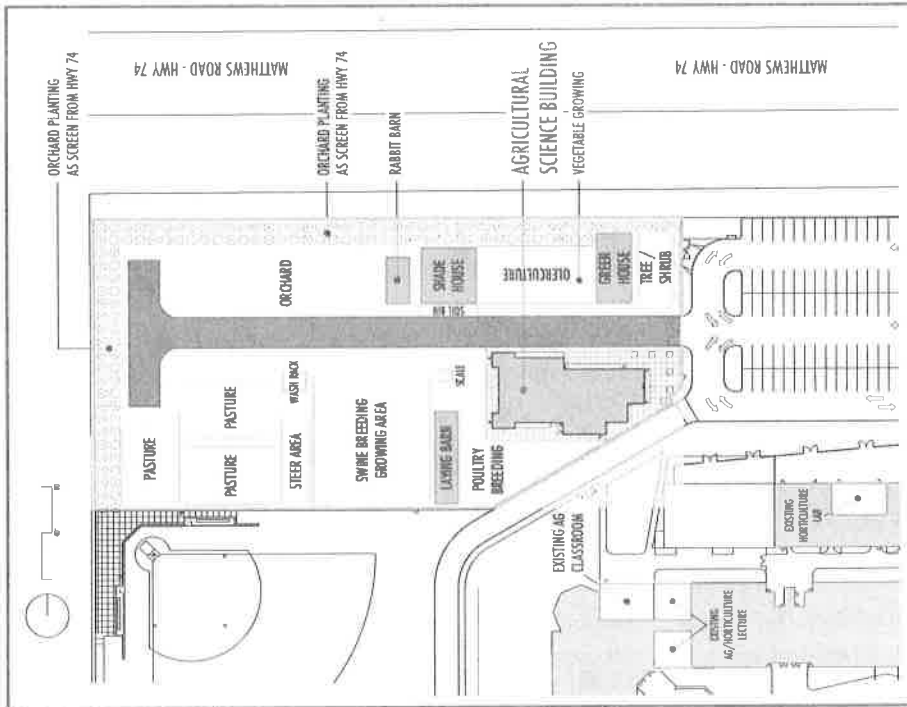


- LEGEND:
- LAND TO BE PROPOSED AS RESEARCH CENTER
 - PROPOSED AGRICULTURAL STRUCTURE
 - EXISTING AGRICULTURAL CLASSROOM
 - EXISTING CAMPUS BUILDING

PROGRAM:	SIZE:
Research Lab	2130 SF
Animal Science Lab 1	1481 SF
Animal Science Lab 2	1481 SF
Green House	1800 SF
Shade House	2304 SF
Rabbit Barn	800 SF
Laying Barn	1600 SF
Poultry Breeding	2000 SF
Instructor Support Areas	1469 SF

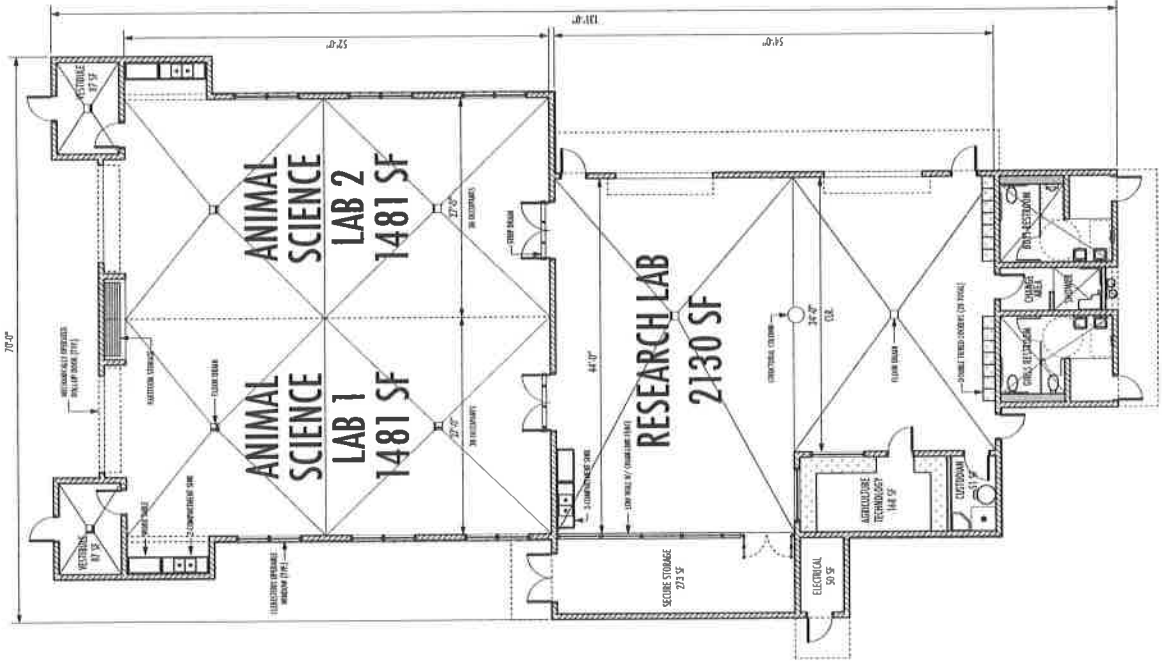
AGRICULTURAL SCIENCE BUILDING

TOTAL AG FACILITIES AREA = 15,065 SF



Agricultural Research Center

Heritage High School



AGRICULTURAL SCIENCE BUILDING

6561 SF



CAREER TECHNICAL EDUCATION FACILITIES APPLICATION FORM C – BUDGET JUSTIFICATION/DETAIL SHEET (Rev. 3/09)

Use additional sheets as necessary.

Local Education Agency Perris Union High School District	Name of Sector and Pathway Agriculture and Natural Resources Industry Sector and Agriscience, Animal Science, Ornamental Horticulture, Plant and Soil Science and Agricultural Business Pathways
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Provide sufficient detail to justify the budget. The budget justification page(s) must provide all required information even if the items have already been identified and discussed in another section. For each project or equipment description, list the associated costs. The scope and budget in this application must be consistent with the funding application submitted to Office of Public School Construction. Equipment without a ten year life span and supplies are not eligible to participate in the CTEFP.

Project/Equipment Description	Subtotal Each Item	
• 6,561 sq. ft. instructional facility to include 3 multi-functional laboratories	\$ 2,130,000	
• 1,800 sq. ft. greenhouse for plant research/investigation	\$ 15,000	
• 2,000 sq. ft. poultry breeding facility to house production hens	\$ 12,500	
• 800 sq. ft. rabbit barn	\$ 10,000	
• 1,600 sq. ft. laying barn for egg production	\$ 12,500	
• 2,304 sq. ft. plant shade house for the horticulture program	\$ 10,000	
• 600 sq. ft. wash rack for animals	\$ 20,000	
• Ten shade shelters for swine – each approximately 12' x 12'	\$ 100,000	
• Five shade structures in the pasture areas - each approximately 20' x 30'	\$ 150,000	
• 1 digital livestock scale for large livestock	\$ 15,000	
• General site development	\$ 200,000	
• Service site development	\$ 250,000	
• Utility services	\$ 750,000	
• Classroom/lab furniture (3 classrooms)	\$ 90,000	
• Design	\$ 275,000	
• Testing/Inspection	\$ 110,000	
• Plan check fees	\$ 100,000	
• Project contingency	\$ 250,000	
Estimated Total Cost of Project:	\$ 4,500,000	
<p><u>State Funding Guidelines:</u> Under <i>Education Code</i> Section 17078.72, the state grant maximum is \$3 million for new construction and \$1.5 million for modernization CTE projects.</p> <p><u>Loan From the State:</u> Under <i>State Allocation Board Regulations</i> Section 15859.194, LEAs may request a loan up to \$3 million for new construction and \$1.5 million for modernization CTE projects from the Office of Public School Construction.</p> <p>Will the LEA request a loan from the state? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please provide the amount in section c.</p>	Project Cost Breakdown	
	a. LEA Cash Match:	\$ 2,250,000
	\$ 2,250,000	
	c. Loan from State:	\$ 0
	d. Total Amount of State Funds Requested Total (b + c)	\$ 2,250,000
Estimated Total Cost of Project Total (a + d)	\$ 4,500,000	

APPENDIX A

ADVISORY COMMITTEE MEMBERSHIP

Name and Affiliation	Contact Information
Al Fernandes Community Member	Hemet, CA 951-929-0570
Audrey Cilurzo Community Member/Perris Fair Grounds	18700 Lake Perris Dr.; Perris, 92571 951-657-4221
Bill Cramer Business Partner Star Milling	24067 Water Ave. Perris, 92572 888-330-3361
Brad Pope Business Partner Brookhurst Mill	3315 Van Buren; Riverside, 92503 951-688-3511
Candace Reines Assistant Superintendent, Business Svcs Perris Union High School District	155 E. Fourth St.; Perris, 92570 951-943-6369 candace.reines@puhsd.org
Chris Maddalena Agriculture Teacher Heritage High School	26001 Briggs Rd; Romoland, 92585 951-943-5447 chris.maddalena@puhsd.org
Coral Prendergast Lead Counselor Heritage High School	26001 Briggs Rd Romoland, 92585 coral.prendergast@puhsd.org
Dian Martin CTE Coordinator Perris Union High School District	155 E. Fourth St.; Perris, 92570 951-943-6369 dian.martin@puhsd.org
Dr. Marion Hammerlin, DVM Business Partner Town and Country Veterinary Clinic	1845 University Ave; Riverside, 92507 951-682-3803
Grant Bennett Director of Pupil Services Perris Union High School District	755B N. "A" St.; Perris, 92570 951-943-6419 grant.bennett@puhsd.org
Janelle Balazs Coordinator of Special Education Perris Union High School District	755B N. "A" St.; Perris, 92570 951-943-6419 janelle.balazs@puhsd.org
Julie Zierold Principal Heritage High School	26001 Briggs Rd; Romoland, 92585 951-943-5447 julie.zierold@puhsd.org
Kathi Brown ELL Coordinator Perris Union High School District	155 E. Fourth St.; Perris, 92570 951-943-6369 kathi.brown@puhsd.org
Kathleen Reid Counselor Perris Lake High School	418 Ellis Ave.; Perris, 92570 951-657-7357 kathleen.reid@puhsd.org

Leslie Ventuleth Chief Human Resources Officer Perris Union High School District	155 E. Fourth St.; Perris, 92570 951-943-6369 leslie.ventuleth@puhsd.org
Lilly Ralkiewicz Technology Teacher Heritage High School	26001 Briggs Rd; Romoland, 92585 951-943-5447 lilly.ralkiewicz@puhsd.org
Robert & Linda Kirschner Business Partners Perris Stock Farm	24240 Juniper Flats Rd; Homeland, 92548 951-926-1010
Linda Van Kirk Counselor Paloma Valley High School	31375 Bradley Rd, Menifee, 92584 951-672-6030 linda.vankirk@puhsd.org
Lynne Sheffield Principal Perris High School	175 Nuevo Rd.; Perris, 92570 951-657-2171 lynne.sheffield@puhsd.org
Nancy Pavelski CTE Coordinator Riverside County Office of Education	3939 Thirteenth St.; Riverside, 92502 950-826-6793 npavelsky@rcoe.edu
Penny Graham Principal Perris Lake High School	418 Ellis Ave.; Perris, 92570 951-657-7357 penny.graham@puhsd.org
Randy Hughes Video Production Teacher Paloma Valley High School	31375 Bradley Rd, Menifee, 92584 951-672-6030 randy.huges@puhsd.org
Shawn Goffman Industrial Technology Teacher Perris High School	175 Nuevo Rd.; Perris, 92570 951-657-2171 Shawn.goffman@puhsd.org
Susan Mata CTE Coordinator Mt. San Jacinto Community College	28237 La Piedra Rd.; Menifee, 92584 951-639-5545 smata@msjc.edu
Tom Anderson Work Experience Teacher Paloma Valley High School	31375 Bradley Rd, Menifee, 92584 951-672-6030 tom.anderson@puhsd.org
Velma Borrows Science Teacher Perris High School	175 Nuevo Rd.; Perris, 92570 951-657-2171 Velma.burrows@puhsd.org
Vic Solorzano Business Partner Brookhurst Mill	3315 Van Buren; Riverside, 92503 951-688-3511
Yvonne Seaborn Fashion & Clothing Teacher Perris High School	175 Nuevo Rd; Perris, 92570 951-657-2171 yvonne.seaborn@puhsd.org

APPENDIX B

IDENTIFICATION OF FEEDER SCHOOLS AND PARTNERS

In addition to the Career Technical Advisory Committee, below is a list of those who participated in the development, articulation, review and approval of the CTE Plan which was described in Element 1.

Feeder Schools/Middle Schools:

Bell Mountain Middle School
Mt. Shadows Middle School
Boulder Ridge Middle School
Pinacate Middle School

High Schools:

Heritage High School
Perris High School

Students:

Josh Peck
Austin Gutierrez
Rhett Vierwinden
Beth Boss
Barbara Trice

Parents:

Ted & Bridget Peck
Michelle Gutierrez
Rhonda Vierwinden
Terry Boss
Angela Trice

Counselors:

Coral Prendergast, Lead Counselor

Business and Community Partners:

L.E.Cooke Nursery - Ron Ludekens
Plug Connection - Carol Lombard
Nuevo Community Church - Steve Bagdanov
Temecula Pipe Company - Steve Vandervelde
Southern California Fair - Vince Agnifill, CEO
McNally Enterprises - Don Brown, Ranch Manager
Ponto Nursery - Judy Milner
Perris Rotary Club - Grant Bennett, President



20. Program of Activities

HERITAGE HIGH SCHOOL



2011-2012 PROGRAM OF ACTIVITIES

*"Leadership is an Action,
not a position"*

Name: _____
Teacher: _____
Class: _____
Period: _____

www.menifeeheritageffa.weebly.com

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Advisors Message:

We are very proud to welcome you all to the Heritage High School Agriculture Department. We are entering our 6th year of the program and each year we have grown significantly in student numbers, support and FFA Awards. Being the 8th largest agriculture program in the state and the largest in southern California we are excited to offer 20 sections of Ag science Course work, as well as the largest number of students participating at the fair since our chapter was formed. Our students will be exhibiting over 40 head of market swine, sheep, goats and turkeys at the upcoming Southern California Fair in October and many students are currently seeking buyers for their animal.

In addition, August 22nd will be the grand opening ceremony of our \$4.5 million dollar Agriculture Research Center which many of you have heard about at the board meetings and local newspapers. Our facility will include 15 swine breeding and growing pens, pastures for sheep and goat production, a state of the art rabbit breeding barn and poultry breeding barn, egg production barn, steer corrals and shelters, greenhouse, shade house and several areas for students to grow citrus, stone fruits, vegetables, flowers and grapes. At the center will be a nearly 7,000 sq. ft. Ag building that will include 2 Ag Science Labs, storage for trucks and tractors, technology and tool rooms and restrooms with full showers for students to clean up after completing their labs and other school projects each day. This facility was funded by a grant from the state of California and was a collaborative process between Heritage Agriculture Staff, District Administration as well as grant writing and facilities consultants. We all came together for many weeks and late nights of hard work to receive what we believe will be the best Agriculture facility in southern California.

Adding to our upcoming year we will be opening our student run flower shop in room J102 twice a week, look for more information regarding this. This flower shop is to simulate a real world business where students will take orders, be trained in customer service, price points and a full spectrum of design techniques. We will be offering floral arrangements for most major holidays as well as birthdays, anniversaries and other occasions.

The FFA is the largest youth organization in the country. It is a National Agriculture youth organization consisting of nearly 600,000 high school students in every state. These students either plan a career in the growing agriculture industry, or have an interest now in agriculture that will help them continue on to other avenues of higher education. We currently offer Career Development opportunities such as Prepared and Extemporaneous Public Speaking, Novice and Advanced Parliamentary Procedure, Job Interview, Vegetable Crop Judging, Specialty Animal Contest (Veterinary knowledge), California Farm Co-Operative Marketing, Floriculture, and Best Informed Greenhand (freshman). Not only do these contests develop students' interest and knowledge in Agriculture, but all are geared to train students in public speaking, inter personal communication, poise and individual presentation, as we all know, you never get a second chance to make a first impression. We hope that you are just as excited about the Ag program at Heritage as we are. If you have any questions, please don't hesitate to contact us through the Heritage High School website or email.

Chris.Maddalena@puhsd.org

Shaina.Rushine@puhsd.org

Ross.Macy@puhsd.org

Jeremiah.Perotti@puhsd.org

Presidents welcome

Welcome new and returning FFA members! First, I would like to thank the members of our chapter for giving me the opportunity to serve as president for the 2012-2013 school year. We have a great team of officers this year to help any members that needs it. I would also like to welcome new members to the Menifee-Heritage FFA chapter. Our chapter had so many great accomplishments last year and I look forward to making this year even better. Our chapter is the 9th largest in California and the largest in Southern California. Although this chapter is only a few years old, we have already received awards at the state level and plan to achieve even more. This chapter has a diverse amount of Career Development Events (C.D.E) for members of every grade. These events consist of Best Informed Greenhand (B.I.G) Ornamental Horticulture (O.H) Vegetable Crop Identification and Specialty Animals Team. These events teach and exercise skills that can be used in agriculture related jobs in the future. All teams travel to competitions throughout the school year and compete for awards from ribbons to trophies to even more at the state level.

This year is going to be a turning point, and a very important part of the history of our chapter. It is very exciting for all FFA members, on campus our 2.5 acre Agricultural Research Center (A.R.C.) will be opening. This facility will bring so many new opportunities to the members. For the first time, we will be able to have our Supervised Agriculture Experience (S.A.E.) projects on campus. These include all animals we currently raise, such as swine, goats, sheep, and turkeys. There are many others to come such as market beef, chickens, dairy heifers and market rabbits. The shade house, and green house are also available on the farm for those of you not interested in raising an animal. These will house all plant projects along with O.H. study materials. This facility will provide a hands-on learning experience for students in our FFA program, along with younger students in the district. The farm consists of the main building, which is the research center and shop building, a rabbit barn, swine unit, green house, shade house, poultry barn, lamb and goat pens, and a free range cattle unit. For more information about activities, teams, and more our website has loads of information. Menifeehertitageffa.weebly.com

At our school, we host many events, from monthly meetings and conferences to competitions! These are very exciting, every month we have a themed meeting such as our ice cream social where members who attend get free ice cream after the meeting! I definitely look forward to seeing lots of members at all the meetings. Just a tip: keep an eye on your Program of Activities (P.O.A.) to know when meetings are coming up and the fun activities that will be happening there. Every year we host a competition called the Heritage Cup, where FFA members from all over Southern California come together to compete for the 1st place silver cup that goes to the winning school until the next year when the competition comes around again. We currently hold two of these for the Specialty Animals Judging Team and the Vegetable Crop Identification Team. This competition is an event where chapter members can really get involved in our program so if you are interested talk to one of the advisors about joining a team! Each teacher leads a team to prepare them for competition. As well as hosting, our teams travel to. From the day long Los Angeles County Fair competition to the 3 day long San Luis Obispo State Finals. During the year, you will hear about things called Leadership conferences. I encourage as many members as possible to attend these. For the freshman, there is the greenhand leadership conference which is also hosted at school and for older members, there are several conferences available. Each conference has a limit on available spots, so sign up early!

I look forward to getting to know the members of this chapter, and seeing it grow this year.

Cassidy Steenbock

2012-2013 Chapter Officer Team



(L-R) Hannah Mayes [Secretary], Gabe Moreno [Sentinel], Cassidy Steenbock [President], Jessica Lopez [Vice President], Chandler Reller [Treasurer], and Rainey Reedy [Reporter]

Secretary

Hannah Mayes (11th)



Hello guys! My name is Hannah Mayes, I am super excited to be serving your 2012-2013 chapter. I am currently a junior and when I am not busy with FFA you can find me riding dirt bikes or hanging out with my family. I am a very loud and an outgoing person who loves to talk so if you ever need someone to talk to or hang out with you can always depend on me. I am super excited to get to know all of YOU!

Treasurer

Chandler Reller (12th)



Hey, I'm Chandler Reller, and I am your 2012-2013 chapter treasurer. I am a part of the Specialty Animals team. I also have raised two swine projects for the SoCal Fair, and I will be raising a third during this summer. When I'm not being an officer I could be caught playing video games or writing stories. When I graduate I want to go to a college for engineering.

President



Cassidy Steenbock (11th)

Hey Guys! I'm Cassidy Steenbock and I'm super excited to serve as the chapter president! I'm a junior at heritage high school, in the past two years I have competed in ornamental horticulture, extemporaneous public speaking, project competition, and showed a bear goat at the Southern California Fair if I'm not in my FFA jacket you can find me on my dirt bike, riding my quarter horses, Dakota and Tommy, or snapping memories with my Nikon. I love mismatched socks, laughing, friends, family, my animals and of course, the FFA. If you ever need help, never be afraid to approach me! I can't wait to see the amazing things our chapter will accomplish this year. :)

Vice President



Jessica Lopez (11th)

Hello everyone! My name is Jessica Lopez and I'm proud to be serving as your 2012-2013 chapter Vice President. I'm deeply involved in the FFA! This summer I will be working with my lovely animals and will be studying for the competitions I compete in like Ornamental Horticulture, opening and closing, project competition, and impromptu. When I'm not on the farm I like to go to the beach with friends. Also from time to time I like to play softball. Well I can't wait to meet all of you this coming year!

Reporter

Rainey Reedy (12th)



Hey Heritage! My name is Rainey Reedy and I am currently your 2012-2013 Chapter Reporter. Throughout my three wonderful years in this program I have had the opportunity to raise both a pig and a lamb! This year I will be raising a Lamb, Goat, and Swine. I have attended many leadership conferences including, Riverside Section, SoCal, MFE, ALA, and State Conference. The meetings that our chapter puts on and my specialty animals competition, are my two favorite things in the FFA, mainly because I love to see how many members get involved and have fun. I have been actively participating in public speaking contests and judging teams such as creed, job interview, B.L.G., and Specialty animals. Outside of FFA I love to play fetch with my German Shepherd, Bones and teach my pit bull, KC, how to speak. I also love going to the movies and hanging out with my friends. After high school I plan to attend Davis and major in Animal Science so that I can fulfill my dreams of becoming a veterinarian. I am excited for a pumped up year and I can't wait to meet you all!

Sentinel

Gabriel Moreno (11th)



Hi I'm Gabriel Moreno I am your 2012-2013 sentinel. Through my two previous years in the FFA, I have had the opportunity to raise a pig and also participate in public speaking and judging teams such as, B.L.G., Specialty Animals, and Job interview, I have also attended the State Leadership Conference as well as the Greenhand Conference. Outside of the FFA I enjoy traveling, spending time with my friends and family, going shooting, almost any sport, being social, making new friends, but most importantly I love food! So I can go out for a meal at any time! I plan on enrolling in the US Marine Corps after high school to become an Officer Candidate.

Career Development Teams

Mr. Maddalena:

Agriculture Marketing Team Cooperatives
Floral

Mr. Macy:

Landscape & Ornamental Horticulture Team
Extemporaneous Public Speaking
Opening & Closing (Advanced)
Market Turkey & Turkey Showmanship
Creed

Ms. Leach:

Vegetable Crop Team
Prepared Public Speaking
Opening & Closing (Officers)
Market Lamb & Lamb Showmanship
Market Goat & Goat Showmanship
Creed

Mr. Perotti:

Specialty Animal Team
BIG Team
Job Interview
Opening & Closing (Novice)
Market Swine & Swine Showmanship
Creed

Chapter Website Resources

www.menifeheritageffa.weebly.com

- Chapter Applications
- State Applications
- Livestock Information
- Career development team information and study materials
- Course Descriptions
- Program of Activities (Yearly Calendar of FFA Activities)
- Conference Information
- Chapter History

Other FFA Websites

National FFA: www.ffa.org
California FFA: www.calagcd.org
Southern Region FFA: www.srffa.org/ffa

Chapters History

Past Chapter Star Greenhands

2007-2008: Brittany Garzaniotti
2008-2009: Beth Boss
2009-2010: Rainey Reedy
2010-2011: Jessica Lopez
2011-2012: Andrea Limon

Past Chapter Star Farmers

2007-2008: Pablo Gutierrez
2008-2009: Rhett Vierwinden
2009-2010: Beth Boss & Seth Brummel
2010-2011: Lizzy Creek & Emily Kirdley
2011-2012: Ciera Cassidy & Rainey Reedy

Senior DeKalb Award

2010-2011: Josli Peck
2011-2012: Ryan Gilmore

Past Honorary Chapter Degree Recipients

2007-2008: Ms. Lisa Salazar
2008-2009: Mr. Grant Bennett
2009-2010: Mr. Terry Boss
2010-2011: Mrs. Linda Kirschner
2011-2012: Ms. Candace Reines

Past Star Administrators

2007-2008: Mr. Anthony Stafford & Ms. Candace Reines
2008-2009: Ms. Tina Cullors
2009-2010: Dr. Jonathan Greenberg - PUHSD Superintendent
2010-2011: Ms. Julie Zierold - HMS Principal
2011-2012: Ms. Candace Reines - PUHSD Assistant Superintendent

Past Star Counselors

2007-2008: Ms. Melina Gonzalez
2008-2009: Mr. Aaron Fletcher
2009-2010: Ms. Rachel Bramlett
2010-2011: Mr. Aaron Fletcher
2011-2012: Ms. Coral Prendergast

Activity Point Chart

YOU NEED A TOTAL OF 300 POINTS PER SEMESTER!!!!!!!

State Events.....	50 Points
Region Events.....	50 Points
Section Events.....	50 Points
Farm Improvements.....	50 Points
Leadership Conferences.....	50 Points
Field Day Participation.....	50 Points
Open House/back to School Nights.....	25 Points
Chapter Events.....	25 Points
Public Relations Events.....	25 Points
Spirit Day.....	10 Points
Courtesy Corp.....	10 Points
Fund Raisers.....	TBA
Canned Food.....	TBA
Recycling Drive.....	TBA

*Other activities will be given point values at the time of the activity.

*High individuals will receive prizes at the Annual Awards Banquet in May.

The FFA Code of Ethics

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

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

Official FFA Dress

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

The official dress for female members is a knee length black skirt, a collared white shirt, natural color nylons, black dress shoes, official FFA Scarf and official FFA jacket zipped to the top. For traveling and outdoor activities, black pants may be worn.

The official dress for male members is black slacks, white collared shirt, official FFA tie, black dress shoes, black socks, and official FFA jacket zipped to the top.

FFA Mission Statement

The Heritage Agriculture Department prepares students for successful careers and a lifetime of informed choices in the global food, fiber and natural resource systems. The Heritage FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.

FFA Colors

The official FFA colors are *National Blue* and *Corn Gold*. The blue was taken from the blue field of our nation's flag and the gold was taken from the golden fields of ripened corn.



The FFA Motto

Learning
to Do,

Doing
to Learn,

Earning
to Live,

Living
to Serve.

July

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 Livestock meeting @ 6	4	5	6	7
8	9	10	11 Heritage FFA Chapter Officer Retreat	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						2012

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
5	6 Freshman Orientation	7 Show Pig Practice @6-30pm	8 Junior & Senior Orientation Show Lamb & Goat Practice @6pm	9 Freshman Ag Orientation @6pm	10 Sophomore Orientation	11
12	13	14 Show Pig Practice @6-30pm	15 School Starts Show Lamb & Goat Practice @6pm	16 Sprint Day	17	18
19	20	21 Show Pig Practice @6-30pm	22 Show Lamb & Goat Practice @6pm	23 Chapter Meeting Ice Cream Social @6pm Sprint Day	24	25
26	27 (COM)	28 Show Pig Practice @6-30pm	29 Show Lamb & Goat Practice @6pm	30 Sprint Day	31	
						2012

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1		2 Show Pig Practice @ 6:30am	3 Show Lamb & Goat Practice @ 9pm	4 Sprint Day	5 SoCal Fair move in	6 SoCal Fair
7 SoCal Fair	8 SoCal Fair Swine Showmanship at SoCal Fair	9	10 SoCal Fair	11 SoCal Fair Sprint Day	12 SoCal Fair Rider Showmanship	13 SoCal Fair
14 SoCal Fair	15 SoCal Fair Ends • Columbus Day	16	17	18 Sprint Day	19	20 - R2 FFA Roster & Grad Follow Up due
21	22 R2's Due (COM)	23	24	25 Sprint Day	26	27
28	29 Chapter Mtg @ Lunch Halloween Party @ 6pm	30	31			

2012

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 No School - Labor Day	4 Show Pig Practice @ 6:30pm (COM)	5 Show Lamb & Goat Practice @ 9pm	6 Sprint Day	7	8 Riverside Section FFA Leadership Conference (Sun Jacanto) 9:00 AM
9	10	11 Riverside Section CATS & FFA Mtg (Heritage HS) 4:30 PM Show Pig Practice @ 6:30pm	12 Show Lamb & Goat Practice @ 9pm	13 Sprint Day	14	15 A Fair Judging Contest (Rancho FFA) 9:00 AM
16	17 (COM)	18 Greenhand Reception @ 5pm Show Pig Practice @ 6:30pm	19 Riverside Section FFA Volleyball (Jurupa) 4:00 PM Show Lamb & Goat Practice @ 9pm	20 Sprint Day	21	22 Grand Opening of ARC
23	24	25 Show Pig Practice @ 6:30pm	26 Riverside Section FFA OIC Contest (Norie Vista) 5:00 PM Show Lamb & Goat Practice @ 9pm	27 Sprint Day	28	29
30						

2012

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3 *ALL APPLICATIONS DUE FOR CHAPTER** Begin Canned Food Drive (COM)	4	5	6 *Riverside Section Job Interview (Norco) 4:00 PM Sprit Day	7	8
9	10	11 Advisors Gone	12	13 Sprit Day	14	15 *Heritage Cup Field Day
16	17 *State Degree and Proficiency Award Work Day Canned Food Drive Ends (COM)	18	19	20 Chapter Holiday Party @ 1pm Sprit Day	21 Holiday Break Begins No School *Delivering Trees	22
23	24 No School	25 No school *Christmas	26 No School	27 No School	28 No School	29
30	31 No School					

2012

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
4	5 (COM)	6	7	8 Sprit Day MFE/ALA Money Due To Chapter	9 Lunch Mtg & Tailgate Party	10
11	12 No School	13 MFE/ALA Registration due	14	15 *Greenhand Course (Heritage HS) Sprit Day	16	17 No School No Schooling Break Begins
18	19 No School	20 No School	21 No School	22 No School Thanksgiving	23 No School	24
25 Thanksgiving Break Ends (COM)	26 (COM)	27	28	29 Sprit Day	30	

2012

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
3	4 Start of Riverside Section FFA Project Competition (COM)	5	6	7 Spirit Day	8 * Mira Costa Field Day (tentative)	9 *Northern Vista Field Day
10	11 FFA Week *All Section Proficiency Apps due in Region Office (Pomona)	12 FFA Week	13 FFA Week Candy Creations Meeting	14 FFA Week Spirit Day	15 FFA Week	16
17	18 No School *Presidents Day	19 No School	20 No School	21 No School	22 No School	23
24	25 (COM)	26	27	28 *Riverside Section FFA Project Competition Banquet (Norco) 5:00 PM Spirit Day		

2013

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
6	7 No School	8 No School	9 No School	10 No School	11 No School	12
13	14 (COM)	15 *Riverside Section State Degree Proficiency & Star (Rubidoux) 4:00 PM	16	17 Spirit Day	18	19
20	21 No School Martin Luther King Jr's Day	22	23 Chapter Meeting @6pm	24 Spirit Day	25 *MFE/ALA Conference @ Ontario	26 *Riverside Section Manuscripts due (Perris HS)
27	28	29	30	31 *Riverside FFA Section Speech Contest @4pm Spirit Day		

2013

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
				Chapter Interviews Split Day		*Southern Region FFACATA Meeting (Pomona) *Pomona/MS Spec Field Day (CSU- Pomona) 7:30 AM
7	8	9	10	11	12	13
	(COM)		Chapter Speeches and Voting's	Livestock Meeting @6:30pm Split Day		
14	15	16	17	18	19	20
				* State FFA Leadership Finals (Fresno) Split Day		*State FFA Leadership Conference *Fresno FD & State Finals
21	22	23	24	25	26	27
*State FFA Leadership Conference	*State FFA Leadership Conference	*State FFA Leadership Conference		Split Day		
28	29	30				
	(COM)	*Riverside Section FFA Officer Screening (Hemet HS) 4:00 PM				

2013

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
					* State FFA Conference Registration due	
3	4	5	6	7	8	9
	(COM)	*Sacramento Leadership Experience (SLE) *Riverside Section Parti Pro Contest (Jurupa Valley) 4:30 PM	*SLE	*SLE Split Day	*SLE	*Warner Springs Field Day (Warner Springs HS) 9:00 AM
10	11	12	13	14	15	16
			Chapter Movie Night @7	*Riverside Section FFA Bowling (Perris) 4:00 PM Split Day		*Southern Region FFA State Degree & Proficiency Banquet (La Habra - Sonora) 1:00 PM
17	18	19	20	21	22	23
		*Riverside Section CATA & FFA Mig & COOP Quiz & Parti Pro (HS) 4:30 PM		Split Day	*Chapter Apps Due	*Southern Region Parti Pro Finals (CSU-Pomona) 10:00 AM
24	25	26	27	28	29	30
	Spring Break	Spring Break	Spring Break	Spring Break Speech Contest Finals (CSU- Pomona) 10:00 AM	Spring Break	
31						
*Easter						

2013

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
5 *State FFA Finals @ CP - SLO	6	7 *Riverside Section Officer Elections (Vincennes HS) 7:30 PM	8	9 *Riverside Section FFA Softball (Vincennes HS) 4:00 PM Spnt Day	10	11 *State FFA Finals @ CP - SLO
12	(COM)	14	15	16 Spnt Day	17 *American Degree App Due to Region	18
19	13 ***Chapter Banquet Planning (Tentative)	21	22	23 Spnt Day	24	25
26	20 ***Chapter Banquet (tentative)	28 No School Memorial Day	29	30 Spnt Day	31	

2013

June

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3 2 nd Payment of Livestock Money Due	4	5	6 Last Day Of School	7 Graduation	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

2013

Committee Goals, Objectives and Plans:

Student:

Swine Showmanship Committee

Student Head: Katie Holmquist

Committee Goals: This committee will teach students how to succeed in swine showmanship, care for a SAE project, create a feed study, weight ratio and a sense of responsibility.

Lamb Showmanship Committee

Student Head: Ashley Boucher

Committee Goals: This committee will teach students to successfully care for a SAE project, correctly groom and show a lamb, while learning useful responsibility techniques.

Goat Showmanship Committee

Student Head: Hannah Schoof

Committee Goals: This committee will teach students to properly groom and show a boer goat, learn the responsibility of owning an SAE project and have the responsibility of obtaining an animal.

Chapter:

Meeting Set Up Committee

Student Head: Anthony Rose & Gabe Moreno

Committee Goals: This committee will assure that all things needed for meetings are available prior to opening ceremonies and maintain order, while keeping the room comfortable.

Courtesy Corp Committee

Student Head: Jordan Archiegra

Committee Goals: This committee will maintain order, allow members to feel welcome and be informed on sign in.

CDE Team Committee

Specialty Animals

Student Head: Rainey Reedy

Committee Goals: This team will learn the skills it takes to become involved in or pursue a career in veterinary medicine.

Ornamental Horticulture

Student Head: Jessica Lopez

Committee Goals: This team will provide the skills to know types of plants and tools, and the skills to be involved in a horticulture department.

Vegetable Crop Identification

Student Head: Sergio Jimenez

Committee Goals: This team will allow students to identify vegetable crops, pests, and different types of diseases, allowing them to get a job in produce.

Public Speaking

Student Head: Cassidy Steenbock

Committee Goals: These teams will allow students to be comfortable speaking in front a group, speak clearly and be easily understood, and learn new facts about the FFA and agriculture which prepares students for the real world through job interview and prompts.

Recycled Can Drive Committee

Student Head: Jose Torres

Committee Goals: This committee allows all members to participate in helping fund the Menifee-Heritage FFA chapter to give students the opportunity to compete on teams and go on trips to conferences and field days.

Community:

Canned Food Drive Committee

Student Head: Chapter Officer Team

Committee Goals: This committee will help the community by providing an activity that all members can be involved with, while feeding families in the community that are involved in difficult times.

Christmas Tree Drive Committee

Student Head: Chapter Officer Team

Committee Goals: This committee provides Christmas trees to the community members that have difficulty providing this common attribute to the holiday season, and gives family's a sense of joy even when the times are tough.

Committee Membership

Swine Showmanship:

Chandler Reller
Tayler Bohannon
Katie Holmquist
Efrain Lopez
Liycee DeShazer
Kristen Martin
Jessica Lopez
Aneudy Dones
Amber Roberts
Eric Bradbury
Stephanie Reilly
Matilda Peyro
Cassidy Steenbock
Kaleb Dixon
Amber Cawley
Gabriel Moreno
Hannah Mayes
Jade Campbell
Leobardo Orepeza
Isaac Guerrero
Danielle Wright
Kyle Kusey
Skye Mayes
Rainey Reedy

Lamb Showmanship:

Ashley Boucher
Kelsey Clark
Rainey Reedy
Zonke Frazier

Meeting Set Up:

Anthony Rose
Gabe Moreno
Jose Torres
Sergio Jimenez
Andres Chavez
Parker Kennedy
Stephanie Reilly
Amber Cawley

Goat Showmanship:

Hannah Schoof
Jessica Lopez
Skye Mayes
Rainey Reedy
Cassidy Steenbock

Courtesy Corp:

Jordan Archiegra
Anthony Rose
Gabe Moreno
Zach Vineyard
David Nelson
Steven Bernardo
Andres Chavez
Madison Gilmore
Parker Kennedy

Teams:

Specialty Animals
Rainey Reedy
Katie Holmquist
Amber Roberts
Hannah Mayes
Chandler Reller
O.H.
Juan Hernandez
Jessica Lopez
Cassidy Steenbock
Vegetable ID
Stephanie Reilly
Ashley Boucher
Kelsey Clark
Sergio Jimenez
Jose Torres

Public Speaking:

Cassidy Steenbock
Hannah Mayes
Gabriel Moreno
Jessica Lopez
Rainey Reedy
Chandler Reller

Community Events:

All Chapter Members

2012-13 HERITAGE FFA CHAPTER CONSTITUTION

ARTICLE I – Name and Purposes

Section A

The name of this organization shall be the "Heritage Chapter of the Future Farmers of America" and the letters, "FFA" may be used to designate the chapter, its activities, or members thereof.

Section B

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

1. To develop competent and aggressive agricultural leadership.
2. To create and nurture a love of agricultural life.
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual occupational experience programs and establishment in agricultural careers.
6. To encourage members to improve the home and its surroundings.
7. To participate in worthy undertakings for the improvement of the industry of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in 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 Heritage Chapter of FFA is a chartered local unit of the California Association of Future Farmers of America which is chartered by the National FFA Organization.

Section B

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

ARTICLE III – Membership

Section A

Membership in this chapter shall be of three kinds: (1) Active; (2) Alumni; and (3) Honorary, as defined by the National FFA Constitution.

Section B

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

Section C

Honorary membership in this chapter shall be limited to 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 attend local chapter meetings with reasonable regularity.
2. They show an interest in, and take part in the affairs of the chapter.
3. Are properly affiliated with the state and national FFA organizations.

Section E

Names of applicants for membership shall be filed with the membership committee.

ARTICLE IV – Emblems

Section A

The emblem of the FFA shall be the emblem for the chapter.

Section B

Emblems used by the members shall be designated by the national organization of FFA.

ARTICLE V – Membership Degrees and Privileges

Section A

There shall be four grades of active membership in this chapter. These grades are: (1) The Greenhand FFA Degree, (2) The Chapter FFA Degree, (3) The State FFA Degree, and (4) The American FFA Degree.

All "Greenhands" are entitled to wear the regulation bronze emblem pin. All members holding the Degree of Chapter FFA are entitled to wear the silver emblem pin. All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section B

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

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

Section C

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

1. Must have the Degree of Greenhand and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instruction in vocational agriculture, have in operation an approved supervised farming, and/or other agricultural occupational experience program, and be regularly enrolled in a vocational agriculture class.
3. Be familiar with the purposes and programs of activities of the state association and national organization.
4. Be familiar with the provisions of the constitution of the local chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.
7. Must have earned by his/her own efforts from his/her supervised farming and/or other agricultural occupations program and deposited in a bank or otherwise productively invested at least \$150 or worked 100 hours on his/her SAE in excess of scheduled class time.

Section D

State FFA Degree. Minimum qualifications for election:

1. Qualifications for the State FFA Degree are those set forth in the Constitution of the State Association.

Section E

American FFA Degree. Minimum qualifications for election:

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

Section F

Special Committees 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, and Sentinel. The local Advisor shall be the teacher of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

- Section B Officers shall be elected semi-annually or annually by a majority vote of the members present at a regular meeting.
- Section C The officers of the chapter together with the chairmen in charge of the major sections of the annual program of activities shall constitute the Chapter Executive Committee. The Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or bylaws adopted from time to time.
- Section D Honorary members shall not vote nor shall they hold any office in the chapter except that of Advisor.
- Section E Chapter officers must hold the Chapter FFA Degree, except during the first year after the chapter is organized.

ARTICLE VII - Meetings

- Section A Regular chapter meetings shall be held once a month during the school year and once during the remaining months of the year at such time and place as is designated by the Chapter Executive Committee. Special meetings may be called at any time.
- Section B Standard meeting equipment shall be used at each meeting. All regular meetings shall open and close with the official ceremony. Parliamentary procedure shall be used in transacting all business at each meeting.
- Section C Delegates, as specified by the State Constitution, shall be elected annually from the active membership to represent the chapter at the State Leadership Conference. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the State.
- Section D A majority of the active members listed on the secretary's membership roll shall constitute a quorum, and a quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action.

ARTICLE VIII - Dues

- Section A Local dues in this chapter shall be fixed annually by a majority vote of the active members.
- Section B Full local, state, and national dues shall be paid by all active members.
- Section C No member shall be considered as active and in good standing unless he pays full local, state, and national FFA dues.

ARTICLE IX - Amendments

- Section A This constitution may be amended or changed at any regular chapter meeting by a two-thirds vote of the active members present providing it is not in conflict with the state association constitution or that of the National FFA Organization.
- Section B Bylaws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of either the state association or the national organization.



21. Recruitment

Recruitment School Visits

Orientation Night for incoming 9th graders is scheduled for Tuesday, March 3rd from 6:00 to 8:00 pm in the GYM.(4:00-7:00 collecting registration packets in Counseling Office).

Mountain Shadows Middle School

Wednesday, March 4th Presentation starts at 11:15 (Set-up reporting time is 10:30am)
Duration is about an hour long
Counselor is David Childs 928-3836 ext.2701 dchilds@nuview.k12.ca.us

Ethan A. Chase Middle School

Thursday, March 5th Presentation starts at 9:15am (Set-up reporting time is 8:30am)
Duration is about an hour long
Counselor is Karen Wuflestad 566-4400
Kwuflestad@romoland.k12.ca.us

Hans Christensen Middle School

Wednesday, March 11th
Presentation starts at 9:45 a.m. (Set-up reporting time is 9:00am)
Duration is about an hour long
Counselor is Dinora Mendoza 679-8356
dmendoza@menifeeUSD.org

Bell Mountain Middle School

Friday, March 13th
Presentation starts at 9:45 a.m. (Set-up reporting time is 9:00am)
Duration is about an hour long
Counselor is Rob Brown 301-8496 ext.106
robrown@menifeeUSD.org

Railway Elementary Tour of ARC

Tuesday, April 28th 8am to 12:30pm



Student Projects Include

- Market Beef*
- Dairy Heifers*
- Poultry*
- Market Goats
- Market Lambs
- Market Rabbits*
- Market Swine
- Market Turkeys
- Breeding Projects*

*Projects to come in the future.



Members have the opportunity to compete in events throughout the state of California designed to further their education and experience in the agriculture education program.



-Best Informed Greenhand



-Ornamental Horticulture



-Specialty Animals

-Vegetable Crop ID

-Public Speaking

-And so much more...



FFA conferences allow members to participate in general sessions, competitive events, educational tours, leadership workshops, career shows and expos, volunteer activities and much more.

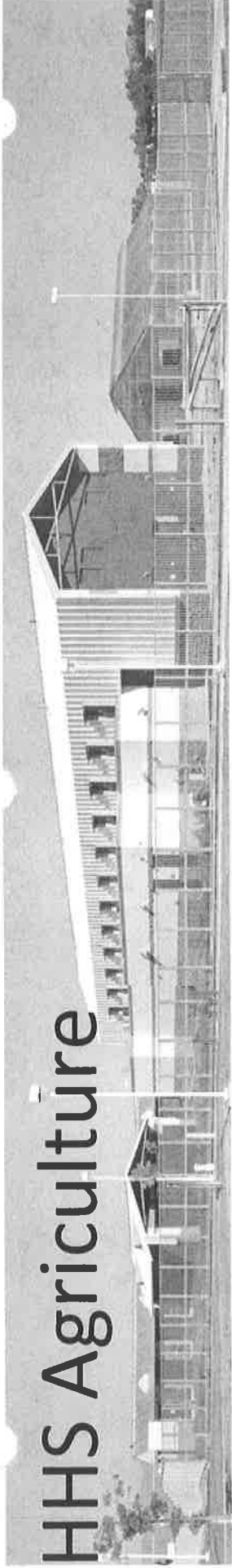
Heritage High School

Agriculture Education

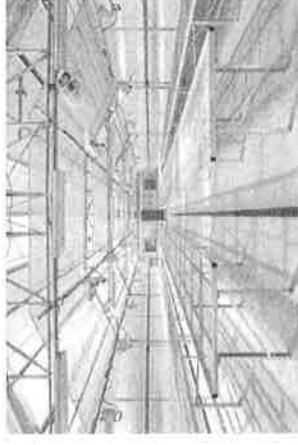
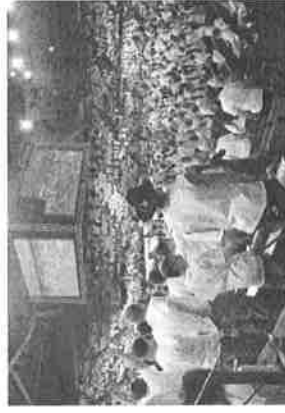
www.menifeeheritageffa.weebly.com



HHS Agriculture



- 9 different Courses (5 college prep UC/CSU approved **SCIENCE** Courses)
- 6 million dollar facility- Pigs, Goats, Lambs, Rabbits, Chickens, Turkeys, & Beef
- 620 members = 25% of school takes Ag
- Travel all over California to compete with our award winning and State ranked teams.
- Many leadership opportunities and Conferences
- Full livestock facilities: Pigs, goats, sheep, chickens, rabbits, caviar gardens and flowers.





Agriculture Education

- Largest chapter in Southern California and the ninth largest in state.
- Our chapter contains 617 members
- Classes offered are
 - Plant and Animal Science
 - Ag Biology
 - Ag Earth Science
 - Ag Government and Economics
 - Floral Design
 - Ag Leadership
- We also plan to have Ag Chemistry in the future

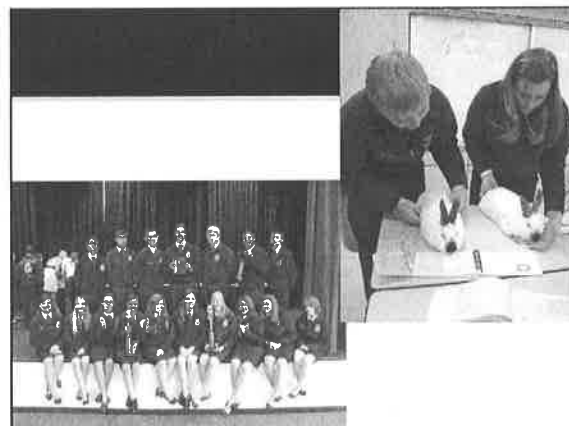


FFA Involvement

- Career Developing Events
 - Ornamental Horticulture
 - Specialty Animals
 - Vegetable Crop Identification
 - Cooperative Marketing
- Public Speaking
 - Prepared
 - Extemporaneous
 - Job Interview
 - Impromptu
 - Creed

FFA Involvement

- Our members attend leadership conferences so that they can build an even greater view on the agriculture industry and to develop leadership qualities.
- We attend many leadership Conferences like
 - Greenhand leadership Conference
 - Made For Excellence
 - Advanced Leadership Academy
 - Sacramento Leadership Conference
 - State Leadership Conference



Accomplishments

- Four person department of the year for Southern Region
- State Distinguished Service Award
- State Superior Chapter Award
- Top ten Career Development Events in the state
- State Finalist for Public Speaking
- State Proficiency Winner



Livestock

- Current Market Projects
 - 30 Swine, 5 Lambs, 7 Goats, 15 Turkeys, and 50 Chickens
- Future Market Projects
 - Cattle and Rabbits
- Current/Future Breeding Animals
 - 7 Sheep, 7 Goats, 7 Swine, Chickens, and Rabbits
- Note: Current numbers are with all animals being housed off-site.

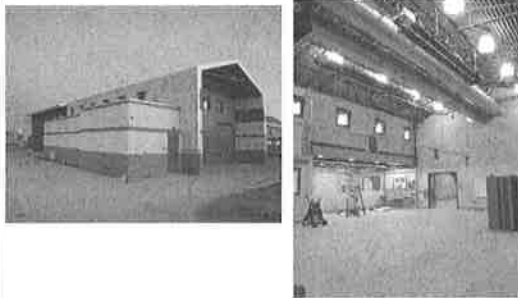
Livestock

- With these animals we are able to learn
 - Identification
 - Look at Genetics
 - Artificially inseminate
 - Birthing practices
 - Castration
 - Vaccination protocol
 - Dock tails
 - Deworm
 - Dehorn



...What Sets Heritage FFA Apart...

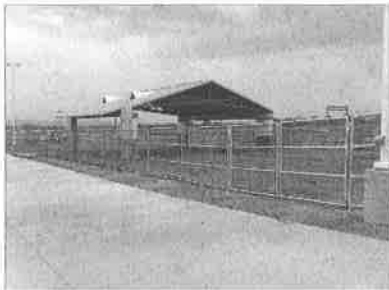
Agriculture Research Center



Swine Unit



Cattle Unit



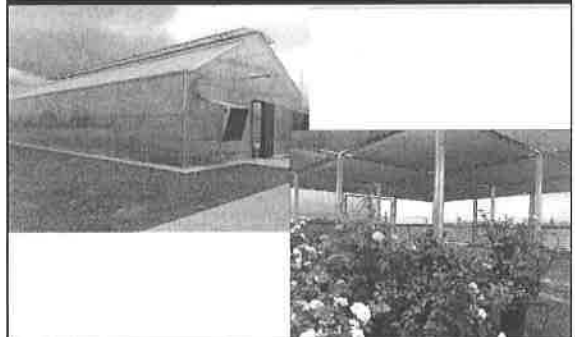
Rabbit Barn



Poultry Barn



Green and Shade Houses





What this program does for students...

- Make projects affordable for members
- Year-round breeding animals
- Hands on classroom instruction year-round
 - Identification, Genetics, Breeding, Birthing, and Vaccination
- Inform community about agriculture
 - Future elementary school visits
 - Local community fairs



HHS COUNSELORS (By student's Last Name)

- Coral Prendergast: A-Ga
- Ben Washburn: Ge-O
- Cheri Adame: P-Z
- Guadalupe Fierros: all students with IEP's
- Melina Gonzalez: AVID & ELD





Freshmen SUCCESS CAMP

- **Freshmen Success Camp: Date TBD** (More specific information and Permission Slip is included in your registration packet)
- **Student Orientation** (Class Assignments, check-out textbooks, Lunch Apps, Bus Pass info, Take yearbook & ID Photos) : **Date TBD**
Last Name A-L 7:45-10:30 am in GYM
Last Name M-Z 12:00 – 3:00 pm in GYM
- **First Day of School is August 11, 2014**

Link Crew

- This is our third year with Link Crew
- Link crew is a Freshman transition program
- Link Crew leaders (Juniors/Seniors) lead new students on orientation day and provide support throughout the school year.
- Link Crew leaders are trained to teach lessons in freshman classrooms at various times during the year.
- Link Crew Leaders also plan and organize social events for Freshmen




ATHLETICS by Administration

Boys	Girls
• Basketball	•Basketball
• Baseball	•Cheer
• Cross Country	•Cross Country
• Football	•Golf
• Golf	•Softball
• Soccer	•Soccer
• Tennis	•Tennis
• Track	•Track
• Volleyball	•Volleyball
• Wrestling	•Wrestling
• Swimming	•Swimming
• Water Polo (2014-2015)	•Water Polo (2014-2015)




Athletic Participation Requirements

- Completed athletic packet turned in including a current physical and medical insurance prior to participation
- 2.0 GPA
- Check with coaches for summer calendar
- Check school website for individual sport info www.hhs.puhsd.org
- Current game schedules at www.heritageathletics.us
- Facebook page (Heritage Patriot athletics)




HHS DISCIPLINE POLICY by Admin

- Attendance (4 tardies or 1 period truancy assigned to After School Detention)
- School ID's are required to be with you at all time!
- General Rules (No gum, No skateboards on school campus, No cell phones during classroom, No electronic devices, No permanent markers and No energy drinks)
- Dress Code (Heritage High School hats or college caps or solid red, white or blue hats; clothing should be school appropriate)




ELECTIVES 55 Credits

- Adv. Journalism
- Youth & Law (S)
- Criminology (S)
- Intro to Psychology (S)
- History of the West (S)
- Keyboarding (S)
- Computer applications (S)
- Intro to Engineering Design
- CTE Digital Photography
- CTE Video Productions
- Yearbook
- AVID (Must complete AVID app)
- Child Development
- PLUS Leadership
- ASB/Student Government



Heritage Student Clubs and Activities

- Art Club
- Ariens Club
- ASB
- AVID
- Band/Color Guard
- Book Club
- California Scholarship Federation
- Cancer Awareness Club
- Cheer
- Class of 2018
- Color Guard
- Dance Team
- Delta Dance Club
- Drama
- French Club
- Friday Night Live (FNL)
- Fritbee Club
- FFA
- GATE/AP Scholars
- Heritage Math
- Interact Club
- Intramural Club
- Key Club
- Latin Fusion Dance
- Mud Club
- National Honor Society
- Patriot Press
- Patriotic Robotics
- Polynesian Dance
- Spanish Club
- Speech and Debate
- Student Venture
- Yearbook




AVID by Justin Marquis

AVID is looking for students

- Have a 2.0 to 3.5 GPA
- Might be the first in their family to attend college
- Have state test scores that are average to above average
- May qualify for free/reduced lunch
- Attend school regularly
- Want to go to college


How to Join AVID at Heritage

- Complete the AVID Application
- Complete and return the Heritage High School Registration packet
- Attend AVID Interviews at your middle school in May
- Receive AVID notification letter in June
- See you in AUGUST!




Agriculture

- 9 different Courses (5 college prep UC/CSU approved SCIENCE Courses)
- 6 million dollar facility- Pigs, Goats, Lambs, Rabbits, Chickens, Turkeys, & Beef
- 620 members = 25% of school takes Ag
- Travel all over California to compete with our award winning and State ranked teams
- Many leadership opportunities and Conferences
- Full livestock facilities: Pigs, goats, sheep, chickens, rabbits, cavia gardens and flowers.



What is Robotics and FTC (FIRST Tech Challenge)

- A program that promotes the STEM pathway
- An opportunity to experience being an engineer
- Friendly competition with students from different schools
- A chance to challenge yourself and your creative capabilities
- Loads of FUN!!!!



Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>1. Course Title Agricultural Communication, Leadership, and Technology</p>	<p>9. Subject Area</p> <p><input type="checkbox"/> History/Social Science</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Language other than English</p> <p><input type="checkbox"/> Visual & Performing Arts</p> <p><input type="checkbox"/> College Prep Elective</p> <p><input checked="" type="checkbox"/> Other</p>
<p>2. Transcript Title / Abbreviation</p>	<p>10. Grade Level(s)</p> <p style="text-align: center;">7 8 9 <u>10</u> <u>11</u> <u>12</u></p>
<p>3. Transcript Course Code / Number</p>	
<p>5. Required for Graduation?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	
<p>6. Meets UC/CSU Requirements?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>11. Meets "Honors" Requirements?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>7. Meets "AP" Requirements?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>12. Unit Value / Length of Course</p> <p><input type="checkbox"/> 0.5 (half year or semester equivalent)</p> <p><input checked="" type="checkbox"/> 1.0 (one year equivalent)</p> <p><input type="checkbox"/> 2.0 (two year equivalent)</p> <p><input type="checkbox"/> Other: _____</p>
<p>8. Course Author</p> <p>Name: _____ Charlynn McNaul _____</p> <p>Date Submitted: <u>10/5/06</u></p>	

13. APPROVALS:

	Name/Signature	Date
Subject Area Council:	<u>NONE</u>	
Educational Planning Council:		
Board Approval:		

14. Pre-Requisites

Successful completion of any agriculture education course

15. Co-Requisites

None

16. Brief Course Description

This course is designed to give students the opportunity to learn how to improve their communication skills. It will also show them how to be a more effective leader. The use of technology will be an integral part of this project-based class. Students will receive training in the areas of communication skills, group processes, managerial skills, self-awareness, human relations, and the use of technology. Students will be expected to participate in one of the team Career Development Events and to participate in one of the individual Career Development Events sponsored by the FFA Organization. Students will also be expected to maintain a supervised agricultural experience program and to complete the vocational agricultural record book.

B. COURSE CONTENT

17. Course Goals and/or Major Student Outcomes

1. Students will understand the importance of effective communication.
2. Students will become proficient at writing and delivering a prepared speech.
3. Students will become proficient at job interviews.
4. Students will become proficient in the use of Parliamentary Procedure.
5. Students will demonstrate effective group/committee skills.
6. Students will learn the benefit of a portfolio.
7. Students will recognize the value of a supervised agriculture experience project.
8. Students will learn the benefit of the career development events offered through the FFA.
9. Students will learn the importance of positive work ethics and habits.
10. Students will learn basic business structures and employability skills.

18. Course Objectives

Objective	Standards (List Entire Standard)
1.1 Students will know the difference communication and leadership.	<p>ESLR 1a) Good citizens who demonstrate a respect for and an acceptance of differences between people.</p> <p>ESLR 1b) Good citizens who contribute their talents to improve the quality of life in their school, local, and global communities.</p>
1.2 Students will know the parts of the communication process.	<p>ESLR 1a) Good citizens who demonstrate a respect for and an acceptance of differences between people.</p> <p>ESLR 1b) Good citizens who contribute their talents to improve the quality of life in their school, local, and global communities.</p> <p>ESLR 3a) Effective communicators who work collaboratively with others diverse experiences and backgrounds.</p> <p>ESLR 3b) Effective Communicators who are able to convey and interpret messages using a variety of media.</p>
1.3 Students will understand that there are identifiable barriers to communication.	<p>ESLR 2 a) Critical Thinkers who apply problem-solving processes to real-life situations.</p> <p>ESLR 3a) Effective communicators who work collaboratively with others diverse experiences and backgrounds.</p>
1.4 Students will be able to identify various communication styles.	<p>ESLR 3b) Effective Communicators who are able to convey and interpret messages using a variety of media.</p>
1.5 Students will be able to write a plan to improve communication skills.	<p>ESLR 3a) Effective communicators who work collaboratively with others diverse experiences and backgrounds.</p> <p>ESLR 3b) Effective Communicators who are able to convey and interpret messages using a variety of media.</p>
1.6 Students will realize that non-verbal communication impacts group work.	<p>ESLR 2 a) Critical Thinkers who apply problem-solving processes to real-life situations.</p>
2.1 Students will write a persuasive speech.	<p>ESLR 2 a) Critical Thinkers who apply problem-solving processes to real-life situations.</p> <p>ESLR 2 c) Use resources effectively in pursuit of a given goal.</p> <p>ESLR 2 d) Apply the appropriate technology to solve problems.</p> <p>ESLR 3a) Effective communicators who work collaboratively with others diverse experiences and backgrounds.</p> <p>ESLR 4 b) Life-long Learners who Identify and acquire the skills necessary for the attainment of their goals.</p> <p>ESLR 4d) Life-long Learners who learn about and use</p>

	new technology.
2.2 Students will perform a six to eight minute oral speech.	ESLR 4d) Life-long Learners who learn about and use new technology.
3.1 Students will participate in a live job interview.	<p>ESLR 4 a) Life-long Learners who establish informed, responsible personal and professional goals.</p> <p>ESLR 4 b) Life-long Learners who identify and acquire the skills necessary for the attainment of their goals.</p> <p>CTE Foundation Standards 2.4 Listening and Speaking (2.3) Apply appropriate interviewing techniques: a. Prepare and ask relevant questions. b. Make notes of responses. c. Use language that conveys maturity, sensitivity, and respect. d. Respond correctly and effectively to questions. e. Demonstrate knowledge of the subject or organization. f. Compile and report responses. g. Evaluate the effectiveness of the interview</p> <p>7.0 Responsibility and Flexibility Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings: 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor. 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles. 7.3 Understand the need to adapt to varied roles and responsibilities. 7.4 Understand that individual actions can affect the larger community.</p>
4.1 Students will participate on a parliamentary procedure team.	ESLR 3a) Effective communicators who work collaboratively with others diverse experiences and backgrounds.
5.1 Students will participate in at least one committee each semester.	<p>ESLR 1a) Good citizens who demonstrate a respect for and an acceptance of differences between people.</p> <p>ESLR 1b) Good citizens who contribute their talents to improve the quality of life in their school, local, and global communities.</p> <p>ESLR 1c) Good citizens who demonstrate honesty and integrity in their work.</p> <p>CTE Foundation Standards 5.0 Problem Solving and Critical Thinking Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques: 5.1 Apply appropriate problem-solving strategies</p>

	<p>and critical thinking skills to work-related issues and tasks.</p> <p>5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.</p> <p>5.3 Use critical thinking skills to make informed decisions and solve problems.</p> <p>5.4 Understand how financial systems and tools are used to solve business problems.</p> <p>9.0 Leadership and Teamwork</p> <p>Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:</p> <p>9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.</p> <p>9.2 Understand the ways in which preprofessional associations, such as DECA (An Association of Marketing Students) and Future Business Leaders of America, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.</p> <p>9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.</p> <p>9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.</p> <p>9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and the attitudes and feelings of others.</p>
<p>6.1 Students will establish and update a portfolio.</p>	<p>ESLR 2 a) Critical Thinkers who apply problem-solving processes to real-life situations.</p> <p>ESLR 4 a) Life-long Learners who establish informed, responsible personal and professional goals.</p> <p>ESLR 4 b) Life-long Learners who Identify and acquire the skills necessary for the attainment of their goals.</p> <p>ESLR 4d) Life-long Learners who learn about and use new technology.</p>
<p>7.1 Students will establish and maintain an agricultural occupational experience program.</p>	<p>ESLR 2 c) Use resources effectively in pursuit of a given goal.</p> <p>ESLR 4 b) Life-long Learners who Identify and acquire the skills necessary for the attainment of their goals.</p>
<p>8.1 Students will learn the rules, scoring, and rationale for at least one FFA career development event.</p>	<p>ESLR 1b) Good citizens who contribute their talents to improve the quality of life in their school, local, and global communities.</p>

<p>9.1 Students will learn to attend class on a regular and punctual basis.</p>	<p>ESLR 1c) Good citizens who demonstrate honesty and integrity in their work.</p> <p>ESLR 2 a) Critical Thinkers who apply problem-solving processes to real-life situations.</p> <p>ESLR 4 a) Life-long Learners who establish informed, responsible personal and professional goals.</p> <p>ESLR 4 b) Life-long Learners who Identify and acquire the skills necessary for the attainment of their goals.</p> <p>ESLR 4d) Life-long Learners who learn about and use new technology.</p> <p>CCTE Foundation Standards 7.0 Responsibility and Flexibility Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings: 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor. 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles. 7.3 Understand the need to adapt to varied roles and responsibilities. 7.4 Understand that individual actions can affect the larger community.</p>
<p>9.2 Students will learn the meaning of the school district accepted work ethic terms.</p>	<p>ESLR 1a) Good citizens who demonstrate a respect for and an acceptance of differences between people.</p> <p>ESLR 1b) Good citizens who contribute their talents to improve the quality of life in their school, local, and global communities.</p> <p>ESLR 1c) Good citizens who demonstrate honesty and integrity in their work.</p> <p>ESLR 3a) Effective communicators who work collaboratively with others diverse experiences and backgrounds.</p> <p>ESLR 4 a) Life-long Learners who establish informed, responsible personal and professional goals.</p> <p>ESLR 4 b) Life-long Learners who Identify and acquire the skills necessary for the attainment of their goals.</p> <p>CCTE Foundation Standards 3.0 Career Planning and Management Students understand how to make effective decisions, use career information, and manage personal career plans: 3.1 Know the personal qualifications, interests,</p>

	<p>aptitudes, knowledge, and skills necessary to succeed in careers.</p> <p>3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.</p> <p>3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</p> <p>3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</p> <p>3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</p> <p>3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.</p>
<p>10.1 Students will learn basic principals of the private enterprise system.</p>	<p>ESLR 2 a) Critical Thinkers who apply problem-solving processes to real-life situations.</p> <p>ESLR 2 b) Analyze, interpret and evaluate concepts in a variety of contexts.</p> <p>ESLR 2 c) Use resources effectively in pursuit of a given goal.</p> <p>ESLR 3a) Effective communicators who work collaboratively with others diverse experiences and backgrounds.</p> <p>ESLR 4 a) Life-long Learners who establish informed, responsible personal and professional goals.</p> <p>ESLR 4 b) Life-long Learners who Identify and acquire the skills necessary for the attainment of their goals.</p> <p>3.0 Career Planning and Management Students understand how to make effective decisions, use career information, and manage personal career plans:</p> <p>3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.</p> <p>3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.</p> <p>3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</p> <p>3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</p> <p>3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</p> <p>3.6 Know important strategies for self-promotion</p>

	<p>in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.</p> <p>3.7 Explore career opportunities in business through such programs as virtual enterprise, work experience, and internships.</p>
10.2 Students will learn the extent of cooperative marketing in agribusiness.	ESLR 2 a) Critical Thinkers who apply problem-solving processes to real-life situations.
10.3 Students will learn the various classifications of cooperatives.	<p>ESLR 2 a) Critical Thinkers who apply problem-solving processes to real-life situations.</p> <p>ESLR 2 b) Analyze, interpret and evaluate concepts in a variety of contexts.</p>
10.4 Students will know how to organize and operate a cooperative.	<p>ESLR 2 a) Critical Thinkers who apply problem-solving processes to real-life situations.</p> <p>ESLR 2 b) Analyze, interpret and evaluate concepts in a variety of contexts.</p>
10.5 Students will learn about the laws that affect agriculture cooperatives.	<p>ESLR 2 a) Critical Thinkers who apply problem-solving processes to real-life situations.</p> <p>ESLR 2 b) Analyze, interpret and evaluate concepts in a variety of contexts.</p>

19. Course Outline

Outline	Standards (List Entire Standard)
<p>1.0 Students will understand the importance of effective communication.</p> <p>1.1 Students will know the difference between the difference between communication and leadership.</p> <p>1.1.1 Students will define leadership.</p> <p>1.1.2 Students will define communication.</p> <p>1.2 Students will know the parts of the communication process.</p> <p>1.2.1 Students will be able to list the parts of the communication process.</p> <p>1.2.2 Students will be able to define, channel, receiver, feedback and interference.</p> <p>1.2.3 Students will model the communication process and be able to distinguish the parts.</p> <p>1.3 Students will understand that there are identifiable barriers to communication.</p> <p>1.3.1 Students will model language barriers.</p> <p>1.3.2 Students will model interpersonal barriers.</p> <p>1.3.3 Students will model procedural barriers.</p> <p>1.4 Students will be able to identify various communication styles.</p> <p>1.4.1 Students will observe meetings/group work and identify the style of communication as: socializers, directors, thinkers, or relaters.</p> <p>1.5 Students will be able to write a plan to improve communication skills.</p> <p>1.5.1 Students will list effective listening skills.</p>	<p>ESLR 1a) Good citizens who demonstrate a respect for and an acceptance of differences between people.</p> <p>ESLR 1b) Good citizens who contribute their talents to improve the quality of life in their school, local, and global communities.</p> <p>ESLR 2 a) Critical Thinkers who apply problem-solving processes to real-life situations.</p> <p>ESLR 3a) Effective communicators who work collaboratively with others diverse experiences and backgrounds.</p> <p>ESLR 3b) Effective Communicators who are able to convey and interpret messages using a variety of media.</p>

<p>1.5.2 Students will list effective reading skills.</p> <p>1.5.3 Students will list effective speaking skills.</p> <p>1.6 Students will realize that non-verbal communication impacts groups work.</p> <p>1.6.1 Students will be able to list positive and negative body language.</p>	
<p>2.0 Students will become proficient at writing delivering a prepared speech.</p> <p>2.1 Students will write a persuasive speech.</p> <p>2.1.1 Students will use correct format for a written speech.</p> <p>2.1.2 Students will have at least four sources, two must be from the Internet.</p> <p>2.1.3 Students will type the speech using a word processor or computer.</p> <p>2.1.4 Students will critique peer speeches.</p> <p>2.2 Students will perform a six to eight oral minute speech.</p> <p>2.2.1 Students will memorize and recite their speech.</p> <p>2.2.2 Students will critique their speech after viewing it on video.</p> <p>2.2.3 Students will critique peers speeches.</p> <p>2.2.4 Students will use at least form of current technology in the presentation of the speech.</p>	<p>ESLR 2 a) Critical Thinkers who apply problem-solving processes to real-life situations.</p> <p>ESLR 2 c) Use resources effectively in pursuit of a given goal.</p> <p>ESLR 2 d) Apply the appropriate technology to solve problems.</p> <p>ESLR 3a) Effective communicators who work collaboratively with others diverse experiences and backgrounds.</p> <p>ESLR 4 b) Life-long Learners who Identify and acquire the skills necessary for the attainment of their goals.</p> <p>ESLR 4d) Life-long Learners who learn about and use new technology.</p>

<p>3.0 Students will become proficient at job interviews.</p> <p>3.1 Students will participate in a live job interview.</p> <p>3.1.1 Students will learn to and demonstrate appropriate dress.</p> <p>3.1.2 Students will have typed resume.</p> <p>3.1.3 Students will have two letters of recommendations.</p> <p>3.1.4 Students will have a typed letter of introduction.</p> <p>3.1.5 Students will critique their interview after viewing it on video.</p> <p>3.1.6 Students will critique their peers.</p>	<p>ESLR 4 a) Life-long Learners who establish informed, responsible personal and professional goals.</p> <p>ESLR 4 b) Life-long Learners who Identify and acquire the skills necessary for the attainment of their goals.</p> <p>CCTE Foundation Standards 7.0 Responsibility and Flexibility Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings: 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor. 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles. 7.3 Understand the need to adapt to varied roles and responsibilities. 7.4 Understand that individual actions can affect the larger community.</p>
<p>4.0 Students will become proficient in the use of parliamentary procedure.</p> <p>4.1 Students will participate on a parliamentary procedure team.</p> <p>4.1.1 Students will demonstrate the use of at least ten common parliamentary procedures.</p> <p>4.1.2 Students will critique their peers.</p>	<p>ESLR 3a) Effective communicators who work collaboratively with others diverse experiences and backgrounds.</p> <p>ESLR 3b) Effective Communicators who are able to convey and interpret messages using a variety of media.</p>
<p>5.0 Students will demonstrate effective group/committee skills.</p> <p>5.1 Students will participate in at least one committee each semester.</p> <p>5.1.1 Students will complete assigned duties within deadlines.</p> <p>5.1.2 Students will serve as chair for portion of the</p>	<p>ESLR 1a) Good citizens who demonstrate a respect for and an acceptance of differences between people.</p> <p>ESLR 1b) Good citizens who contribute their talents to improve the quality of life in their school, local, and global communities.</p> <p>ESLR 1c) Good citizens who demonstrate honesty and integrity in their work.</p> <p>CCTE Foundation Standards 5.0 Problem Solving and Critical Thinking Students understand how to create alternative</p>

<p>committee.</p> <p>5.1.3 Students will critique their own work.</p> <p>5.1.4 Students will critique their peers.</p> <p>5.1.5 Students will review the chapter FFA constitution and budget and make recommendations.</p> <p>5.1.6 Students will solve problems/challenges using accepted problem solving methods.</p>	<p>solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:</p> <p>5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.</p> <p>5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.</p> <p>5.3 Use critical thinking skills to make informed decisions and solve problems.</p> <p>5.4 Understand how financial systems and tools are used to solve business problems.</p> <p>9.0 Leadership and Teamwork Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:</p> <p>9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.</p> <p>9.2 Understand the ways in which preprofessional associations, such as DECA (An Association of Marketing Students) and Future Business Leaders of America, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.</p> <p>9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.</p> <p>9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.</p> <p>9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and the attitudes and feelings of others.</p>
<p>6.0 Students will learn the benefits of a portfolio.</p> <p>6.1 Students will establish and update a portfolio.</p> <p>6.1.1 Students will maintain the California Vocation Computerized Record Book.</p> <p>6.1.2 Students will have a clip of their speech presentation in the portfolio.</p> <p>6.1.3 Students will have a</p>	<p>ESLR 2 a) Critical Thinkers who apply problem-solving processes to real-life situations.</p> <p>ESLR 4 a) Life-long Learners who establish informed, responsible personal and professional goals.</p> <p>ESLR 4 b) Life-long Learners who Identify and acquire the skills necessary for the attainment of their goals.</p> <p>ESLR 4d) Life-long Learners who learn about and use new technology.</p>

<p>speech in their portfolio.</p> <p>6.1.4 Students will include a resume, letter of introduction, letters of recommendation, and a completed college or job application.</p> <p>6.1.5 Students will include a completed FFA Degree application.</p>	
<p>7.0 Students will recognize the value of a supervised occupational experience program.</p> <p>7.1 Students will establish and maintain and agricultural occupational experience program.</p> <p>7.1.1 Students will advance toward the next FFA degree level.</p> <p>7.1.2 Students will maintain a California Vocational Record Book.</p> <p>7.1.3 Students will contact a business within their career choice and either job shadow or complete a career survey.</p>	<p>ESLR 2 c) Use resources effectively in pursuit of a given goal.</p> <p>ESLR 4 b) Life-long Learners who Identify and acquire the skills necessary for the attainment of their goals.</p>
<p>8.0 Students will learn the benefits of the career development events offered through the FFA.</p> <p>8.1 Students will learn the rules, scoring, and rationale for at least one FFA career development event.</p> <p>8.1.1 Students will learn the rules of a career development of their choice.</p> <p>8.1.2 Students will compete in a career development event of their choice.</p> <p>8.1.3 Students will train a peer on how to compete in a career development event of their choice.</p>	<p>ESLR 1b) Good citizens who contribute their talents to improve the quality of life in their school, local, and global communities.</p>

<p>9.0 Students will learn the importance of positive work ethics and habits.</p>	<p>ESLR 1a) Good citizens who demonstrate a respect for and an acceptance of differences between people.</p>
<p>9.1 Students will learn to attend class on a regular and punctual basis.</p>	<p>ESLR 1b) Good citizens who contribute their talents to improve the quality of life in their school, local, and global communities.</p>
<p>9.1.1 Students will set up a review committee to grade their peers based upon attendance and punctuality.</p>	<p>ESLR 1c) Good citizens who demonstrate honesty and integrity in their work.</p>
<p>9.1.2 Students will call and leave a voice mail message describing why they will be absent.</p>	<p>ESLR 2 a) Critical Thinkers who apply problem-solving processes to real-life situations.</p>
<p>9.2 Students will learn the meaning of the school district accepted work ethic terms.</p>	<p>ESLR 3a) Effective communicators who work collaboratively with others diverse experiences and backgrounds.</p>
<p>9.2.1 Students will be able to define and demonstrate trustworthy actions.</p>	<p>ESLR 3b) Effective Communicators who are able to convey and interpret messages using a variety of media.</p>
<p>9.2.2 Students will be able to define and demonstrate respectful actions.</p>	<p>ESLR 4 a) Life-long Learners who establish informed, responsible personal and professional goals.</p>
<p>9.2.3 Students will be able to define and demonstrate fair actions.</p>	<p>ESLR 4 b) Life-long Learners who identify and acquire the skills necessary for the attainment of their goals.</p>
<p>9.2.4 Students will be able to define and demonstrate responsible actions.</p>	<p>ESLR 4d) Life-long Learners who learn about and use new technology.</p>
	<p>CCTE Foundation Standards 3.0 Career Planning and Management Students understand how to make effective decisions, use career information, and manage personal career plans: 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers. 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure. 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options. 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society. 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning. 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio. 3.7 Explore career opportunities in business through such programs as virtual enterprise,</p>

	<p>work experience, and internships.</p> <p>7.0 Responsibility and Flexibility Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:</p> <p>7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.</p> <p>7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.</p> <p>7.3 Understand the need to adapt to varied roles and responsibilities.</p> <p>7.4 Understand that individual actions can affect the larger community.</p>
<p>10.0 Students will learn basic business structures and employability skills.</p> <p>10.1 Students will learn the basic principals of the private enterprise system.</p> <p>10.1.1 Students will describe the types of businesses according to ownership.</p> <p>10.1.2 Students will be able to give examples of the scope and importance of agriculture and agribusiness in the US.</p> <p>10.2 Students will learn the extent of cooperative marketing in agribusiness.</p> <p>10.2.1 Students will list four advantages of cooperative marketing.</p> <p>10.2.2 Students will describe a cooperative and how it works.</p> <p>10.2.3 Students will describe the basic beginning of cooperative marketing in agriculture in the US.</p> <p>10.3 Students will learn the various classifications of cooperatives.</p> <p>10.3.1 Students will classify cooperatives based upon their characteristics.</p> <p>10.3.2 Students will discuss the relation of membership</p>	<p>ESLR 2 a) Critical Thinkers who apply problem-solving processes to real-life situations.</p> <p>ESLR 2 b) Critical Thinkers who analyze, interpret and evaluate concepts in a variety of contexts.</p> <p>ESLR 2 c) Critical Thinkers who use resources effectively in pursuit of a given goal.</p> <p>ESLR 3a) Effective communicators who work collaboratively with others diverse experiences and backgrounds.</p> <p>ESLR 4 a) Life-long Learners who establish informed, responsible personal and professional goals.</p> <p>ESLR 4 b) Life-long Learners who Identify and acquire the skills necessary for the attainment of their goals.</p> <p>CCTE Foundation Standards 3.0 Career Planning and Management Students understand how to make effective decisions, use career information, and manage personal career plans:</p> <p>3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.</p> <p>3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.</p> <p>3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</p> <p>3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</p> <p>3.5 Understand the past, present, and future trends that affect careers, such as technological</p>

	structures to the business structure of cooperatives.	developments and societal trends, and the resulting need for lifelong learning.
10.3.3	Students will distinguish centralized from federated cooperatives.	3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.
10.3.4	Students will list and describe the four categories of cooperatives.	3.7 Explore career opportunities in business through such programs as virtual enterprise, work experience, and internships.
		4.0 Technology
10.4	Students will know how to organize and operate a cooperative.	Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:
10.4.1	Students will explain the ownership and control principals of cooperatives.	4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
10.4.2	Students will explain revolving capital funds and show how they work.	4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
10.4.3	Students will explain pooling and show how it works.	4.3 Understand the influence of current and emerging technology on selected segments of the economy.
10.4.4	Students will explain patronage refunds and progress payments.	4.4 Understand effective technologies used in Web site development and the Internet.
		4.5 Know procedures for maintaining secure information, preventing loss, and reducing risk.
		6.0 Health and Safety
10.5	Students will learn about laws that affect agriculture cooperatives.	Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:
10.5.1	Students will detail the significance of the Capper-Volstead Act.	6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
10.5.2	Students will prepare a work ethic survey to be completed by a potential employer	6.2 Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
		6.3 Understand the environmental and ergonomic risks associated with the use of business equipment and the financial impact of an unsafe work environment.
		7.0 Responsibility and Flexibility
		Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:
		7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
		7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
		7.3 Understand the need to adapt to varied roles and responsibilities.

	<p>7.4 Understand that individual actions can affect the larger community.</p> <p>8.0 Ethics and Legal Responsibilities Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:</p> <p>8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.</p> <p>8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.</p> <p>8.3 Understand the role of personal integrity and ethical behavior in the workplace.</p> <p>8.4 Understand major local, state, and federal laws and regulations that affect business as well as the procedural requirements necessary for compliance.</p> <p>8.5 Know how to design systems and applications to allow access to all users.</p>

19. Course Outline (continued)

Outline	Standards (List Standard #)

20. Texts & Supplemental Instructional Materials

Basic Text: Leadership: Personal Development and Career Success, Cliff Ricketts, Delmar Publishers, 2003.

Supplemental Material: State of California Core Curriculum

Official FFA Manual

Roberts Rule of Order

21. Key Assignments

1. Students will keep a journal of the daily opportunities they have to influence the lives of others.
2. Students will arrange a career visit and interview a person about the impact that influence between employer and employee can have in the work place.
3. Students will plan and carry out a Supervised Agriculture Experience Project.
4. Students will lead a group discussion.
5. Students will compete in the FFA Prepared Public Speaking Contest.
6. Students will compete in the FFA Extemporaneous Public Speaking Contest.
7. Students will plan, prepare, and conduct an effective meeting.
8. Students will compete in the FFA Parliamentary Procedure Contest.
9. Students will present numerous speeches in and outside of the classroom.
10. Students will participate in at least one job interview.

22. Instructional Methods and/or Strategies

Students will have a hands-on approach to learning, where they will actually learn by doing.


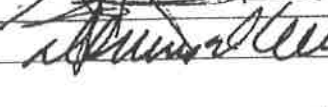


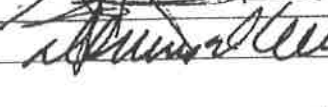


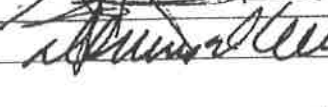

23. Assessment Methods and/or Tools

Demonstrating the class learning objectives will assess student learning. Written as well as oral examinations will also assess student learning.

Perris Union High School District

Course of Study

A. COURSE INFORMATION

<p>1. Course Title Agricultural Earth & Physical Science</p>	<p>9. Subject Area</p> <p><input type="checkbox"/> History/Social Science</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Mathematics</p> <p><input checked="" type="checkbox"/> Science</p> <p><input type="checkbox"/> Language other than English</p> <p><input type="checkbox"/> Visual & Performing Arts</p> <p><input type="checkbox"/> College Prep Elective</p> <p><input type="checkbox"/> Other</p>												
<p>2. Transcript Title / Abbreviation Ag Earth & PhySci</p>													
<p>3. Transcript Course Code / Number 429</p>													
<p>5. Required for Graduation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>													
<p>6. Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>													
<p>7. Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>10. Grade Level(s)</p> <p style="text-align: center;">7 8 9 10X 11X 12X</p>												
<p>8. Course Author Name: Chris Maddalena Date Submitted: November 4, 2003</p>	<p>11. Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>												
<p>12. Unit Value / Length of Course</p> <p><input type="checkbox"/> 0.5 (half year or semester equivalent)</p> <p><input checked="" type="checkbox"/> 1.0 (one year equivalent)</p> <p><input type="checkbox"/> 2.0 (two year equivalent)</p> <p><input type="checkbox"/> Other: _____</p>													
<p>13. APPROVALS:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%; text-align: center;">Name/Signature</th> <th style="width: 35%; text-align: center;">Date</th> </tr> </thead> <tbody> <tr> <td>Subject Area Council:</td> <td style="text-align: center;"></td> <td style="text-align: center;">10-7-03</td> </tr> <tr> <td>Educational Planning Council:</td> <td style="text-align: center;"></td> <td style="text-align: center;">1-8-04</td> </tr> <tr> <td>Board Approval:</td> <td style="text-align: center;"></td> <td style="text-align: center;">2/18/04</td> </tr> </tbody> </table>			Name/Signature	Date	Subject Area Council:		10-7-03	Educational Planning Council:		1-8-04	Board Approval:		2/18/04
	Name/Signature	Date											
Subject Area Council:		10-7-03											
Educational Planning Council:		1-8-04											
Board Approval:		2/18/04											

14. Pre-Requisites

Successful completion (C or better) of Plant and Animal Physiology
and
Completion of Algebra 1

15. Co-Requisites

Algebra 1

16. Brief Course Description

Agriculture Earth and Physical Science is a course designed to develop a scientific viewpoint in students and provide each student with a background in earth and physical science as it relates to agriculture. During the year, students will study the earth and physical sciences including chemistry, forces, work, energy, alternative energy sources, weather, climate, geology, astronomy, and oceanography. Students will be participating regularly in both lab and lecture situations. Homework will include reading, writing, lab reports and field studies. In addition students will be involved in many interdisciplinary connections including Algebra 1 with equations, geography with earth sciences, and English with presenting, speaking, and technical reading and writing.

19. Course Goals and/or Major Student Outcomes

1. Investigate scientific phenomena at various levels of complexity and magnitude. Key concepts will include: Scientific method, laws, theories, lab and safety equipment, structure of the atom, and scale and structure.
2. Develop an awareness of the interrelationship of California's agriculture, natural resources, technology and society on the local, state, national, and international levels and students will be able to discuss the economic impact of these associations.
3. Recognize the traits of effective leaders and participate in leadership activities associated with the FFA including public speaking, leading group discussions, working within a committee, conducting business meetings and problem solving.
4. Complete the California Agriculture Record Book that pertains to students' Supervised Practical Experience program and explain the consequences of inaccurate records while they manage a SPE thus enabling them to develop occupational skills.
5. Relate the importance of technology, computer literacy and technical reading and writing as it pertains to instruction, agriculture science and record keeping and be able to discuss the advantages and disadvantages of using technology as a tool.
6. Investigate the earth's atmosphere and various phenomena of patterns of ongoing change.
7. Define a system, identify its parts and explain its interactions with other systems. Key concepts include: matter and energy, changes in cycles of the atmosphere, rocks, water, and oceans.
8. Create physical, conceptual, and mathematical models to show how things work. Key concepts will include: Scientific method, atomic structure, and changes in matter and energy.
9. Predict and analyze patterns of change in a variety of scientific events. Key concepts include: atomic structure, energy forms, matter and energy changes and scale and structure.

20. Course Objectives

- A. Students will apply the scientific method to solve a problem.
- B. Students will design an experiment and articulate a conclusion.
- C. Students will demonstrate safe lab practices and care of equipment.
- D. Students will write lab reports and present them to class.
- E. Students will diagram an atom using the Bohr model.
- F. Students will identify elements utilizing their properties and characteristics.
- G. Students will depict the relationship between the state of matter and matter.
- H. Students will balance chemical equations.
- I. Students will utilize ph paper to test solutions and identify acids and bases.
- J. Students will solve equations using $v=d/t$ to arrive at velocity, distance, or time.
- K. Students will solve equations using $F=ma$ to calculate force, mass, or acceleration.
- L. Students will diagram the transfer of heat energy to mechanical energy.
- M. Students will simulate the direction of an object's motion with respect to momentum.
- N. Students will develop models showing the relationship between force, work and power.
- O. Students will represent graphically how plate tectonics drives the earth's process.
- P. Students will draw, label, and interpret the "Ring of Fire".
- Q. Students will collect samples and interpret the rock cycle and various rock types.
- R. Students will identify minerals.
- S. Students will classify soils.
- T. Students will trace the path of energy as solar radiation.
- U. Students will chart weather tidal influences and predict climactic changes.
- V. Students will label and describe parts of the sun, planets and solar system.
- W. Students will lead a meeting, class discussion and group activity.
- X. Students will sketch California's natural resource base and relate its productive capabilities.
- Y. Students will keep accurate records of field visits labs, and SAE's.
- Z. Students will complete science research including agriculture and career investigations.

21. Course Outline

1. **Physical/Earth Science basics.**
 - a. **Science and the scientific method.**
 - b. **Lab safety.**
 - c. **Measurement.**
 - d. **Graphing.**

2. **Agriculture, Society and Technology.**
 - a. **Local, State, National, International Agriculture.**
 - b. **Technology in Agriculture science.**

3. **Leadership and record keeping.**
 - a. **FFA.**
 - b. **SAE.**
 - c. **California Agriculture Record Book.**

4. **Energy and Motion.**
 - a. **Moving objects.**
 - b. **Acceleration and motion.**
 - c. **Energy.**
 - d. **Forces.**
 - e. **Energy conservation.**
 - f. **Agriculture contributions.**

5. **The Nature of Matter.**
 - a. **Solids, liquids, and gases.**
 - b. **Classification of matter.**
 - c. **Atomic structure.**
 - d. **Chemical bonds.**
 - e. **Agricultural Biochemistry.**

6. **Interactions of Matter.**
 - a. **Solutions.**
 - b. **Chemical reactions.**
 - c. **Radioactivity/Nuclear Reactions.**
 - d. **Agriculture/Commercial chemistry applications.**

7. **Earth's History**
 - a. **Fossils.**
 - b. **Extinction of Dinosaurs.**
 - c. **Relative and absolute ages of rocks.**
 - d. **Evolution and geological time.**
 - e. **Present day rapid extinctions.**
 - f. **Early earth history.**
 - g. **Middle and recent earth history.**
 - h. **Environmental problems/solutions.**
 - i. **Agriculture practices world wide.**

8. Earth Materials.

- a. What is a mineral?
- b. Mineral identification.
- c. Uses of minerals.
- d. Rock cycle.
- e. Types of rocks.
- f. Weathering.
- g. Soil types.
- h. Soil loss (erosion).
- i. Soil management/conservation.

9. Weather and Climate.

- a. Earth's atmosphere.
- b. Ozone.
- c. Energy from the sun.
- d. Air movement.
- e. Differentiating climate and weather.
- f. Weather patterns.
- g. Forecasting.
- h. Global warming.
- i. Origin and composition.
- j. Ocean currents.
- k. Ocean waves and tides.
- l. Tapping tidal energy.
- m. Shorelines.
- n. Sea floor.
- o. Season's growing degree days.
- p. Frost protection-inversions, heat concept.
- q. Zones, temperate, tropical, polar.
- r. Natural vegetation vs. agricultural use.
- s. Factors affecting climate.
- t. Surface features and their relationship to climate.

10. Earth Processes.

- a. Structure of the earth.
- b. Science and new ideas.
- c. Continental drift.
- d. Plate tectonics.
- e. Earthquake information.
- f. Destruction by earthquakes.
- g. Living on a fault.
- h. Volcanoes and plate tectonics.

- i. Geothermal Energy from volcanoes.**
- j. Eruptions and forms of volcanoes.**
- k. Volcanic features.**
- l. Contour maps.**

11. Astronomy.

- a. Stars and galaxies.**
- b. Spaceship earth concept.**
- c. Ecology.**
- d. Ag Policy.**
- e. Chemicals.**

22. Texts & Supplemental Instructional Materials

Holt, Rhinehart & Winston, Modern Earth Science, 1998, ISBN# 0-03-050609-3

Cooper, E.L. , Burton L.D., Agriscience Fundamentals & Applications,

3rd Edition, 2002, Delmar ISBN # 0-7668-1664-8

Hewitt, Suchocki, Hewitt, Conceptual Physical Science, Second Edition, 1999

ISBN # 0-321-00191-5

California Agriculture Record Book

Videos

Teacher selected worksheets and study guides.

23. Key Assignments

Laboratory Experiences:

- a. Scientific Method.
- b. Home Metrics.
- c. Measuring Density.
- d. Measuring Tools.
- e. Displacement Lab.
- f. Metric Mass lab.
- g. Water laboratory.
- h. Measuring Electrical Energy.
- i. Velocity and Momentum.
- j. Electric Currents.
- k. Vibration Lab.
- l. Energy to Melt Ice.
- m. Candle Changing States.
- n. Properties of Matter.
- o. Atom Model Lab.
- p. Balancing Chemical Equations.
- q. Fertilizer Tag Lab.
- r. Acid/base Lab.
- s. Earth Movements- Dating rocks.
- t. Differences in Species Lab.
- u. Rock and Mineral Identification.
- v. Effects of Erosion.
- w. Soil Infiltration, Water Holding Capacity.
- x. Soil Testing, pH
- y. Growing Seasons Lab.
- z. Weather and Climate Charting.
- aa. Earth Layers Lab.
- bb. Plate Tectonics Lab.
- cc. Mapping Lab.
- dd. Orbits and Gravitational Pull.

24. Instructional Methods and/or Strategies

1. Lecture and class discussion.
2. Cooperative work at lab stations.
3. Field studies with accompanying journals.
4. Guest Speakers.
5. Written and oral reporting skills.
6. Technical reading and writing assignments.
7. Use of Technology and equipment.

25. Assessment Methods and/or Tools

1. **Written Exams.**
2. **Quizzes.**
3. **Laboratory Investigations.**
4. **Research Projects.**
5. **Class Work.**
6. **Homework.**
7. **Notebook.**

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

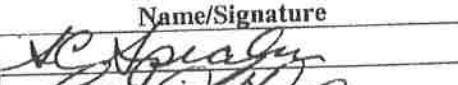


28. History of Course Development (optional)

Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>1. Course Title: Agriculture Chemistry</p>	<p>8a. Subject Area</p> <p><input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other _____</p>
<p>2. Transcript Title / Abbreviation: Ag Chemistry</p>	<p>Is this course classified as a Career Technical Education: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If CTE: Name of Industry Sector: <u>Agriculture & Natural Resources</u> Name of Career Pathway: <u>Agriscience</u></p>
<p>3. Transcript Course Code / Number: 428</p>	<p>8b. Credential required to teach this course:</p> <p style="text-align: center;"><u>AGRICULTURE</u> (To be completed by H.R. only)</p> <p><u>Carmen Meyer</u> <u>3/21/11</u> Signature date</p>
<p>4. Required for Graduation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>9. Grade Level(s)</p> <p style="text-align: center;">7 8 9 10 <u>11</u> 12</p>
<p>5. Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Was this course previously approved by UC? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>10. Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>6. Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>11. Unit Value / Length of Course</p> <p><input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____</p>
<p>7. Course Author/Contact: First Name: <u>Aaron</u> Last Name: <u>Nering</u> Position/Title: <u>Teacher - Perris High School</u> Phone #: <u>(951) 657-2171 ext.:5509</u> Email: <u>aaron.nering@puhsd.org</u> Date Submitted: <u>2/13/2010</u></p>	

12. APPROVALS:

	Name/Signature	Date
Subject Area Council:		3/21/11
Educational Planning Council:		4/7/11
Board Approval:		5-26-11

13. Pre-Requisites

Completion of Algebra 1 with a "C" or better

Completion of Plant & Animal Science & Agricultural Biology with a "B" or better

Completion of Agriculture Earth Science with a "B" or better in order to take Ag Chemistry as a senior

14. Co-Requisites

15. Brief Course Description

Agriculture Chemistry is a laboratory science course designed for the college bound student with career interest in agriculture. Students will be involved in hands on laboratory study and receive in-depth look at various concepts in chemistry including: chemistry and its relationship to agriculture, matter and energy, the periodic table, bonding, chemical reactions, moles, gases and gas levels.

B. COURSE CONTENT

16. Course Purpose:

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes.
Note: More specificity than a simple recitation of the State Standards is needed.

Chemistry is one of the building blocks upon which our technological society is based. An adequate understanding of the chemical nature of matter is necessary for students to continue to develop into contributing members of our society. Chemistry is intended to provide an introductory foundation for those who intend to continue their study of chemistry and/or for those students who intend to study in related scientific, medical, and agriculture fields. It is also intended to meet the needs of those students whose interest lies in other fields of study but require knowledge of chemistry to function in that capacity. All students will be members of the FFA (Future Farmers of America) and maintain an active SAE (supervised agricultural experience) project.

17. Course Outline

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

- Students will know how to relate the position of an element in the periodic table to its atomic number and atomic mass.
- Students will know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trend in ionizing energy, electro-negativity, and the relative size of ions and atoms.
- Students will know how to use the periodic table to determine the number of electrons available for bonding.
- Students will know the nucleus of the atom is much smaller than the atom yet contains most of its mass.
- Students will know how to relate the position of an element in the periodic table to its quantum electron configuration and to its reactivity with other elements in the table.
- Students will know atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.
- Students will know chemical bonds between atoms in molecules such as H₂, CH₄, NH₃, H₂CCH₂, N₂, Cl₂ and many large biological molecules are covalent.
- Students will know salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together ions held together by electrostatic attraction.
- Students will know the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.
- Students will know how electro-negativity and ionization energy relate to bond formation.
- Students will know how to identify solids and liquids held together by Van der Waals forces or hydrogen bonding and relate these forces to volatility and boiling/melting point temperatures.
- Students will know how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure.
- Students will know how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.
- Students will know how to calculate percent yield in a chemical reaction.
- Students will know how to identify reactions that involve oxidation and reduction and how to balance oxidation-reduction reactions.
- Students will know the random motion of molecules and their collision with a surface create the

observable pressure on that surface.

- Students will know the random motion of molecules explains the diffusion of gases.
- Students will know how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.
- Students will know the values and meanings of standard temperatures and pressure (STP).
- Students will know how to convert between the Celsius and Kelvin temperature scales.
- Students will know the kinetic theory of gases relates the absolute temperature of a gas to the average kinetic energy of its molecules or atoms.
- Students will know how to solve problems by using the ideal gas law in the form $PV=nRT$.
- Students will know how to apply Dalton's law of partial pressures to describe the composition of gases and Graham's law to predict diffusion of gases.
- Students will know the observable properties of acids, bases, and salt solutions.
- Students will know acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.
- Students will know strong acids and bases fully dissociate and weak acids and bases partially dissociate.
- Students will know how to use the pH scale to characterize acid and base solutions.
- Students will know how to calculate pH from the hydrogen-ion concentration.
- Students will know buffers stabilize pH in acid-base reactions.
- Students will know definitions of solute and solvent.
- Students will know how to describe the dissolving process at the molecular level by using the concept of random molecular motion.
- Students will know temperature, pressure, and surface area affect the dissolving process.
- Students will know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.
- Students will know the relationship between the molality of a solute in a solution and the solution's depressed freezing point or elevated boiling point.
- Students will know how molecules in solution are separated or purified by the methods of chromatography and distillations.
- Students will know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).
- Students will know chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.
- Students will know energy is released when a material condenses or freezes and absorbed when a material evaporates or melts.
- Students will know how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.
- Students will know the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.
- Students will know how reaction rates depend on such factors as concentration, temperature, and pressure.
- Students will know the role a catalyst plays in increasing the reaction rate.
- Students will know the definition and role of activation energy in a chemical reaction.
- Students will know how to use LeChatelier's principle to predict the effect of changes in concentration, temperature, and pressure.
- Students will know equilibrium when forward and reverse reaction rates are equal.
- Students will know how to write and calculate an equilibrium constant expression for a reaction.
- Students will know large molecules (polymers), such as proteins, nucleic acid, and starch are formed by repetitive combinations of simple subunits.
- Students will know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.
- Students will know amino acids are the building blocks of protein.
- Students will know the system for naming the ten simplest linear hydrocarbons and isomers that contain single bonds, simple hydrocarbons with double and triple bonds, and simple molecules that contain a benzene ring.
- Students will know how to identify the functional groups that form the basis of alcohols, ketones,

ethers, amines, esters, aldehydes, and organic acids.

- Students will know the R-group structure of amino acids and know how they combine to form the polypeptide backbone structure of proteins.
- Students will know protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion between the protons.
- Students will know the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated by $E=mc^2$) is smaller but significant in nuclear reactions.
- Students will know some naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.
- Students will know the three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus changes in each type of decay.
- Students will know alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.
- Students will know how to calculate the amount of a radioactive substance remaining after an integral number of half-lives have passed.
- Students will know protons and neutrons have substructures and consist of particles called quarks.

18. Writing Assignments

Throughout the course, students will be prompted to reflect on labs done in class. Writing hypothesis and conclusions through the use of properly written lab reports.

Students may be required to write essays to answer standard related questions on tests.

19 (A) Textbook #1

Title: World of Chemistry

Edition: Second Edition hardcover Publication Date: 2006

ISBN-13: 9780618562763 ISBN: 0618562761

Publisher: McDougal Littell

Author(s): Zumdahl, Steven S.; Zumdahl, Susan L.; Decoste, Donald J.

Usage: Primary Text Read in entirety or near entirety

Textbook #2 (if applicable)

Title: _____

Edition: _____ Publication Date: _____

Publisher: _____

Author(s): _____

Usage: Primary Text Read in entirety or near entirety

19 (B) Supplemental Instructional Materials (please describe)

Lab equipment for experiments and lab assignments. Periodic table charts for display in classroom. Calculators, Beakers, tubes, Bunsen burners, test tube holders, safety stations for emergencies, eye washing station.

20. Key Assignments for Agriculture Chemistry

Topic/Standard/Theme

Key Activities/Assignments

Investigation & Experimentation

Use appropriate tools & technology
Identify sources of experimental error
Formulate explanations by using evidence
Exponential and logarithmic functions
Distinguish between hypothesis and theory
Need for controlled tests
Solve problems using different areas of science

How Much Did I Spill?

Burning Questions/Qualitative
Quantitative observations

Setting up a hot water bath

Separating sugar and sand-
write up

Research paper on irradiated food

Conduct water quality tests to test
effects of high levels of chemicals
on aquatic life

Investigate a science-based societal issue

Atomic and Molecular Structure

Understand and use Periodic Table

Determine characteristics of
metals and non-metals

Atomic Structure

Energy levels/spectral lines

Identify unknown halogens

Observe light spectra using
spectroscope

Locate wave-lengths of different
elements using spectrum chart

Complete tables predicting formulas
for some compounds and balancing
electron charges

Lab investigating properties of ionic
and covalent compounds

Eco-Nuts/determine what packing
materials are degradable

Chemical Bonds

Covalent and Ionic bonds

Prepare Lewis Dot structures

Large biological, covalent molecules

Draw pictures and dot structures for
named compounds

Salt crystals and electrostatic attraction

Report on polarity of stain removers

Predict shape and polarity from
Lewis dot structures

Observe and compare conductivities
of various substances

Compare the melting point of
six solids

Conservation of Matter and Stoichiometry

Mole Concept

Balancing equations
Convert Mass to Moles

Oxidation-Reduction Reactions

Avogadro's number

Determine number of gas molecules and volume of given gases

Use unit analysis to calculate mass

Determine number of molecules in different materials

Develop experiment to show number of atoms in an old and new penny

Solve math problems using mole Concept

Gases and Their Properties

Random motion of molecules between

Diffusion of gases

Gas Laws

Convert between Kelvin/Celsius

"Gases Galore"-relationship

Volume, temperature and pressure

"Slowing, Slowing, Gone" –

At what temperature of gas is volume zero?

Standard temperature & pressure

Report why a basketball seems to lose air in winter,

Using Charles Law

Drawings showing how volume of a cylinder affects the pressure.

Generating and collecting O₂

Acids and Bases

Observable properties of acids
Bases and salts

Dissociation

Use pH scale

Measure pH of household products

Carry out titrations using indicators

Measure electrical conductivity of solutions

Charge It!" – acid strength and pH, conductivity and K_a

"Drip, drip, drip" – Concentration of Acids in vinegar

"Mr. Clean" – Concentration of ammonia in a household cleaner

Solutions

Solvents and solution

“Crystals in and Out” – Temp and Solubility random molecular motion

“Salty Dilemma” – Solubility of Sodium Chloride

Affects of temperature, pressure
And surface area on the dissolving process

“Yellow Trouble” – Precipitates and
Concentrations of reactants

Calculate concentration of solutes

Propose reason for using rock salt on icy
Chromatography and Distillation streets

“Soda Solution” – Concentration of CO_2 gas in soda

Paper Chromatography – “Which pen was used in a forgery?”

Observe Brownian movement of molecules
by observing India ink/whole milk through
microscope

Chemical Thermodynamics

Heat Flow/Motion of molecules

“Hot Beads” - Measure specific heat and
explain heat transfer in calorimetric
measurements

Chemical processes/Thermal Energy
Explain entropy of melting ice

Energy in freezing and evaporating
Materials

“Fusing Ice” – Investigate and report on
heat absorbed in melting ice
Specific heat/Latent heat of phase change

“Enthalpy What? – Formation of Aqueous
solution of NaOH and NH_4NO_3

Predict and report on heat capacity of sand
and water. Use Handbook of Chemistry and
Physics to look up heat capacity silicon
dioxide and water.

Do calculations involving specific heat, molar
heat capacities and heat transfers.

Reaction Rates

Decrease in reactant concentration
Increase in product concentration

Concentration, temperature, pressure

Catalysts

“In the Blink of an Eye” - relationship
between concentration and reaction rate

“Hot Time” – reaction rate and temperature

“Speed Demon” – effect of catalyst

Investigate and write report on catalytic
converters

Home Connection: locate items with
Word “enzyme” and describe the chemical
reaction the enzyme speeds up.

Use funnels of different diameters to
Model the rate-determining step in a
chemical reaction.

Chemical Equilibrium

Le Chatelier’s Principle

Forward and reverse reaction rates

Problem Solving: Equilibrium of Salts,

Complete data table calculating K_{eq} values
for reaction and average K_{eq} for all data.

“Shifty Changes” – Shifting equilibrium
Back and forth in a solution

“Quick-Change Artist” – altering the
equilibrium between chromate and
dichromate ions.

Organic and Biochemistry

Polymers

Carbon bonding

“Pop Goes the Bottle” - demonstrate
Stretchability of polymers

“Bounce for the Ounce” – crosslinking in
Amino acids polymer.

Home connection: Find garden products
containing organic compounds and prepare
data table.

Use internet to find food sources of
selected elements

“Oh So Sweet!” – detecting presence of
monosaccharides.

Testing for Amino Acids

Carbon: Construct models of diamond and
graphite. Compare observed physical
amorphous carbon with its molecular
structure. Infer why activated carbon is a
good adsorbing agent.

Nuclear Processes

Energy in fusion/fission

“Clocking Half-Reactions” –

Compare radioactive isotopes decay curve of short-lived and large radioactive decay half-life isotopes.

Alpha, beta, gamma radiation

Home Connection: Research report on irradiated food

Penny Half-Life – Model of radioactive decay and write-up

Agriculture & Chemistry

Chemistry of Fertilizers Unit

Chemically Speaking – What’s in a plant?

A Chemical View of the World – Poster on:

Element necessary for plant growth

How to Determine the Percent of an Element in a Compound.

Making a Fertilizer and Testing for Phosphates.

Letter to Your Grandfather. – Role of Chemistry in Agriculture.

21. Instructional Methods and/or Strategies

List specific instructional methods that will be used.

- Direct Instruction: lecture, reading, in class research, problem sets, presentations, and guest speakers.
- Instructional Materials: textbooks, primary and secondary materials, experts from the fields, web-base and electronic media.
- Team teaching which will include business, university, and community based partners.
- Community based applied concept projects.
- Self-directed, cooperative, and collaborative learning and laboratory projects.
- Instruction adaptable to levels of learning,
- Students use various technologies.
- Student research projects, project-based, and oral presentations.
- Hands-on laboratory and field experiments

22. Assessment Methods and/or Tools

List different methods of assessments that will be used.

30%

Class work/Homework

- Chapter Quizzes - 10%
Chemistry concepts, problem solving
- Quality of Written Work - 10%
Chemistry concepts, problem solving, writing skills
- Quality of Activities - 10%
Chemistry concepts, problem solving, writing skills
- Use of Class Time - 10%
Responsibility

Exams and State Chemistry Standards Assessments

25%

- Teacher-generated tests
- Text-generated Exams on State Chemistry Standards
- District Criterion Referenced Tests
- Careers relating to Agriculture & chemistry

Laboratory Activities and Written Reports

25%

- Thickness of Aluminum Foil
- Separating a Mixture
- Observation: Specific Heat
- Spectroscopy and Flame Tests-Identifying Materials
- Mendeleev Lab of 1869
- Conductivity as an Indicator of Bond Type
- Inquiry Lab- Hydrates-Gypsum and Plaster of Paris
- Balancing Equations by Using Models
- Inquiry Lab - Gravimetric Analysis-Hard-Water Testing
- Calorimetry and Hess's Law
- Wetting a Surface
- Observation: Viscosity of Liquids
- Consumer: A Close Look at Soaps and Detergents
- Solubility Product Constant-Algal Blooms (written report)
- How Effective are Antacids?
- Concentration Affects Reaction Rate.
- Electroplating for Corrosion Protection
- Detecting Radioactivity
- Isolation of Onion DNA
- FFA Record Book for SAE projects

Agriculture Extensions and or related Projects

10%

- Supervised agricultural experience project
- Science Project- Agriculture Chemistry focus to be entered in a local Agri-Science Fair (if applicable)

FFA Participation/Activities

10%

- Participation in the FFA program activities

23. Course Pacing Guide and Objective. Objectives are listed after this chart.

Days	Key Topics	Standards	Chapters	Key Activities
10 Days	Introduction to Chemistry <ul style="list-style-type: none"> - States of Matter - Physical & Chemical Properties/Changes - Elements, Compounds, & Mixture - Scientific Method - Lab Safety 	I&E All, 6F	1-2	<ul style="list-style-type: none"> - Chemical/Phy. Properties/Changes Lab - Separation Lab - Lab Safety Test
2 days	Careers in Agriculture & Chemistry <ul style="list-style-type: none"> - FFA Record Book 		N/A	<ul style="list-style-type: none"> - Research/Discussion – Facts & statistics relating to topic
8 Days	Chemical Foundations: Elements, Atoms, & Ions <ul style="list-style-type: none"> - Elements - ^Representative Elements - Atoms - Ions - Dalton, Thomson, Rutherford - Isotopes - Periodic Table - Families/Groups - Atomic Structure - ^Octet Rule/Electron Configurations - ^Valence Electrons (Be sure to mention) 	1A-II, 11G	3	<ul style="list-style-type: none"> - Isotopes Lab - Examples of Chemical Reactions Lab - Relative Mass Lab
4 Days Benchmark 1	Atomic Theory, Radioactivity & Nuclear Energy <ul style="list-style-type: none"> - Periodic Trends (3 Days) - Alpha, Beta, & Gamma Particles/Radiation (1 Day) 	1C, 1D, 1G – 1J, 11B-11C	11.4, 19.1, 19.3	- Flame Tests
10 Days	Nomenclature <ul style="list-style-type: none"> - ^Cover difference between ionic and covalent/molecular compounds - Naming Conventions - Binary Compounds - Naming Polyatomic Ions, Acids 	1D, 2A	4	<ul style="list-style-type: none"> - Naming Card Game - Lots of practice!
7 Days	Measurements & Calculations <ul style="list-style-type: none"> - Metric System - Scientific Notation - Significant Figures - Temperature Conversions - Density - Graphing 	4E & 4F	5	<ul style="list-style-type: none"> - Measurement Lab - Graphing Lab
10 Days Benchmark 2	Chemical Composition <ul style="list-style-type: none"> - Atoms - Molar Mass - Percent Composition - Percent Yield - Empirical & Molecular Formulas - Factor Label Method 	3B - 3D	6	<ul style="list-style-type: none"> - Percent Yield Lab - Halloween Demonstrations
10 Days	Chemical Reactions: An Introduction <ul style="list-style-type: none"> - Single & Double Replacement Reactions - Writing Equations - Balancing Equations 	3A	7	<ul style="list-style-type: none"> - Double Replacement Reactions Lab - Ion Lab
10 Days	Reactions in Aqueous Solutions <ul style="list-style-type: none"> - Reaction Classification - Predicting Reactions - Precipitation - Electrolytes - Activity Series 	1D, 2A, 2C, 3A, 3G, 5A - 5C, 5E, 7B	8	<ul style="list-style-type: none"> - Activity Series Lab - Water in a Hydrate Lab

	<ul style="list-style-type: none"> - Spectator Ions - ^Hydrates 			
10 Days	Chemical Quantities (Stoichiometry) <ul style="list-style-type: none"> - Limiting Reactants - Percent Yield - Mass Calculations 	3A - 3F	9	- Stoichiometry Lab
~80 Days- End of Semester 1				
10 Days	Heat & Energy <ul style="list-style-type: none"> - Specific Heat - Calorimetry - Hess' Law - Endothermic/Exothermic Reactions - Enthalpy 	7A – 7F	10	<ul style="list-style-type: none"> - Calorimetry Lab - Heat Capacity Lab - Heat of Solution Lab
5 Days	Chemical Bonding <ul style="list-style-type: none"> - Lewis Structures - Ionic & Covalent Bonds/Compounds - Intro. Polarity (Bulk discussed in Ch. 14) - Bond Energy - Molecular Models 	1C, 1D, 1G, 2A-2G	12	- Molecular Models Lab
10 Days Benchmark 3	Gases <ul style="list-style-type: none"> - Boyle, Charles, Dalton, Combined, & Ideal Gas Laws - Kinetic-Molecular Theory of Gases - Effusion/Diffusion 	4A-4I	13	- Gas Laws Lab
10 Days	Liquids & Solids <ul style="list-style-type: none"> - Intermolecular Forces - Vapor Pressure - Melting/Boiling - Phase Changes (Phase Diagrams) - Freezing Point Depression - Boiling Point Elevation - Melting, Boiling, Freezing, Sublimation, Deposition, & Condensation 	2A – 2D, 2H, 4A, 4B, 4G, 7A – 7D	14	<ul style="list-style-type: none"> - Boiling Point Elevation Lab - Drops on a Penny Lab
10 Days	Solutions <ul style="list-style-type: none"> - Properties of Solutions - Molarity, Molality, Mole Fraction - Solute & Solvent - Saturated, Unsaturated, Supersaturated - Neutralization - Colligative Properties - Equivalent Acids & Bases - Forming Solutions - Composition of Solutions - Solubility Rules 	2C, 2G, 5C, 6A – 6E	15	<ul style="list-style-type: none"> - Beer's Law Lab - Learning to Pipet - Serial Dilutions Lab -Precipitates & Solubility
10 Days	Acids & Bases <ul style="list-style-type: none"> - pH, pOH, pKa - Titrations - Buffers - Indicators - Conjugate acids and bases 	5A – 5G, 9B, 9C	16	<ul style="list-style-type: none"> - Titrations - pH Lab (Take-Home)
10 Days CST Blueprint	Equilibrium <ul style="list-style-type: none"> - Equilibrium Expressions - LeChatelier's Principle - Chemical Equilibrium - Enzymes/Catalysts - Activation Energy - Equilibrium Constants 	3A, 7B, 8A – 8D, 9A – 9C	17	- LeChatelier's Principle Lab
~60 Days- STAR Testing				

10 Days	Oxidation/Reduction & Electrochemistry - Oxidation - Reduction - Balancing Redox Reactions - Oxidizing/Reducing Agent Electrochemistry - Electrochemical Cells - Electrolysis - Anode, Cathode, Galvanic Cells	1C, 2A, 3A, 3G	18	- Redox I - Galvanic Cells
	Organic Naming		20	
	Biochemistry		21	
	Nanotechnology			
	Environmental Chemistry		10.4	
	Solar Ovens (Heat & Thermodynamics)			
	Quantitative & Qualitative Analysis			
End of Semester 2				
^ This topic is not adequately covered by the text. You can teach it in either place and may need to supplement.				

Standards that all students are expected to achieve in the course of their studies are unmarked. Standards that all students should have the opportunity to learn are marked with an asterisk ().*

Goal: Students will develop a knowledge of the basic concepts of the structure of the atom and the Atomic Theory of Matter.

Obj: Students will develop a knowledge of the evidence for the Atomic Theory of Matter.

1.1.1: Students will state the Law of Conservation of Mass, Constant Proportions, and Multiple Proportions and indicate how they relate to the atomic theory.

1.1.2: Given the results of Aristotle, Democritus, Dalton, Thomson, Millikan, Rutherford, and Chadwick, students will relate each scientist's contribution to the atomic theory of matter.

Obj: Students will develop a knowledge of the basic atomic structure of the atom.

1.2.1: Given the Periodic Table of the Elements, students will identify each element by symbol and name and identify each element's atomic mass and atomic number.

1.2.2: Given the Periodic Table students will relate the position of an element to its atomic number and atomic mass.

1.2.3: Given the Periodic Table students will identify metals, semimetals, nonmetals, and halogens.

- 1.2.4: Given the Periodic Table students will identify alkali metals, alkaline earth metals, and transition metals, trends in ionization energy, electronegativity, and the relative size of ions and atoms.
- 1.2.5: Given the Periodic Table students will determine the number of electrons available for bonding.
- 1.2.6: Given the Periodic Table students will relate the position of an element in the periodic table to its quantum electron configuration and to its reactivity with other elements in the table.
- 1.2.7: Given the Atomic notation of any element and/or the Periodic Table of the Elements, students will calculate the number of subatomic particles (protons, neutrons, and electrons) present in any element.
- 1.2.8: Given the percentage abundance and isotopic masses of an element, students will calculate the average atomic mass of any element.
- 1.3: Obj: Students will develop a knowledge of the nature of the electromagnetic spectrum and its relationship to the distribution of electron in the atom.
- 1.3.1: Given the complete electromagnetic spectrum, students will relate the visible spectrum to the other major divisions of the electromagnetic spectrum.
- 1.3.2: Given the wavelength, students will calculate the frequency and its corresponding energy ($E = hf$ and $c = f\lambda$) and visa versa.
- 1.3.3: Given Planck's equation relating light and energy ($E = hf$), students will recognize the dual nature of light and apply the results to the distribution of energy level in the electron cloud of a hydrogen-like atom.
- 1.3.4: Using the Bohr's Equations ($E_n = -1312\text{kJ}/n^2$) and the Bohr theory of the distribution of principle energy levels in the atom, students will calculate energy of the principal energy levels of hydrogen and/or hydrogen-like atoms.
- 1.3.5: Given the results of Quantum Mechanics developed by Schrodinger and applying Hund's rule and the Pali exclusion principle, students will translate these results, rules, and principles into the principal energy levels in an atom's electron cloud, their sublevels, and related atomic orbital (s,p,d,f) and the distribution of electrons in the electron cloud in the atomic orbital.
- 1.3.6: Given the electron configuration of an element, students will identify that element.
- 1.4: Obj: Students will develop a knowledge of the periodic relationship inherent in the organization of the Periodic Table of the Elements.
- 1.4.1: Given the Periodic Table of the Elements, students will

identify the main periods, subperiods, and families of the table.

1.4.2: Given the periodic Table of the Elements. Students will relate the periods, subperiods, and families of the periodic table to the quantum mechanical atom.

1.4.3: Given the Periodic Table of the elements, students will identify the valence electron of each family and the elements in that family and express that distribution by writing correct electron configurations for each element.

1.4.4: Given a Periodic Table of the elements and the Periodic Law, students will predict periodic trends of a family of elements and of a period of elements with respect to atomic mass, atomic numbers, electron number, atomic radii, ionization energy, electron affinity, melting point, chemical reactivity, and electronegativity.

Obj: Students will develop a knowledge of the nature of nuclear chemistry.

1.5.1: Given the identities of all but one of the reactants and products, students will balance equations for nuclear decay.

1.5.2: Given the identities of all but one of the reactants and products, students will identify the type of radioactive decay occurring: alpha, beta, positron, fission, fusion.

Goal: Students will gain an understanding of the conservation of atoms in chemical reactions leads to the principal of conservation of matter and the ability to calculate the mass of products and reactants.

Obj: Students will develop a knowledge of the mole as a number and as a mass.

2.1.1: Given the term mole, students will recognize that it is equal to Avogadro's number of particles (6.023×10^{23}).

2.1.2: Given the atomic mass of an element, students will recognize it as the mass in grams equal to Avogadro's number of particles (1 mole).

2.1.3: Given the term molar mass, students will recognize it as the mass in grams equal to one mole of a substance (atomic, formula, or molecular).

2.1.4: Given the Periodic Table of the Elements, students will identify each element and its molar mass.

2.1.5: Given the chemical formula for a compound and the Periodic Table of the Elements, students will determine its molar mass.

2.1.6: Given the chemical formulas for several compounds, students will identify those which are empirical formulas and those which are molecular formulas.

2.1.7: Given appropriate data, students will calculate the molecular formula of a substance.

2.1.8: Students will understand the quantity one mole is set by defining, one mole of carbon 12 atoms to have a mass of exactly 12 grams.

2.2: Obj: Students will develop a knowledge of the importance of balanced equations in chemistry.

2.2.1: Given a balanced equation, students will identify the reactants and products.

2.2.2: Given an unbalanced equation. Students will balance the equation by inspection.

2.2.3: Given the reactants, products, and chemical formulas for a reaction, students will write and balance an equation for the described reaction.

2.2.4: Given a balanced chemical equation, students will verify that it obeys the Law of Conservation of Mass.

2.2.5: Given a balanced equation, students will identify the equations as acid-base neutralization, precipitation, synthesis, decomposition, etc.

2.2.6: Given a chemical reaction students will calculate percent yield.

2.2.7: Given a chemical reaction students will identify reactions that involve oxidation and reductions and how to balance oxidation-reduction reactions.

2.2.8: Given a balanced equation and appropriate data, students will calculate using the mole method the stoichiometric relationships of reactants to reactants, reactants to products, or products to products, (weight/weight, weight/volume, and volume/volume problems)

Goal: Students will gain an understanding of the biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules, and the nomenclature of inorganic compounds.

3.1: Obj: Students will develop a knowledge of the types of chemical bonds.

3.1.1: Given the terms ionic, covalent, metallic, hydrogen bonding, and Van der Waals dispersion forces, students will describe how each type of bond is formed.

3.1.2: Given the Periodic Table of the Elements and/or the electronegativities of the elements, students will determine which elements are likely to combine to form ionic bonds and which elements are likely to combine to form covalent bonds.

3.1.3: Given the Periodic Table of the Elements and using the octet rule, students will write the Lewis electron dot structure of the representative elements.

3.1.4: Given the Periodic Table of the elements, students will write

Lewis electron dot structure for simple molecules and polyatomic ions.

3.1.5: Given the Periodic Table of Elements, students will write the repeating patterns of negative and positive ions held together by electrostatic attraction.

3.1.6: Using only the Periodic Table, students will describe electronegativity and ionization energy trends and compare the relative polarity of different bonds,

Obj: Students will develop a knowledge of the structure and geometry of molecules, ions, and complex ions.

3.2.1: Given or having derived the Lewis structure of a simple molecule or polyatomic ion, students will use valence shell electron pair repulsion (VSEPR) and/or valence bond theory (Atomic orbital and orbital hybridization) to predict the geometric arrangement of the elements of a molecule, polyatomic ion, or complex ion, and describe its shape using a descriptive term (linear, bent pyramidal, trigonal planer, tetrahedral).

3.2.2: Given or having derived the molecular structure of a molecule using VSEPR or the valence bond theory, students will identify the type of bonding orbitals or hybridization of bonding orbitals used by the combined atoms which result in the determination of the shape of the molecule.

Obj: Students will develop a knowledge of the nomenclature of inorganic compounds.

3.3.1: Given the definition of an acid, base, and salt, students will identify each form-their formula or their name.

3.3.2: Given the rules (traditional and/or IUPAC) for naming binary inorganic compounds, students will name and/or write the formula for binary inorganic acids, bases, salts, complex ions, and nonmetal compounds.

3.3.3: Given the rules (traditional and/or IUPAC) for naming ternary inorganic compounds, students will name and/or write the formula for ternary inorganic acids, salts, coordination compounds, complex ions and polyatomic ions.

Obj: Students will develop a knowledge of the nomenclature and structure of simple organic compounds. (optional)

3.4.1: Given the structural formula of a simple organic compound, students will classify it as a hydrocarbon, aromatic, alkylhalide, aldehyde, ketone, acid, amine, etc.

3.4.2: Given the molecular formula of a simple organic compound students will write its structural formula.

3.4.3: Given the IUPAC name of a simple organic compound, students will write its structural formula.

3.4.4: Given the structural formula of a simple organic compound, students will give its IUPAC name.

Goal: Students will gain an understanding of the kinetic molecular theory describes the motion of atom and molecules and explain the properties of gases.

Obj: Students will develop a knowledge of the nature of the gaseous state.

4.1.1: Given the physical characteristics of the gaseous state, students will classify a substance as a gas.

4.1.2: Given the kinetic theory of matter, students will explain the observed physical characteristics of the gaseous state.

4.1.3: Given appropriate data and the kinetic theory of matter, students will recognize the significance of absolute zero.

4.1.4: Given appropriate data, students will use Graham's Law to calculate the relative velocities of gaseous species and relate these to the kinetic theory of matter.

4.1.5: Given the Kelvin temperature scale, students will interconvert Celsius and Kelvin temperatures.

4.1.6: Given observable pressure on the surface, students will identify that random motion of molecules and their collisions with a surface create that observable pressure on that surface.

4.1.7: Given appropriate data students will explain the random motion of molecules in correlation with the diffusion of gases.

4.1.8: Given the appropriate data, students will recognize the mathematical relationship between moles, pressure, volume, and temperature for a gas (Boyles and Charles Laws, Avogadro's Hypothesis, etc).

4.1.9: Given the standard temperature and pressure (STP) students will define the values and meaning.

4.1.10: Given the ideal gas law in the form $PV=nRT$ students will solve problems.

4.1.11: Given Daltons Laws of Partial Pressure, students will calculate the partial pressure of each gas in the mixture and/or total pressure of a mixture of gases.

Obj: Students will develop a knowledge of the condensed phases of matter-liquids and solids.

4.2.1: Given the physical properties of the liquid and solid states, students will identify a substance as a liquid or a solid.

4.2.2: Given the heat capacity of each state of matter and heats of fusion and vaporization for a pure substance, students will calculate the quantity of heat required for the conversion of a substance form one state to another.

4.2.3: Given appropriate data, students will construct graphically a cooling curve and/or heating curve and identify the significant region of the graph: solid state, liquid state,

gaseous state, fusion curve, vaporization curve.

Obj: Students will develop a knowledge of the effect of chemical bonds on the type of solid formed.

4.3.1: Given appropriate data, students will determine the type of solid (ionic, molecular, metallic, covalent network) formed by a substance and relate its formation to the type of intermolecular, interatomic, and interionic bonding (ionic, covalent, metallic, hydrogen, Van Der Waal's).

4.3.2: Given the physical properties of various solids, students will distinguish among ionic, molecular, covalent network, and metallic solids with regard to particle structure (molecular, ion, or atomic).

4.3.3: Given the physical properties of various solids, students will compare different molecular substances with respect to the types of intermolecular forces (dipole forces, hydrogen bonding, dispersion (Van Der Waal's).

Goal: Students will gain an understanding that acids, bases, and salts are three classes of compounds that form ions in water solutions.

Obj: Students will develop a qualitative understanding of the concept of chemical equilibrium.

5.1.1: Given the definition of equilibrium, students will relate the definition to the reversibility of chemical reactions and reaction rates.

5.1.2: Given the definition of equilibrium, students will recognize that the process is dynamic.

5.1.3: Given La Chatelier's principal, students will predict the effect of changes in temperature, concentration and pressure will have of the chemical state of equilibrium in homogeneous and in heterogeneous systems.

Obj: Students will develop a quantitative understanding of equilibrium in the gaseous state.

5.2.1: Given a balanced chemical equation, students will recognize the relationship between equilibrium, the Law of Mass Action, and La Chatelier's principle.

5.2.2: Given balanced chemical equations, students will write a equilibrium law expression for each equilibrium system.

5.2.3: Given appropriate data, students will calculate the value of the equilibrium constant either as K_p or K_c of the concentrations of the species in equilibrium using the equilibrium law expression.

5.2.4: Given several sets of appropriate data of the same equilibrium system, students will recognize the relationship between shifting equilibria (La Chatelier's Principal), the equilibrium law expression, and the value of the equilibrium constant.

Obj: Students will develop a quantitative understanding of solubility equilibrium.

- 5.3.1: Given or having developed graphic data, students will recognize the relationship of the solubility of a substance to the Celsius temperature.
- 5.3.2: Given a solubility table, students will predict the solubility of a variety of compounds.
- 5.3.3: Given a solubility table, students will predict whether a precipitate will form when two electrolytes are mixed and will write a balanced net ionic equation expressing what they believed to have occurred.
- 5.3.4: Given the formula for a slightly soluble ionic compound, students will write an equation for its dissociation in water to form ions.
- 5.3.5: Given the formula for a slightly soluble ionic compound and the balance equation for its dissociation in water, students will write the solubility law expression, K_{sp} .
- 5.3.6: Given appropriate data, students will calculate the value of the K_{sp} or the concentrations (molarity or solubility) of the ionic or formula species in solution using the solubility law expression.

Obj: Students will develop a quantitative understanding of acid-base chemistry and acid-base equilibrium.

- 5.4.1: Given the definition of an Arrhenius acid and base and/or a Bronsted-Lowry acid and base, students will identify each acid and base from a variety of inorganic compounds.
- 5.4.2: Given the equation of an acid-base reaction, students will identify the Arrhenius acid and base and/or the Bronsted-Lowry acid-base conjugate pairs.
- 5.4.3: Given the chemical properties of Arrhenius acids and bases, students will predict the chemical behavior of several Arrhenius acids and bases.
- 5.4.4: Given an Arrhenius acid and base, students will write a balanced chemical reaction for their neutralization forming a salt water.
- 5.4.5: Given the definition of an acid-base titration, students will recognize the relationship between reactants and products.
- 5.4.6: Given the definition and chemical characteristics of an acid-base indicator, students will recognize their use in acid-base titrations.
- 5.4.7: Given appropriate data for an acid-base titration, students will calculate stoichiometrically using the mole method, the molarity of a solution.
- 5.4.8: Given acids and bases students will know that acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.

- 5.4.9: Given the formula for an acid or a base, students will write the equation for their dissociation in water.
- 5.4.10: Given the PH scale students will characterize acid and base solutions.
- 5.4.11: Given the relationship between PH and the hydrogen ion concentration of a solution (pH equation), students will calculate the pH or the hydrogen ion concentration of a solution.
- 5.4.12: Given the equation for the dissociation of water, students will write the ion product expression for water, K_w .
- 5.4.13: Given the K_w for water, students will calculate the hydroxide concentration of an acidic solution or the hydrogen ion concentration of a basic solution.
- 5.4.14: Given the equation $pH + pOH = 14$ and appropriate data, students will calculate the pH, the pOH, the hydrogen ion concentration, and/or the hydroxide ion concentration of a solution.
- 5.4.15: Given buffers students will stabilize pH in acid base reactions.
- 5.4.16: Given an equation for the dissociation of a weak acid or base in water, students will write the ion product expression of an acid (K_a) or a base (K_b).

Goal: Students will gain an understanding that solutions are homogenous mixture of two or more substances and the nature of chemical solutions.

Obj: Students will develop a knowledge of the chemical methods of expressing the concentration of a solution.

- 6.1.1: Given the definition of a mixture, students will identify solutions as mixtures.
- 6.1.2: Given the definition of the components of a mixture, students will identify the solute and the solvent of several solutions.
- 6.1.3: Given the appropriate data, students will describe how to prepare a solution to a desired molarity, molality, mole fraction, and/or mass percentage concentration.
- 6.1.4: Given the equation for the mole fraction of a solution and appropriate data, students will calculate the fraction of a solution that is solute and the fraction of a solution that is solvent.
- 6.1.5: Given the equation for the molarity of a solution, and appropriate data, students will calculate the molarity of the solution, mass of solute, moles of solute, or volume of solution/solvent required to prepare the solution.
- 6.1.6: Given the concept of random molecular motion students

will describe the dissolving process at the molecular level.

- 6.1.7: Given the equation of the molality of a solution and appropriate data, students will calculate the molality of the solution, mass of solute, moles of solute, or mass of solvent required to prepare the solution.
- 6.1.8: Given the equation for the percentage by mass concentration of a solution and appropriate data, students will calculate the percentage concentration of the solution, mass of solute, or mass of solvent required to prepare the solution.
- 6.1.9: Given the appropriate data students will describe how temperature, pressure, and surface area affect the dissolving process.
- 6.1.10: Given the appropriate data students will describe how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.
- 6.1.11: Given the chemical formula of a solute, students will write a balanced equation illustrating the formation of ions (dissociation of the solute) in water.
- 6.1.12: Given a balanced equation of the dissolving of an ionic compound in water, students will identify the steps on the solution process: ionization and/or dissociation and hydration.
- 6.1.13: Given the appropriate data students will describe how molecules in a solution are separated or purified by the methods of chromatography and distillation.

Obj: Students will develop a knowledge of the colligative properties of solutions.

- 6.2.1: Given the definition of a colligative property of a solution, students will recognize the following as colligative behavior; freezing point depressions, boiling point elevations, and vapor pressure depressions.
- 6.2.2: Given the definition and chemical properties of electrolytes, students will identify several compounds as either electrolytes or nonelectrolyte.
- 6.2.3: Given several solutes, students will compare the colligative properties of electrolytes to those of nonelectrolyte.
- 6.2.4: Given appropriate data and freezing point depression equation, students will calculate the freezing point of a solution, the molar mass of the solute, or the molality of the solution.
- 6.2.5: Given appropriate and the boiling point elevation equation, students will calculate the boiling point of a solution, the molar mass of the solute, or the molality of the solution.

Goal: Students will gain an understanding that energy is exchanged or transformed in all chemical reactions and physical changes of matter.

Obj: Students will develop an understanding of chemical thermodynamics.

- 7.1.1: Given the appropriate data, students will describe temperature and heat flow in terms of the motion of molecules or atoms.
- 7.1.2: Given the appropriate data, students will describe that chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.
- 7.1.3: Given the appropriate data, students will describe energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.
- 7.1.4: Given the appropriate values for specific heat and heat of phase change students will solve problems involving heat flow and temperature changes.
- 7.1.5: Given Hess's law students will calculate enthalpy change in a reaction.
- 7.1.6: Given Gibbs free energy equation students will determine whether a reaction would be spontaneous.

Goal: Students will gain an understanding of the concept of thermochemistry and chemical thermodynamics.

Obj: Students will develop a knowledge of the relationship between heat and chemical reaction.

- 8.1.1: Given the definition of heat, energy, and temperature students will relate each to a chemical system.
- 8.1.2: Given the definition of kinetic and potential energy, students will relate these definitions to chemical compounds and chemical processes and differentiate between specific examples of each.
- 8.1.3: Given the Law of Conservation of Energy, students will apply the concept to chemical processes and verify its conclusion.
- 8.1.4: Given the appropriate data and chemical formulas, students will write a balanced thermochemical equation including the enthalpy of reaction.
- 8.1.5: Given the terms of endothermic and exothermic, students will relate the direction of heat flow to the chemical reaction to the sign of ΔH .
- 8.1.6: Given a thermochemical equation, students will express the heat in ΔH notation.
- 8.1.7: Given specific thermochemical equations and their ΔH , students will identify them as enthalpies of formation and/or combustion.

8.1.8: Given a thermochemical equation, students will calculate stoichiometrically using the mole method, the quantitative relationship between mass, mole, and heat.

Goal: Students will gain an understanding that chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules.

Obj: Students will develop knowledge of chemical reaction.

9.1.1: Given the appropriate data students will describe the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.

9.1.2: Given the appropriate data students will describe how reaction rates depend on such factors as concentration, temperature, and pressure.

9.1.3: Given the appropriate data students will describe the role a catalyst plays in increasing the reaction rate.

9.1.4: Given the appropriate data students will know the definition and role of activation energy in a chemical reaction.

10.0 Goal: Students will gain an understanding of the concept of chemical kinetics.

Obj: Students will develop a knowledge of the Collision Theory and its relationship to chemical kinetics.

10.1.1: Given the Collision Theory, students will relate each factor in the theory to its effect on the rate of a chemical reaction.

10.1.2: Given the Collision Theory, students will predict the effect of temperature, pressure, and concentration changes and catalysts.

10.1.3: Given appropriate data, students will construct a reaction coordinate diagram and label the significant region of the diagram: reactants products, activation energy forward and reverse, activated complex, and enthalpy of reaction.

10.1.4: Given the chemical and physical characteristics of a catalyst, students will relate a catalysts chemical activity to the Collision Theory and reaction kinetics.

10.1.5: Given a reaction coordinate diagram, students will note changes in the diagrams form with the addition of a catalyst to the reaction.

Goal: Students will gain an understanding of chemical equilibrium is a dynamic process at the molecular level.

Obj: Students will develop a knowledge of chemical equilibrium.

11.1.1: Given LeChatelier's principal students will be able to predict the effect of changes in concentration, temperature, and pressure.

11.1.2: Given the appropriate data, students will describe forward and reverse reaction rates are equal when equilibrium established.

11.1.3: Given the appropriate data, students will write and calculate an equilibrium constant expression for a reaction.

Goal: Students will gain an understanding of oxidation, reduction, and electrochemical processes.

Obj: Students will develop a knowledge of oxidation numbers, oxidation, and reduction and the process by which redox reactions are balanced.

12.1.1: Given the rules for assigning oxidation numbers, students will assign oxidation numbers to each elements of a compound, ion, or polyatomic ion.

12.1.2: Given the definition of oxidation, students will identify the reducing agent in a chemical reaction.

12.1.3: Given the definition of reduction, students will identify the oxidizing agent in a chemical reaction.

12.1.4: Given the rules for balancing redox reactions, students will balance redox reactions by inspection or by the half-reaction method in acid, basic, and neutral solutions.

12.1.5: Given a balanced redox reaction and appropriate data from a redox titration, students will calculate stoichiometrically using the mole method, the molarity of a solution.

Obj: Students will develop knowledge of electrolytic cells.

12.2.1: Given a diagram of an electrolytic cell, students will label the important compounds.

12.2.2: Given a diagram of an electrolytic cell, students will compare and contrast it with a diagram of an electrochemical cells.

12.2.3: Given Faraday's Law of Electrolysis, students will recognize the relationship between a faraday of electrons and a mole of electrons.

12.2.4: Given Faraday's Laws of Electrolysis and appropriate data, students will calculate the quantity of current required, the time required, the number of faradays of electrons, the number of moles of electrons, or the mass (Volume) of substance oxidized or reduced during an electrolytic process.

Obj: Students will develop a knowledge of standard electrode potentials.

12.3.1: Given a table of standard electrode potentials, students will compare the relative strengths of substances as oxidizing and reducing agents.

12.3.2: Given a table of standard electrode potentials, students will

predict the spontaneity of a redox reaction from the total voltage of the reaction.

Obj: Students will develop a knowledge of electrochemical cells.

12.4.1: Given a diagram of an electrochemical cell, students will label the importance components.

12.4.2: Given a diagram of an electrochemical cell, students will compare and contrast it with an electrolytic cell.

12.4.3: Given a table of standard electrode potentials, students will determine the anode and cathode and calculate the cell voltage at standard conditions.

Goal: Students will gain understanding of bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life.

Obj: Students will develop an understanding of the bonding characteristics.

13.1.1: Given the structural formula of a large molecules (Polymers) such as proteins, nucleic acids, and starch students will write the repetitive combination of simple subunits.

13.1.2: Given the appropriate data students will write the bonding characteristics of carbon that results in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.

13.1.3: Given the appropriate data students will describe amino acids are the building blocks of proteins.

13.1.4: Given the appropriate data students will describe the system for naming the ten simplest linear hydrocarbons and isomers that contain single bonds, simple hydrocarbons with double and triple bounds, and simple molecules that contain a benzene ring.

13.1.5: Given the functional groups students will identify that which forms the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids.

13.1.6: Given the R-group structure of amino acids students will combine them to form the polypeptide backbone structure of proteins.

14.0 Goal: Students will develop an understanding of Nuclear processes those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion.

Obj: Students will develop an understanding of nuclear processes.

14.1.1: Given the appropriate data students will explain how protons and neutrons in the nucleus are held together by

nuclear forces that overcome the electromagnetic repulsion between the protons.

- 14.1.2: Given the appropriate data students will calculate by using ($E = mc^2$) the energy released per gram of materials is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass is small but significant in nuclear reaction.
- 14.1.3: Given the appropriate data students will describe naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.
- 14.1.4: Given the appropriate data students will describe the three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus change in each type of decay.
- 14.1.5: Given the appropriate data students will describe alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.
- 14.1.6: Given the appropriate data students will know how to calculate the amount of a radioactive substance remaining after an integral number of half lives have passed.
- 14.1.7: Given the appropriate data students will describe how protons and neutrons have substructures and consist of particles called quarks.

Goal: Students will gain an understanding of the basic concepts of measurement and mass.

Obj: Students will develop an understanding of the system of measurement.

15.1.1: Given the conversion (equivalent factors) between the metric system of measurement and the English system of measurement conversions in length, volume, and mass between the two systems.

15.1.2: Given the formula expressing the relationship of Fahrenheit and Celsius temperatures, students will make mathematical conversions between the two temperature scales.

15.1.3: Given appropriate laboratory glassware and apparatus, students will identify the items by name.

15.1.4: Given appropriate directions and rules for the use of laboratory glassware and apparatus and for expected laboratory behavior, students will conduct laboratory experimentation in a safe and prudent manner.

Obj: Students will develop a knowledge of the basic nature of matter.

15.2.1: Given the definition of homogeneous and heterogeneous, students will differentiate between pure substances and mixture.

15.2.2: Given specific properties of elements or compounds, students will identify the properties as physical or chemical.

15.2.3: Given the equation for density ($D=M/V$), students will recognize the relationship between mass and volume.

Goal: Students will gain an understanding of the basic concepts of Agriculture Chemistry.

Obj: Students will develop an understanding of what agriculture chemistry is and why it is important.

16.1.1: Given the appropriate data students will describe the importance of agriculture chemistry in our society.

16.1.2: Given the appropriate data students will describe how agriculture chemistry impacts their lives.

16.1.3: Given the appropriate data students will describe how agriculture chemistry has career opportunities.

Obj: Students will incorporate scientific principles with modern agriculture practices.

16.2.1: Given the appropriate data students will describe how agriculture chemistry research is important.

16.2.2: Given the appropriate data students will conduct an agriculture chemistry research project.

C. HONORS COURSES ONLY

24. Indicate how this honors course is different from the standard course.

D. BACKGROUND INFORMATION


25. Context for Course (optional)

26. History of Course Development (optional)

A-G Requirements & Grad Requirements

* ALL COURSES MUST BE COMPLETED WITH A "C" OR BETTER TO MEET GRAD REQUIREMENTS

- A. History/ Social Science – 2 years required
*High School Graduation - 3 ½ years (World Geography, World History, US History and Government)
- B. English – 4 Years required
* High School Graduation - 4 years
- C. Mathematics – 3 years required / 4 years recommended
*High School Graduation - 3 years
- D. Laboratory Science – 2 years required / 3 recommended
*High School Graduation - 3 years
- E. Language other than English – 2 years required / 3 years recommended
* High School Graduation - 1 year language and or Fine Art.
- F. Visual and Performing Arts – 1 year required
* High School Graduation - 1 year language and or Fine Art.
- G. College Preparatory Elective – 1 year required
*High School Graduation - 66 credits



Other High School requirements are 2 years of PE, Health, and must pass both sections of the CAHSEE.


Make Sure to Return the Following

All documents in the registration packet:


- 9th Grade Course Offerings Sheet (Front)
- Freshman Success Academy Enrollment Form (Front)
- Emergency Card - Pages 1-2
- PUHSD Signature Form - Page 3
- Home Language Survey - Page 4
- Parent Consent Form - Page 5
- Title 1 Parent Compact - Page 6
- Residency Verification Form - Page 7
- Student Health History - Page 8

Other Documents needed:


- Copy of Birth Certificate
- Proof of Residency (Copy of a Gas or Electric Bill)
- Copy of "Yellow" Immunization Card



Thank You for listening



- We will return to meet with all students and select classes for next year. We will be available to collect registration packets and answer any of your individual questions. Dates that we will be at your school site are as follows:
 - ✓ Ethan Chase Middle School on Thursday, March 13th
 - ✓ Mountain Shadows Middle School on Monday, March 17th
 - ✓ Bell Mountain Middle School on Thursday, March 21st
 - ✓ Hans Christensen Middle School on Monday, March 24th
- Deadline to bring your completed registration packet to Heritage Counseling office is **May 1st** during registration hours: Monday - Friday, 7:30 a.m. – 3:00 p.m.
- Questions?





22. FFA Chapter Scrapbook

Chapter Scrapbook

Our chapter does not have a normal chapter scrapbook. We have moved forward with the times and have a Facebook, twitter, and a webpage that all have slideshows that are constantly updated. These are all used as a tool for the students, parents, community, and the district. We are constantly taking photos and posting them. Parents love getting to see what their kids are up to while they are away from home!

Menifee - Heritage FFA Chapter

7600 Briggs Rd. Menifee, CA 92585 (951) 940-5417



O.H. - 3rd Place in the State of California! (2018)

Menifee - Heritage FFA Chapter

7600 Briggs Rd. Menifee, CA 92585 (951) 940-5417



M&BS - Check us out online to get a benefit of others who's been this way!



Search



Menifee-Heritage FFA

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Edit Page

4.9 ★★★★★

High School • Menifee, California

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72% response rate, 1-hour response ti...
Respond faster to turn on the badge



723 likes +2 this week
Jackie Sitton Beauchamp and 15 other friends





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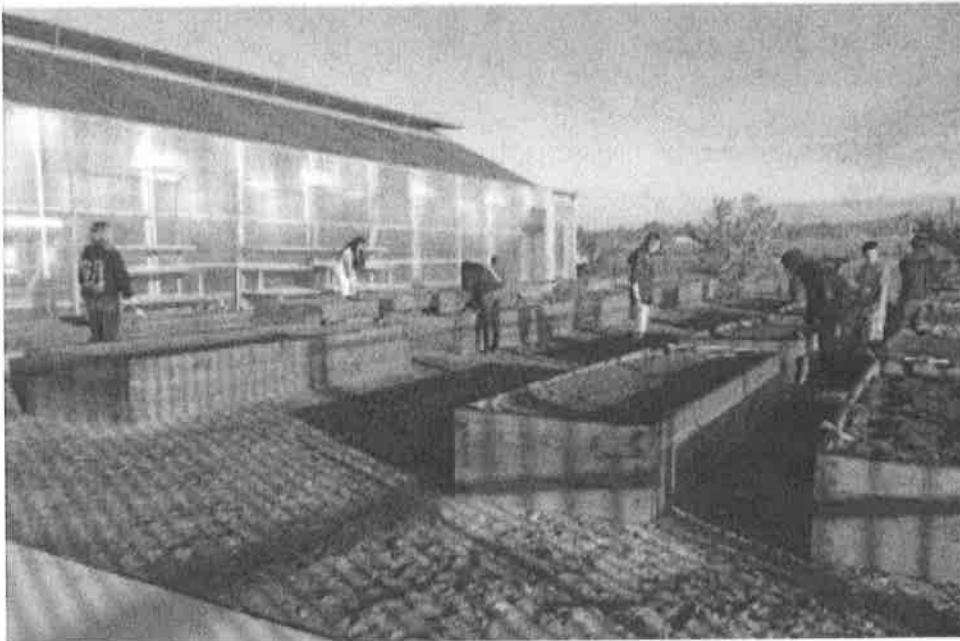
Meniffee-Heritage FFA added 4 new photos.



Posted by Kelsi Cisney

November 1 at 8:54 AM · 🌐

Today our horticulture class started their big in-class project! Each student will be taking care of a planter bed. The students pulled the old plants, turned the soil, today they planted their crops, and throughout the rest of the year they will harvest and sell their plants. 🌱



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Search



Services

Reviews

Photos

Videos

Events





**Menifee-Heritage FFA Chapter
Heritage High School Agriculture Department**

26001 Briggs Rd.
Menifee CA, 92585
Phone: 951-940-5447

Advisors: Mr. Macy Mr. Maddalena Mr. Perotti Mrs. Rushing

MEDIA RELEASE FORM

Student Name (printed): _____

I authorize the Menifee-Heritage FFA Chapter to use:

- Name of my student
- Photos of my student
- Videos of my student
- Materials produced for the program by my student
- Presentations given in the program by my student

– These may be used for Menifee-Heritage FFA materials including but not limited to: educational resources, press releases, web-based publicity, and other publicity materials or forms of media.

– I waive any right that I may have to inspect or approve the finished product, the advertising or other copy that may be used in connection therewith or the use to which it may be applied.

– I understand that I will not receive compensation for these materials.

– I understand that material will only be used if it is consistent with the FFA code of ethics, Heritage High School policies, and Heritage High School district policies.

Printed Student Name:

Printed Parent-Guardian Name:

Student signature/date:

Parent-Guardian signature/date:

Students Year in School (circle one) : *Freshman* *Sophomore* *Junior* *Senior*

Students FFA Advisor/ Agriculture Teacher: _____



23. Summer Calendar

Jeremiah Perotti, Ag Announcements, Contacts, Heritage FFA 2014-15 POA, HHS AG Master Calendar, Jun 2016 (Pacific Time)
 POA - Heritage FFA, Holidays in United States, Merit-Heritage FFA POA 2015-2016, Plant and Animal Science Pacing Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29 4 Day Weekend Geese - Jeremiah	30 Stephen Geese Memorial Day Memorial Day	31 11:30am - Costco	1	2 Spirit Day	3 11:30am - Lunch	4
5 Stephen Geese	6 Maggie - Geese New Farm Hands 12pm - Business	7	8	9	10 12pm - Offices 5:20pm - Flight to	11
12 Maggie - Geese	13 Shaina Geese Stay at Red Roof Inn Seattle Airport @ Red 3pm - Texas	14	15	16 Spirit Day 1pm - Important 6pm - Graduation	17	18
19 Shaina Geese Father's Day	20 Geese - Jeremiah	21 Greenhouse 6:25am - Flight to 12:40pm - Flight to	22	23	24 3:30pm - Tabi's	25 First Batch of Geese
26 Geese - Jeremiah	27 Stephen - Geese	28 Jackie's Birthday @	29	30	1	2 8am - Alternate

Jeremiah - erotti, Ag Announcements, Contacts, Heritage FFA 2014-15 POA, HHS AG Master Calendar, Jul 2016 (Pacific Time)
 POA - Heritage FFA, Holidays in United States, Menifee-Heritage FFA POA 2015-2016, Plant and Animal Science Pacing Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26 Geese - Jeremiah	27 Stephen - Geese	28 Jackie's Birthday @	29	30	1	2
3 Stephen - Geese	4	5	6	7	8	9
10 Maggie - Geese	11 Independence Day	12	13 Crashhouse!	14	15 Peck Geese 7:10pm - San Diego	16
17 Shaina - Geese	18 Jeremiah - Geese	19	20	21	22	23
24 Jeremiah - Geese	25	26	27	28	29	30
31	1	2	3	4	5	6
				5pm - Ag Freshman	7:30pm - Ag	Geese CCI
						6am - Second Batch

Jeremiah Perotti, Ag Announcements, Contacts, Heritage FFA 2014-15 POA, HHS AG Master Calendar, Aug 2016 (Pacific Time)
 POA - Heritage FFA, Holidays in United States, Menifee-Heritage FFA POA 2015-2016, Plant and Animal Science Pacing Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4 6pm - Ag Freshman	5 7:30am - Ag	6 Class CCJ
7	8 2:30pm - Leadership	9	10 Sheep Practice	11 Goat practice	12	13 10:30am - Hay
14	15	16	17 Sheep Practice	18 Goat practice	19 Ag Dept Meeting 6pm - FFA Movie	20
21	22	23	24 Sheep Practice	25 Goat practice 3:20pm - Leadership	26 R-2 Day	27
28	29 3pm - FFA OFFICER	30 4:30pm - CATA/FFA	31 Sheep Practice	1 Goat practice	2 Only Gone	3
					7:45am - HHS All	



24. Graduate Follow Up Survey

Heritage High School Agriculture Department
Graduate Follow-Up

Name: _____
Address: _____
Phone: _____

1. What are you doing at the present time/will you do after graduation?

- | | |
|------------------------|----------------------------|
| _____ Attending School | _____ Working |
| _____ Full-time | _____ Full-time |
| _____ Part-time | _____ Part-time |
| _____ In the military | _____ Not working |
| _____ Homemaker | _____ 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 the Agriculture program at HHS.

_____ I am using some of the skills I learned in the Agriculture program at HHS.

_____ I am not using any of the skills I learned in the Agriculture program at HHS.

5. What type of school are you currently attending and/or planning to attend?

- | | |
|----------------------|-------------------------------|
| _____ High School | _____ Trade/technical school |
| _____ 4-year college | _____ Private business school |
| _____ 2-year college | _____ Adult education |
| _____ Other: _____ | |

6. What is your major course of study?

7. How would you rate the training you received in the HHS Agriculture program?

_____ Excellent _____ Good _____ Fair _____ Poor

8. How do you rate the career guidance and counseling you received in the Agriculture program?

_____ Excellent _____ Good _____ Fair _____ Poor

FFA

1. Please check the following areas you feel are valuable components of FFA.

- _____ Officer and committee chairman experience
- _____ Judging Teams (Contests)
- _____ Advanced degree and proficiency awards
- _____ Participation in chapter activities, working with others
- _____ Livestock raising, shows, fairs, etc.
- _____ Other—please describe: _____

2. What were the most valuable aspects of the SAE (Supervised projects)?

- _____ Learning skills related to future Ag. employment
- _____ Development of responsibility
- _____ Learning record keeping
- _____ Other—please describe: _____

3. Please rate the facilities and equipment used at HHS for the Agriculture program:

Facilities: _____ Overcrowded _____ Adequate space
 _____ Modern _____ Out-of-date

Equipment: _____ Modern _____ Out-of-date
 _____ Well-maintained _____ Poorly maintained
 _____ Adequate amount of equipment for all students

Other—please describe: _____

Please note any suggestions you have for improving our instructional program, including the following areas: classroom, the ARC and farm facilities, etc.; FFA; SAE (supervised projects); teaching methods used. Please be open with us, as we want to change and grow—we need your suggestions! Thank you!



25. Graduate Follow Up Results

Welcome, Jeremiah Perotti



CALIFORNIA AGRICULTURAL EDUCATION

EXPLORE
Agricultural Education

PARTICIPATE
Students & Members

TEACH
Teachers & Advisors

SUPPORT
Alumni & Parents

GIVE
Sponsors & Donors

California Ag Ed Online

Dashboard

Post Graduate Follow-Up






- Home
- Account Settings
- Account Balance
State Balance: \$7,979.00
Region Balance: \$0.00
- Student Roster
[Set Student Access Code](#)
- FFA Membership
- Post Graduate Data
- Event Registration
- Livestock Insurance
- State Course Summary
- Application Center
- Directory

Students by Graduation Year (121 Students) 2016

Only students with 3 or more years in Ag Ed will be shown in this list.

Save Changes

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
S	600575484	2016	3	Two Year College - Non-Ag Major
Alo	600575492	2016	4	Two Year College - Non-Ag Major
	600575502	2016	3	Two Year College - Non-Ag Major
Arevalo	600642463	2016	3	Two Year College - Non-Ag Major
Arredondo	600575508	2016	4	Four Year College - Ag Major
Baca	600575515	2016	4	Two Year College - Non-Ag Major
Hunter	600575516	2016	4	Two Year College - Non-Ag Major
Adrian	600575524	2016	3	Two Year College - Non-Ag Major
	600575525	2016	4	Two Year College - Non-Ag Major
	600575526	2016	4	Two Year College - Non-Ag Major

 Order Paper Record Books	NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
 Go to My FFA.org Account	<u>Der</u>	600575530	2016	3	Two Year College - Non-Ag Major
 Go to My AET Account	<u>[Redacted]</u>	600575531	2016	4	Two Year College - Non-Ag Major
 Go to NFFA Declaration/Certification	<u>[Redacted]</u>	601037946	2016	3	Employed - Parttime - Non-Ag Job
 Go to Degree/Application Manager	<u>[Redacted]</u>	601037948	2016	4	Employed - Fulltime - Non-Ag Job
	<u>her, Christopher</u>	600575541	2016	4	Four Year College - Non-Ag Major
	<u>Natalie</u>	600575542	2016	3	Employed - Parttime - Non-Ag Job
	<u>Chase</u>	602235122	2016	3	Two Year College - Ag Major
	<u>Nicholas</u>	600575546	2016	4	Military
	<u>Jared</u>	602234917	2016	5	Military
	<u>Aubrey</u>	600575549	2016	3	Two Year College - Non-Ag Major
	<u>Emerald</u>	600575550	2016	3	Two Year College - Non-Ag Major
	<u>Kylee</u>	600575552	2016	4	Four Year College - Non-Ag Major
	<u>Adrian</u>	600575561	2016	3	Two Year College - Non-Ag Major
	<u>Hunter</u>	600575567	2016	4	Four Year College - Ag Major
	<u>Valeria</u>	601038188	2016	3	Two Year College - Non-Ag Major
	<u>Hajle</u>	600575581	2016	3	Two Year College - Non-Ag Major
	<u>Craig, Vanessa</u>	601038195	2016	3	Two Year College - Non-Ag Major
	<u>Craig, Vanessa</u>	600575594	2016	4	Two Year College - Non-Ag Major
	<u>Kevin</u>	600575600	2016	4	Employed - Parttime - Non-Ag Job
	<u>Daile, Jaimene</u>	600575602	2016	4	Employed - Parttime - Non-Ag Job
	<u>Dean</u>	600575608	2016	3	Employed - Parttime - Non-Ag Job
	<u>Brayan</u>	601038200	2016	3	Employed - Parttime - Non-Ag Job
	<u>[Redacted]</u>	600575616	2016	4	Two Year College - Ag Major
	<u>Dakota</u>	602234934	2016	5	Two Year College - Ag Major

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
<u>Islas</u>	600575735	2016	4	Two Year College - Non-Ag Major
<u>Jaime</u>	601037578	2016	3	Employed - Fulltime - Non-Ag Job
<u>Brenda</u>				
<u>Joshua</u>	600575739	2016	3	Military
<u>Johnston</u>	600575743	2016	4	Two Year College - Non-Ag Major
	602234914	2016	5	Two Year College - Ag Major
<u>Gladys</u>	600575766	2016	3	Two Year College - Non-Ag Major
<u>Nicole</u>	600575771	2016	4	Employed - Fulltime - Ag Job
<u>Elda</u>	601037725	2016	4	Two Year College - Non-Ag Major
<u>Fransisco</u>	601037730	2016	3	Two Year College - Non-Ag Major
<u>Angel</u>	601037732	2016	3	Employed - Parttime - Non-Ag Job
<u>Beatriz</u>	600575801	2016	3	Employed - Parttime - Non-Ag Job
<u>Melanie</u>	601037740	2016	3	Employed - Fulltime - Non-Ag Job
<u>Jocelyn</u>	600575818	2016	4	Two Year College - Non-Ag Major
<u>Doneesha</u>	600575821	2016	4	Employed - Fulltime - Non-Ag Job
<u>Selena</u>	600575831	2016	3	Two Year College - Non-Ag Major
<u>Oscar</u>	600575832	2016	4	Two Year College - Non-Ag Major
<u>Andrew</u>	601037956	2016	3	Two Year College - Non-Ag Major
<u>Kyleigh</u>	600575843	2016	4	Two Year College - Ag Major
<u>Vincent</u>	601037959	2016	4	Employed - Parttime - Non-Ag Job
<u>Jesus</u>	600575850	2016	3	Two Year College - Ag Major
<u>Eyleen</u>	600575851	2016	4	Employed - Parttime - Ag Job
<u>Karla</u>	600575852	2016	4	Two Year College - Non-Ag Major
<u>Catherine</u>	602234916	2016	5	Four Year College - Ag Major

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
<u>Leo</u>	600575860	2016	4	Employed - Parttime - Non-Ag Job
<u>Elayne</u>	601037963	2016	3	Employed - Parttime - Non-Ag Job
<u>Julio</u>	600575866	2016	3	Employed - Fulltime - Ag Job
<u>Donny</u>	601038038	2016	3	Two Year College - Non-Ag Major
<u>Edgar</u>	600575874	2016	4	Employed - Parttime - Non-Ag Job
<u>Mary</u>	600575880	2016	3	Four Year College - Ag Major
<u>Jocelyn</u>	602234919	2016	5	Four Year College - Non-Ag Major
<u>Francisco</u>	600575895	2016	4	Military
<u>Jacob</u>	600575913	2016	3	Military
<u>Ismael</u>	600575915	2016	4	Military
<u>Savannah</u>	601037971	2016	3	Employed - Parttime - Non-Ag Job
<u>Jose</u>	600575921	2016	3	Employed - Parttime - Non-Ag Job
<u>Wendy</u>	600575922	2016	3	Employed - Parttime - Non-Ag Job
<u>Briana</u>	600575926	2016	4	Employed - Parttime - Non-Ag Job
<u>Maria</u>	600575928	2016	3	Employed - Parttime - Non-Ag Job
<u>Roman</u>	600575935	2016	4	Two Year College - Non-Ag Major
<u>Sean</u>	602234946	2016	4	Two Year College - Non-Ag Major
<u>Ashley</u>	602234962	2016	5	Four Year College - Ag Major
<u>Marrissa</u>	600575944	2016	3	Two Year College - Non-Ag Major
<u>Hannah</u>	600575950	2016	4	Two Year College - Ag Major
<u>Steve</u>	600575953	2016	3	Military
<u>Fove</u>	600575955	2016	3	Four Year College - Ag Major
<u>Jesse</u>	600575982	2016	3	Two Year College - Ag Major
<u>Jacob</u>	600575990	2016	3	Military

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
Antoinette	600575991	2016	3	Employed - Parttime - Non-Ag Job
Paula	600576002	2016	3	Employed - Parttime - Non-Ag Job
Gabriella	600576007	2016	4	Two Year College - Non-Ag Major
Britton	600576012	2016	4	Two Year College - Non-Ag Major
Cory	601038247	2016	3	Two Year College - Non-Ag Major
Albert	600576022	2016	3	Two Year College - Non-Ag Major
Damian	600576028	2016	3	Two Year College - Non-Ag Major
Nicholas	600576029	2016	3	Two Year College - Non-Ag Major
Amber	602234920	2016	5	Four Year College - Ag Major
Alicia	601037572	2016	3	Two Year College - Ag Major
Andres	600576040	2016	4	Employed - Parttime - Non-Ag Job
Madison	602234918	2016	5	Two Year College - Ag Major
Jonathan	600576077	2016	3	Employed - Parttime - Non-Ag Job
Tatiana	601037875	2016	4	Two Year College - Non-Ag Major
Mark	600576093	2016	4	Military
Arturo	600576094	2016	4	Military

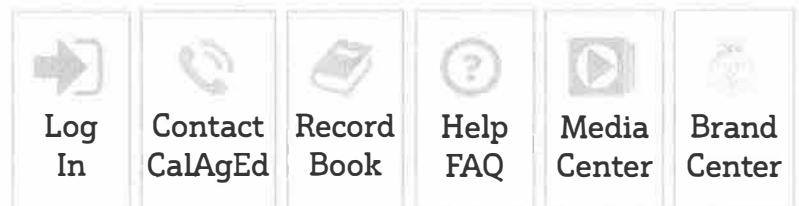
3915

Our Mission

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

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26. Comprehensive Program Plan

Program Plan Templates

Introduction and Table of Contents

- A. Job Market
 - 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
 - a. Firebaugh HS Brochure
 - b. Sample Newsletter
 - c. Washington Union HS Brochure
- Staff In-service Record.

V. Staff Minutes

VI. Department Inventory

CALIFORNIA DEPARTMENT OF EDUCATION

AGRICULTURAL EDUCATION INCENTIVE GRANT CHECKLIST

SCHOOL _____ DATE _____

AG DEPARTMENT CHAIR _____

QUALITY CRITERIA 1 - 9

Failure to meet any part of a Quality Criteria may result in the loss of 10% of the incentive funds up to a maximum of 25%.

Loss of funds can be avoided with an approved variance request which may be granted for one year on any Quality Criteria 1-9.

QUALITY CRITERIA 10, 11 or 12

Failure to meet either Quality Criteria 10, 11 or 12 (when applied for) will result in the loss of the funds applied for in that criteria.

Department Head Signature _____

Advisory Committee Chairperson Signature
(for programs conducting Advisory Committee Reviews) _____

Regional Supervisor Signature _____

Advisory Committee Chair Contact information

Name _____
Address _____
City _____
Phone _____

Zip _____

INCENTIVE GRANT CHECKLIST

1. CURRICULUM & INSTRUCTION

Yes No

		1A. The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agricultural experience; and a program of leadership, organization and personal development.
		1B. The Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector are the basis for content of courses offered. Curriculum addresses "Foundation" and "Pathway" standards within the program pathway(s) and course sequences.
		1C. Career paths in agriculture have been identified and can be found on a chart or diagram in the Program Plan. (Foundation Standard 3.0)
		1D. The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career path(s).
		1E. Agriculture Career Awareness information is included in every course. (FS 3.1, 3.2)
		1F. The agriculture department utilizes computer hardware and software as an instructional tool. (FS 4.2, 4.6)
		1G. The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following: (FS 4.2, 4.6) <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <ul style="list-style-type: none"> * Computerized Record Book * Agriculture Term Paper * Job Resume * Portfolio Letter of Introduction </div> <div style="width: 45%;"> <ul style="list-style-type: none"> * Agriscience Fair Report * Agriculture/FFA Speech Manuscript * Job Cover Letter * Other Agriculture Related Project </div> </div>
		1H. Recordkeeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE Project or Mock Problem. (FS 10.3, 11.0)
		1I. Record books of all students are maintained in the Department files until one year following graduation.
		1J. Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.

2. LEADERSHIP & CITIZENSHIP DEVELOPMENT

Yes No

		2A. An FFA Chapter has been chartered by the State Association or has been applied for.
		2B. A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th.
		2C. Every student is given a grade based upon participation in leadership activities.
		2D. All students enrolled in agriculture classes are affiliated with the State FFA Association.
		2E. Based on previous year's records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet. (Attached)

	2F.	A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intra-curricular activities: (FS 7.0, 9.1, 9.2, 9.3, 9.6, 10.1)
		<ul style="list-style-type: none"> * Local Best Informed Greenhand Contest * Local Opening & Closing Contest * Local Program of Work Committee(s) * Local Agriscience Fair Exhibition * Local Parliamentary Procedure Contest * Any Section, Region, or State Activity
		<ul style="list-style-type: none"> * Local Creed Speaking Contest * Local COOP Quiz Contest * Local Demonstration Fair * Local Public Speaking Contest * Chapter Meeting or Activity * Other Local Activities

3. PRACTICAL APPLICATION OF AGRICULTURAL SKILLS

Yes No

	3A.	Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program. (FS 10.2)
	3B.	First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student Data-Career Plan (FS 10.2, 10.3)
	3C.	A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records. (FS 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0)
	3D.	Students with SAE projects are visited by their agriculture teacher at least twice per year as documented by Department records.
	3E.	A school vehicle is readily available to each agriculture teacher for all SAE activities associated with the program, or each teacher is adequately compensated for using their own personal vehicle.

4. QUALIFIED & PROFESSIONAL PERSONNEL

Yes No

	4A.	Every agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of authorizing credential(s) is in the Comprehensive Program Plan.
	4B.	Based on the previous year's records, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four professional development activities: (Complete attachment).
	4C.	The agriculture staff meets a minimum of twice a month. (This criteria does not apply to single person departments - mark column N/A = Not Applicable)
	4D.	A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the Comprehensive Program Plan. (This criteria does not apply to single person departments - mark column N/A = Not Applicable)
	4E.	Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE, and professional CATA in-service activities.

5. FACILITIES, EQUIPMENT & MATERIALS

Yes No

	5A.	Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.
	5B.	There is adequate storage space for materials, records, equipment and supplies.

	5C. At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for their SAE project(s): <ul style="list-style-type: none"> * School Farm Laboratory * Greenhouse * Growing Area * Agriculture Shop
	5D. The Agriculture Department has E-Mail capabilities.
	5E. The reviewer verifies by visual observation that the agriculture facilities are neat, clean, and orderly.
	5F. Facilities and equipment are regularly maintained, repaired, or replaced.

6. COMMUNITY, BUSINESS AND INDUSTRY INVOLVEMENT

Yes No

	6A. The Advisory Committee is operational and reflects the committee membership as outlined in the "Agricultural Education Advisory Committee Manual".
	6B. The Agricultural Advisory Committee meets at least twice each year. (Minutes are available to verify meetings.)
	6C. The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes <ul style="list-style-type: none"> * Job Market Description * Targeted Occupations * Total Program Goals & Objectives * Program Description - Courses, SAE, FFA * Course Subject Matter Outlines * Program Completion Standards * 5 Year Facility & Equipment Acquisition * Current Year Budget * Graduate Follow Up * List of Active placement Sites
	6D. The contact information of the Advisory Committee Chair has been provided on the cover of this checklist

7. CAREER GUIDANCE

Yes No

	7A. Students are counseled regarding: (FS 3.0) <ul style="list-style-type: none"> * Career opportunities in Agriculture and Agribusiness * Agriculture and academic courses necessary to complete career pathway offerings * Post-secondary education and training options.
	7B. All students have a completed career plan (Student Data Sheet) and it is updated annually. (FS 3.3)
	7C. Efforts have been made, or completed, to articulate with Community Colleges and/or Universities (i.e., 2+2+2 articulation agreements).

8. PROGRAM PROMOTION

Yes No

	8A. An Agricultural Education program recruitment brochure or similar document is used to promote the program.
	8B. Students have alternative means of overcoming financial barriers to participate in program activities. (Includes FFA, SAE, Leadership Activities.)
	8C. The Agriculture Department conducts recruitment activities with local feeder schools.

9. PROGRAM ACCOUNTABILITY & PLANNING

Yes No

		9A. A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in the local department files.
		9B. Updates of the Program Plan are sent to the Regional Supervisor by November 15th. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Work; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes.
		9C. A follow-up system is used which gathers the following information from program <ul style="list-style-type: none"> * Status of employment or school enrolled within * Opinion regarding the value and relevance of the agriculture program * Suggestions for improving the agriculture program
		9D. The Graduate Follow Up data collected was entered with the On-line R2/FFA Roster Data Entry by <i>October 15th</i> .
		9E. The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.
		9F. The R-2, AIG Expenditure Reports, and FFA Roster have been received by the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15th.

QUALITY CRITERIA 10, 11 and 12 MUST BE SCORED DURING THE REVIEW PROCESS. HOWEVER, SCORES WILL ONLY COUNT IF THESE CRITERIA HAVE BEEN APPLIED FOR VIA THE AGRICULTURE INCENTIVE GRANT APPLICATION.

Yes No

		10A. Shop and laboratory-based classes have no more than 20 students enrolled. Classroom-based classes have no more than 25 students enrolled.
		10B. The total number of students enrolled in agriculture classes does not exceed 75 students per teacher. First year students enrolled in agriculture courses will be counted as .5 for purpose of determining the total count only. (This does not pertain to class size.)

11. FULL YEAR EMPLOYMENT

Yes No

		11A. A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than \$2000.
		11B. During the school year, one teaching period for Supervision is assigned to each agriculture teacher. This project supervision period is in addition to the preparation period normally assigned to all teachers in the school. This requirement may also be met if a period is not available by financially compensating the agriculture teacher(s) at the equivalent cost of providing one period for supervision.

12. PROGRAM ACHIEVEMENT

Yes No

		12A. The Agriculture Program meets the requirements of Program Achievement (attach checklist)
--	--	---

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Year _____

School _____

Must meet at least 12 areas

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

Attended the following:

Greenhand Conference	
Made For Excellence Conference	
Advanced Leadership Academy	
Chapter Officer Leadership Conference	
Spring Region Meeting	
State Leadership Conference	
National Convention	

Submitted the following:

State Degree Application	
American Degree Application	
Proficiency Award Application - Section	
Chapter Award Application - State	
Scholarship Application - State	

Participated in the following:

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

TOTAL AREAS MET

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

School Year _____ School _____

School Year _____

CRITERIA 4.B

Based on the previous year's record, every agriculture teacher, teaching at least 1/2 time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES				
Fall Region Meeting					
Region In-service Day					
Spring Region Meeting					
Section In-service*					
Section In-service*					
Section In-service*					
Section In-service*					
Summer Conference					
University AgEd Skills Week					
Professional Development **					

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

**CALIFORNIA DEPARTMENT OF EDUCATION
AGRICULTURAL VOCATIONAL EDUCATION INCENTIVE GRANT
QUALITY CRITERIA 12**

_____ Number of Students on Last Year's R-2 Form

12A. Curriculum and Instruction

_____ Number of UC Approved Agriculture Courses (must be at least one)

12B. Leadership and Citizenship Development

_____ Number of activities on the approved FFA activity list which the local chapter participated in (must participate in at least 80% of the activities).

12C Practical Application of Occupational Skills

_____ Number of students who received the State FFA Degree (must be at least 5% of the R-2 number)

12D Qualified and Professional Activities

_____ Number of teachers who attended a minimum of 5 professional inservice activities (must attach approved Inservice Activities Verification Page)

12E Community, Business and Industry Involvement

_____ Number of meetings held by the local Agriculture Advisory Committee (must meet at least 3 times with minutes attached)

Name of Agriculture Advisory Committee Chair _____

Phone Number of Ag. Advisory Committee Chair _____

12F Retention

_____ Number of students who were in their 3rd and 4th year of agriculture instruction (must be at least 25% of the R-2 number)

12G Graduate Follow-Up

_____ Number of program completers graduating last year.

_____ Number of those who graduated who are employed in agriculture, in the military, or continuing their education (must be at least 75% of the program completers) Attach graduate follow-up

A.
***Job Market
Description***

Job Market Description

Agriculture is the most important industry in the United States with California being the number one state in production and Riverside County one of the most important areas. As the look of agriculture in this area changes, it is vital that the educational facilities keeps pace with this by supplying students prepared to enter this vast job market.

Heritage is located in Southwest Riverside County. The climate is one of limited rainfall during the winter and the summers are hot and dry. The winter months bring foggy days and nights with mild to cold weather. The extremes have brought freezing temperatures that have caused crop damage.

Crop production dominates the area yet there is livestock production as well. Agriculture enterprises include: potatoes, melons, alfalfa, grains, grapes, citrus, nuts, eggs, and many others. Irrigation is a must during the dry summers. Farmers get their water from irrigation districts and well supplies. Allocation of water has been a continuing problem on the west side.

Heritage High School opened in 2007 with 9th & 10 grade students and added a grade each year. , In cursory reviews approximately 70% of our graduating seniors in the Ag program will attend a 2 year or 4 year college immediately after high school with nearly all working full or part time, 10% military, 10% work force alone and the remaining 100% were still undecided when polled. Our site sponsors an annual college night with nearly 50 institutions attending, has an active AVID program to develop academic skills for college success and a myriad of Agriculture courses, in which 7 of the 10 receive UC/CSU credit towards admission and 2 are Articulated with the local Community College. In addition, many will seek employment and it is important that they be taught the necessary skills to make them marketable. These skills are hands-on Career Technical and Problem Solving skills. Agriculture job skills must be taught because that is where the jobs are in our area. A student who has been properly trained but doesn't have any higher education can still get a job. Such job areas can include, floral designer, secretary, farm manager, maintenance, landscaping, as well as others. It is the job of the Agriculture program to provide these students with the career technical skills necessary for successful employment.

B.
Targeted
Occupations

TARGETED OCCUPATIONS

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

Agriculture Production

Crop Production

Jobs

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

Animal Production

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

Agriculture Mechanics

Mechanics

Jobs

Equipment Operator, Parts Person, Shop Foreman,

Equipment Operator

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

Ornamental Horticulture

Greenhouse Management

Nursery & Turf Operator

Landscape

Floriculture

Agribusiness/Computers

Agribusiness

Jobs

Greenhouse Worker, Foreman
Maintenance, Propagator,
Tissue Culture

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

Grounds Worker, Gardening
Business, Garden Store Sales

Floral Design, Floral Sales,
Floral Delivery

Jobs

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

C.
Total Program
Goals and Objectives

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 conservation of our natural resources is developed in the student.
3. The student is given a 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 AND OBJECTIVES

AGRICULTURE SCIENCE

A. Agricultural Science

This instructional program is designed to prepare persons employment as well as post secondary education options in an enterprise involved in an area of plant or animal products associated with food, feed, clothing, etc. Occupations served by this program are located on the farm, research laboratory , in

veterinary medicine, plant propagation and culture and any areas related.

The goals of this instructional program are:

1. To supply students with the knowledge and skills required for entry into and successful progress in those agricultural production occupations that may or may not require education beyond the secondary school level.
2. To prepare students for post-secondary level vocational education in agricultural education.
3. 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.
4. To provide the agricultural production industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exists and that are developing in the industry.

B. Ornamental Horticulture

This instructional program is designed to prepare persons for employment in enterprises associated with floriculture, greenhouse operation, turf production and arboriculture. The occupations in this industry involve both indoor and outdoor work propagating, growing and managing plants.

The goals of this instructional program are:

1. To supply students with the knowledge and skills required for entry into and successful progress in those ornamental horticulture occupations that may or may not require education beyond the secondary school level.
2. To prepare students for post secondary vocational education in agriculture.

3. To enable students to acquire an understanding of the economic and social impact of the ornamental horticulture industry on society and its relationship to agriculture in general.
4. To provide the ornamental horticulture industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that presently exist and that are developing in the industry.

Heritage FFA Agriculture Department Goals

1. Install in the hearts of each member confidence in the Heritage FFA as well as in themselves at all times.
2. To develop a competitive attitude as well as a sense of fairness at all FFA activities.
3. To improve communication between Chapter Officers, Advisors, and Members as well as with the Community, Parents, and School Leaders.
4. To improve member involvement in fairs, judging teams, meetings and other FFA related activities.
5. To encourage all members to observe FFA week as a week of honor and celebration.
6. To make the public aware of our chapter's success and activities.
7. To have regular publications in both school and local newspapers.
8. To have a monthly newsletter that is available to all FFA members.
9. To promote the great opportunities of agricultural careers and to instill an interest in members to pursue one.
10. To provide fun and organized recreational activities of interest to FFA members on a regular basis.

D.
Program Description
of included Courses,
SOE and Leadership

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)	
<p>1. Course Title Plant & Animal Science</p> <hr/> <p>2. Transcript Title(s) / Abbreviation(s)</p> <hr/> <p>3. Transcript Course Code(s) / Number(s)</p> <hr/> <p>4. School Perris Union High School</p> <hr/> <p>5. District Perris Union High School District</p>	<p>9. Subject Area</p> <p><input type="checkbox"/> History/Social Science</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Laboratory Science</p> <p><input type="checkbox"/> Language other than English</p> <p><input type="checkbox"/> Visual & Performing Arts</p> <p style="padding-left: 20px;"><input type="checkbox"/> Intro <input type="checkbox"/> Advanced</p> <p><input checked="" type="checkbox"/> College Prep Elective</p>
<p>6. City Perris</p>	<p>10. Grade Level(s) for which this course is designed</p> <p><input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12</p>
<p>7. School / District Web Site www.puhsd.org</p>	<p>11. Seeking "Honors" Distinction?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>8. School Course List Contact</p> <p>Name: _____</p> <p>Title/Position: _____</p> <p>Phone: _____ Ext.: _____</p> <p>E-mail: _____</p>	<p>12. Unit Value</p> <p><input type="checkbox"/> 0.5 (half year or semester equivalent)</p> <p><input checked="" type="checkbox"/> 1.0 (one year equivalent)</p> <p><input type="checkbox"/> 2.0 (two year equivalent)</p> <p><input type="checkbox"/> Other: _____</p>
<p>13. Is this an Internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If "Yes", who is the provider? <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other _____</p>	
<p>14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.</p> <p><input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____</p> <p style="padding-left: 20px;">Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="padding-left: 20px;">If no, previous course title? _____</p> <p><input type="checkbox"/> An identical course approved at another school in same district. Which school? _____</p> <p style="padding-left: 20px;">Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="padding-left: 20px;">If no, course title at other school? _____</p> <p><input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course</p> <p><input type="checkbox"/> Approved UC College Prep (UCCP) Online course</p> <p><input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline</p> <p><input type="checkbox"/> Approved P.A.S.S./Cyber High course</p> <p><input type="checkbox"/> Approved ROP/C course. Name of ROP/C? _____</p> <p><input type="checkbox"/> Approved CDE Agricultural Education course</p>	

Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? Yes No

If so, which school(s)? **Clovis East High School**

Course title at other school **Plant & Animal Physiology**

16. Pre-Requisites

Algebra 1

17. Co-Requisites

Algebra 1

18. Is this course a resubmission? Yes No

If yes, date(s) of previous submission? **October 2005**

Title of previous submission? **Plant & Animal Physiology**

19. Brief Course Description

This course is to provide students with the theories and principles related to plant and animal cultural practices, production , anatomy and physiology. This course is to successfully prepare those students who plan on majoring in agricultural/biological sciences at a college or university. Components will also include Supervised Agricultural Experience Projects, FFA leadership involvement, and Scientific Laboratory Experiences both written and orally presented.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

- 1. Use scientific methods applied to plant and animal anatomy and physiology.**
- 2. Show familiarity with the major physiological systems of plants and animals.**
- 3. To learn the nature of scientific inquiry and incorporate the use of the scientific method in laboratory investigations and agriculture.**
- 4. To identify the basic processes of cellular and organismal growth and reproduction.**
- 5. To recognize the diversity of life and the interrelationships among all organisms.**
- 6. To understand the role of genetics in organismic variation and adaptation.**
- 7. Relate the study of animal structure-form in relation to veterinary arts.**
- 8. To acquire agricultural and biological vocabulary and the reading, writing, and critical thinking skills pertaining to the science.**
- 9. To understand genetic differences in a controlled and non controlled population.**
- 10. To understand that breeds and varieties of domestic animals reproduce like offspring.**

21. Course Objectives

- 1. Intelligently discuss theories on the origins of life.**
- 2. Describe the characteristics of living organisms.**
- 3. Describe the characteristics of plant and animal cells with respect to their structure.**
- 4. Compare and contrast the roles of meiosis and mitosis in cellular reproduction.**
- 5. Understand heredity, Mendelian Genetics, terminology and apply this to animal inheritance.**
- 6. Distinguish between historical and modern taxonomy systems and understand the evolutionary relationships among domestic plants and animals.**
- 7. Understand the structural and functional similarities and differences among major animal, plant and protest phyla.**
- 8. identify and understand the major organ systems of animals.**
- 9.. Recognize the structure and function of ecosystems, populations, and communities and the impact of human society on the natural and agricultural environment.**
- 10. Describe the three cycles that involve abiotic and biotic factors. And explain their interrelationships and importance to the biosphere.**
- 11. Identify the environmental and genetic factors that influence variation among organisms.**
- 12. Demonstrate basic laboratory techniques including the use of microscopes, slides, microorganism examination, and the dissection of representative plants and animals of various species.**

22. Course Outline

- 1. Meeting Human Needs in a Changing World**
 - a. Food sources**
 - b. Human needs**

- c. Agricultural industry
 - d. Quality of life
 - e. Renewable natural resources
2. **Using Science and Technology**
 - a. The meaning of agri-science and technology
 - b. Relation of agriculture to science
 1. Physical Sciences
 2. Biological Sciences
 3. Social Science
 - c. Methods of agri-scientist thinking
 1. Scientific method
 2. Practical use
 - d. New areas of agri-science
 1. Biotechnology
 2. Genetic engineering
 3. Remote sensing
 4. Laser technology
 5. Computer applications
 - e. Issues associated with agri-science and technology
 3. **Using the Earth's Resources**
 - a. Environmental and natural resources
 - b. Renewable resources
 1. Water cycle
 2. Forests
 3. Air
 - c. Non-renewable Resources
 - d. Environmental Pollution
 - e. Agricultural pollution prevention
 4. **Using the Science of Computation**
 - a. Measurement systems
 - b. Agri-science measurements
 - c. Problem solving in measurements
 5. **Determining the bases of Life**
 - a. Life processes
 - b. Structural basis
 1. Cell structure
 2. Heredity and genetics
 - c. Mitosis and Meiosis
 6. **Classifying and Naming Living Things**
 - a. A Scientific classification system
 - b. Classification kingdoms
 - c. Cultural Practices Laboratory work
 7. **Applying principles of plant Science**
 - a. Classification and Life cycles

b. Vegetative plant parts

1. Leaves
2. Stems
3. Roots
4. Flowers
5. Seeds

c. Helpful tropisms

8. Reproducing Plants

a. Propagation

1. Sexual
 - a. Pollination
 - b. Fertilization
 - c. Germination

1. Asexual

- a. Methods of vegetative reproduction

9. Understanding Plant Processes

- a. Photosynthesis
- b. Respiration
- c. Transpiration
- d. Plant nutrition
 1. Essential elements
 2. Other essential elements
- e. Using fertilizer
 1. Soil testing
 2. Tissue analysis
 3. Laboratory work

10. Keeping Plants Healthy

- a. Preventing pest problems
- b. Integrated pest management
- c. Safety practices

11. Applying Principles of Animal Science - Anatomy and Physiology

- a. Reproductive Systems
- b. Digestive Systems
- c. Pulmonary Systems

12. Feeding Animals

- a. Feeding needs
- b. Livestock nutritional needs
- c. Nutrient sources
- d. Feed additives and implants
- e. Feed manufacturing
- f. Feed labeling

13. Breeding Animals

- a. Breeds and bloodlines
- b. Breeding systems

- c. Production systems
- d. Livestock insemination methods
- e. Breeding herd management

14. Keeping Animals Healthy

- a. Good health signs
- b. Environmental influences
- c. Good health maintenance
- d. Diseases - specific kinds

15. Using Biotechnology for Improving Life

- a. Biotechnology
- b. Biotechnology areas
- c. Molecular biotechnology: genetic importance
- d. Growth processes
- e. Genetic engineering

16. Applying Principles of Earth Science in Agriculture

- a. The earth's resources
- b. Earth's changes
- c. Atmospheric importance
- d. Climate succession

17. Applying Principles of Soil Science

- a. Soil classification
- b. Soil make-up
 - 1) Physical structure
 - 2) Chemical nature
 - 3) Biological nature
 - 4) Soil formation
 - 5) Soil profile
 - 6) Water formations

18. Introduction to FFA and Leadership Activities

- a. History and organization structure
- b. Individual opportunities
- c. Chapter structure and operation
- d. Leadership development activities
 - 1. Career development events (judging contests, individual and team)
 - 2. Committee organization
 - 3. Officer Responsibilities
- e. Parliamentary procedure and proper use
- f. Career identification and selection

19. Agriculture Careers

- a. Agriculture in the work place
- b. Present status of agriculture as a career choice
- c. Future outlook for agriculture career
- d. Educational requirements
 1. Technical careers
 2. Colleges and universities
- e. Basic employment requirements
- f. Basic attitudes and personal skills
- g. Resume' construction
- h. Applications
- i. Interviewing skills

20. Computer Applications

- a. Hardware and software
- b. Word processing

23. Texts & Supplemental Instructional Materials

Science Insights. By DiSpezio, Linner-Lube, Lisowski, Sparks and Skoog

Foresmen & Wesley 1999 ISBN 0-201-33281-7

Biological Science Applications in Agriculture. By Buriak , Phillip, and Osborne, Interstate Publishers, Inc. 1994 ISBN 8134-2759-9

Agriscience Fundamentals and Applications, Cooper, E.L., Burton, L.D., 3rd Edition, Delmar Publishers 2002 ISBN

Agriscience Fundamentals and Applications Laboratory Manual, Cooper, E.L., Burton, L.D., Delmar Publishers, 2002 ISBN 0-7668-1664-8

Teacher selected worksheets and study guides.

24. Key Assignments

Laboratory Experiences:

1. Cell identification and function.
2. Genetics: Animal reproduction and growth
3. Genetics: Phenotype ratio
4. Scientific Method Research Project.
5. Animal adaptation and camouflage.
6. Comparative anatomy of digestive systems.
7. Comparative anatomy of reproductive systems.
8. Microscope identification and applications.
9. 3D Cell Project.
10. Animal Behavior
11. Food Chains
12. Pulse and breathing rates
13. Fecal Analysis of parasites
14. Comparing human anatomy with animals

15. Pulmonary System Dissection
16. Cell Chemistry (Periodic Table of elements)
17. Chick Embryo development
18. Cloning plants for uniformity.
19. Sexual & Asexual Plant propagation
20. Observe Osmosis
21. Testing soil for organic matter
22. Water quality test
23. Taxonomy of living things (Insect Collection)
24. Taxonomy of living things (Weed collection)
25. Flower Dissection
26. Factors effecting Photosynthesis
27. Botanical Identification
28. Effects of rooting hormones
29. Macro/Micro Nutrient Deficiency Testing
30. Effects of chemicals on plants

25. Instructional Methods and/or Strategies

1. Lecture
2. Audio visual materials.
3. Computer simulations.
4. Group and individual activities.
5. Laboratory investigations.
6. Discussion.
7. Reading and writing assignments.
8. Homework assignments.
9. Tests.
10. Guest Speakers.
11. Field Trips.
12. Agriscience Fair Project.

26. Assessment Methods and/or Tools

- Tests, including teacher made and standardized tests developed by authors.
- Evaluation of class assignments.
- Classroom activities.
- Laboratory Research Investigations.
- Homework Assignments.

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)

Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>1. Course Title: Agriculture Biology 1.0</p> <hr/> <p>2. Transcript Title / Abbreviation: Ag Bio 1.0</p> <hr/> <p>3. Transcript Course Code / Number: 402</p> <hr/> <p>4. Required for Graduation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <hr/> <p>5. Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>Was this course previously approved by UC?</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>8a. Subject Area</p> <p> <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other _____ </p> <p>Is this course classified as a Career Technical Education: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If CTE: Name of Industry Sector: <u>Agriculture and Natural Resources</u> Name of Career Pathway: <u>Agriscience</u> </p> <p>8b. Credential required to teach this course:</p> <p style="text-align: center;">_____ (To be completed by H.R. only)</p> <p>_____ Signature date</p>												
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<p>7. Course Author/Contact: First Name: <u>Charlynn</u> Last Name: <u>McNaul</u> Position/Title: <u>Agriculture Teacher</u> Phone #: (<u>951</u>) <u>657-2171</u> ext.: <u>21253</u> Email: <u>charlynn.mcnaul@puhsd.org</u> Date Submitted: <u>Feb. 13, 2014</u> </p>	<p>10. Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>11. Unit Value / Length of Course</p> <p> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____ </p>												
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13. Pre-Requisites

Plant and Animal Science or equivalent with teacher permission.

14. Co-Requisites

Equivalent to Algebra 1 and/or Integrated Math 1.

15. Brief Course Description

Agricultural Biology is a laboratory science course designed for the college-bound student. The course emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships, and animal behavior.

B. COURSE CONTENT

16. Course Purpose:

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

1.	To learn the nature of scientific inquiry and incorporate the use of the scientific method in laboratory investigations that pertain to biological and agricultural principles.
2.	To be familiar with the theory of cell biology and its application to the organization of all living organisms
3.	To identify and understand the processes of cellular and organism growth and reproduction.
4.	To recognize the diversity of life and the interrelationships among all organisms.
5.	To understand the role of genetics in organism variation and adaptation.
6.	To understand the role of genetics as it pertains to the development of multicellular organisms and appreciate how encoded genes specify the characteristics of living organisms.
7.	To acquire biological and agricultural research vocabulary, and the reading, writing, and critical thinking skills pertaining to scientific inquiry.
8.	To understand the stability in an ecosystem is a balance between competing effects.
9.	To understand fundamental cellular and systemic functions and processes.
10.	To recognize the interrelationships between biotic and physical factors to energy flow in the biosphere.

17. Course Outline

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

- A. Introduction to Agricultural Biology
 - 1. What is Agricultural Biology and its Importance
 - 2. Research Uses of Agricultural Biology
 - 3. The Scientific Method
 - 4. The Metric System
- B. Organisms and Their Ecological Environment
 - 1. Biodiversity
 - 2. Conserving Natural Resources
 - 3. Agricultural Practices Beneficial and Harmful to the Environment
 - 4. The Ecosystem and Population Fluctuations
 - 5. The Nitrogen Cycle
 - 6. The Oxygen Cycle
 - 7. The Food Web
- C. Cell Biology
 - 1. Plant and Animal Cell Identification and Functions
 - 2. Plant and Animal Cell Structure and Functions
 - 3. Cellular Respiration
 - 4. Cellular Transport
 - 5. Cell Differentiation
 - 6. Chemiosmotic Gradients and ATP Production
 - 7. Macromolecules in Cells
- D. Inorganic Foundations that Support Life
 - 1. Soil and Water: The Chemical Foundation
 - 2. Atomic and molecular structure and chemical bonding
 - 3. Basic Soil Components
 - 4. Soil Formation Factors and Horizons
 - 5. Soil Texture and Structure
 - 6. Soil Organisms and Organic Matter
 - 7. Interrelationships of Plants and Soil
 - 8. Water Movement Properties
 - 9. Soil and Water Management
- E. Plant & Animal Classifications
 - 1. Development of the Binomial System of Nomenclature
 - 2. Classifications of Major Groups of Plants and Animals
 - 3. Evolutionary Relationships
 - 4. Development of the Kingdom Concept
 - 5. Comparisons of Modern Agricultural Plants and Animals
- F. Plant Physiology, Reproduction, Photosynthesis and Growth
 - 1. Plant Structures & the Process of Photosynthesis
 - 2. Plant Growth Requirements
 - 3. Monocotyledons and Dicotyledons
 - 4. Sexual and Asexual Reproduction
 - 5. Research Applications to Plant Biotechnology
 - 6. Chemical and Environmental Factors Affecting Plant Growth

G. Animal Physiology and Reproduction

1. Internal Systems of Animals
2. The Digestive Process
3. The Respiratory System
4. The Reproductive System
5. The Circulatory System
6. The Endocrine System
7. The Nervous System
8. The Immune System

H. Animal Nutrition

1. Feed Identification and Nutrient Evaluation
2. Feed Additives
3. Ration Formulation
4. Animal Nutrient Requirements
5. Vitamin and Amino Acid Requirements
6. Nutritional Diseases

I. Animal Health & Diseases

1. Disease Agents
2. Causes of Disease
3. Infectious and Noninfectious Diseases
4. Animal Health Practices
5. Common Internal & External Parasites Lifecycles

J. Plant and Animal Genetics

1. Heritability and Genetic Traits
2. Dominant and Recessive Genes
3. Genotype and Phenotype
4. Cellular Reproduction: Mitosis and Meiosis
5. Physical and Chemical Structures Involved in Genetics
6. DNA and Types of DNA
7. DNA Replication
8. Mendel – Independent Assortment and Segregation
9. Biotechnology and Cloning
10. Proteins and RNA
11. Role and Function of Amino Acids in Genetics
12. Mutation and Sexual Reproduction

K. Agricultural Biology Research Project

1. Development and Formulation of Agriscience/Science Fair Project
2. Research Principles & Design
3. Statistical Management & Analysis of Agriscience/Science Fair Project
4. Instructional Supervision & Coordination

L. Leadership & Team Building Development

1. Oral and speaking presentations
2. Critical Thinking Exercises
3. Problem Solving Exercises

18. Writing Assignments

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

19 (A) Textbook #1

Title: Biology

Edition: _____ Publication Date: 2008

Publisher: McDougal Littell

Author(s): Stephen Nowicki

Usage: Primary Text Read in entirety or near entirety

Textbook #2 (if applicable)

Title: _____

Edition: _____ Publication Date: _____

Publisher: _____

Author(s): _____

Usage: Primary Text Read in entirety or near entirety

19 (B) Supplemental Instructional Materials (please describe)

FFA Record Book

20. Key Assignments

- A. Weekly Reading & Writing Assignments
- B. Weekly laboratory activities & write-ups
- C. Agriculture Biology Term Paper
- D. Supervised Agricultural Experience Project & Record Book
- E. Student Seminar Presentation related to Agriculture Biology Topic
- F. Portfolio of Laboratory Exercises
- G. Leadership Development Activities

21. Instructional Methods and/or Strategies

- A. Students will be engaged in a variety of activities that balance direct instruction with project work. Students will be expected to apply the academic and applied concepts and processes learned during direct instruction to their projects. Students will attend lectures, complete labs, become involved with professional mentors, complete real world projects, and make presentations that demonstrate understanding of physical concepts and the application process.
- B. Methods of instruction will include, but is not limited to:
 - 1. Direct instruction (lectures, discussions, readings, and lab activities specific for mastery of content).
 - 2. Use of community-based research projects and with professional mentors, development of language arts skills while students complete reports, journals, analyses, and essays.
 - 3. Use of a variety of instructional materials and resources including electronic media, handbooks, professional journals, reference materials, and textbooks.
 - 4. Self-directed, cooperative, and collaborative learning opportunities to increase responsibility of students for their own learning.
- 5. Use of student presentations, exhibits, and competitions

22. Assessment Methods and/or Tools

- A. Assessment opportunities that allow continuous evaluation of students' progress should be embedded throughout the course and should be a learning experience. All students will be expected to achieve a high understanding of all topics; often demonstration of knowledge will occur in a public forum. The following strategies, which include both formal and informal assessment techniques, may include, but are not limited to:
 - 1. Performance-based assessments such as demonstrations, discussions, simulations, and projects
 - 2. Presentations, (both team and individual) written assignments, (both team and individual),
 - 3. On-going and cumulative portfolio of investigative accomplishments.
 - 4. Written tests & quizzes with a variety of short answer and essay questions.
 - 5. Written assignments, (such as justifications, investigations, and research, evaluative, or technical), and individual and group assessments including the assessment working relationships.
- B. Grading will be based on the following assessment areas:
 - 1. Tests & Quizzes
 - 2. Laboratory Investigation Activities & Write-ups
 - 3. Portfolio & Writing Assignments
 - 4. Leadership & Critical Thinking Activities
 - 5. Research Report and Oral Presentation
 - 6. Supervised Agricultural Experience & Record Book (Not less than 5%)
 - 7. FFA (Not less than 5%)

23. Course Pacing Guide and Objectives:

Day	Objective
	1. Intelligently discuss theories on the origins of life.
	2. Describe the characteristics of living organisms.
	3. Describe the characteristics of plant and animal cells with respect to their structure and chemistry.
	4. Compare and contrast the roles of meiosis and mitosis in cellular and organism reproduction.
	5. Define the chromosome theory of heredity, Mendelian genetics, gene-enzyme relationships, and apply this knowledge to animal inheritance.
	6. Distinguish between historical and modern taxonomy systems and scientific nomenclature that demonstrate evolutionary relationships among plants and animals.
	7. Identify the structural and functional similarities and differences among the major animal, plant, and protist phyla.
	8. Analyze the major organ systems of animals and understand their function.
	9. Recognize the structure and function of ecosystems, populations, and communities, and the impact of human society on the natural and agricultural environment.
	10. Describe the three cycles that involve biotic and abiotic factors: nitrogen, carbon-oxygen, and water; and explain the importance of their interrelationships to the biosphere.
	11. Identify the environmental and genetic factors that influence variation among organisms.
	12. Demonstrate basic laboratory techniques including the use of microscopes, microscope slide preparation, maintenance and examination of micro-organism cultures, tests demonstrating fundamental biochemical reactions, dissection of representatives of plant and animal phyla, and the sharpening of interpretative skills.

C. HONORS COURSES ONLY

24. Indicate how this honors course is different from the standard course.

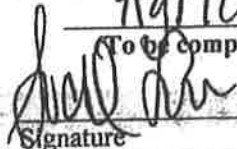
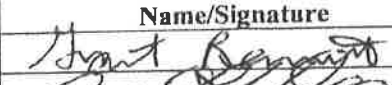


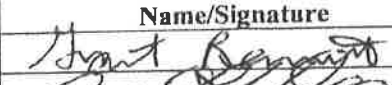


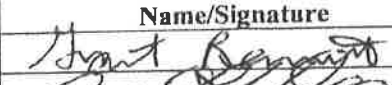


D. BACKGROUND INFORMATION

25. Context for Course (optional)

26. History of Course Development (optional)

Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>1. Course Title: Agriculture Math</p> <hr/> <p>2. Transcript Title / Abbreviation: Mathematical Applications in Agriculture</p> <hr/> <p>3. Transcript Course Code / Number: 390</p> <hr/> <p>4. Required for Graduation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <hr/> <p>5. Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <hr/> <p>6. Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <hr/> <p>7. Course Author/Contact: First Name: _____ Last Name: _____ Position/Title: _____ Phone #: (____) _____ ext.: _____ Email: _____ Date Submitted: _____</p>	<p>8a. Subject Area</p> <p> <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other _____ </p> <p>Is this course classified as a Career Technical Education: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If CTE: Name of Industry Sector: <u>Agriculture & Natural Resources</u> Name of Career Pathway: <u>Agricultural Business</u> </p> <p>8b. Credential required to teach this course: <u>Agriculture</u> (To be completed by H.R. only)  <u>1/20/12</u> Signature date </p> <hr/> <p>9. Grade Level(s) 7 8 9 10 11 <u>12</u> </p> <hr/> <p>10. Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <hr/> <p>11. Unit Value / Length of Course <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____ </p>												
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Board Approval:		2/16/12											

13. Pre-Requisites

Participation in the agriculture program prior to the 12th grade year

14. Co-Requisites

None

15. Brief Course Description

This course is designed for students seeking education in math as it relates to agriculture. Understanding and applying math skills provides the basis for learning and mastering occupational and technical subjects. The application problems in this course will use current and realistic agricultural situations similar to those encountered by professionals engaged in production agriculture, the raising of crops and livestock, and by those employed in agriculturally related occupations and industries.

B. COURSE CONTENT

16. Course Purpose:

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes.
Note: More specificity than a simple recitation of the State Standards is needed.

- To provide the student with the opportunity to develop understanding and skills in the area of mathematics.
- To provide the student with a review of basic arithmetic.
- To develop an understanding of data and its use in statistical interpretation.
- To provide the student with algebraic and geometric concepts relative to production agriculture.
- To develop the math skills needed to solve word problems.

17. Course Outline

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

Objective	Standards (Ag)	Standards (Math)
<p>Students will be able to apply addition, subtraction, multiplication, and division procedures in dealing with agriculturally relevant situation problems.</p>	<p>A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.</p> <p>A1.5 Analyze physical production relationships to determine optimum use levels.</p> <p>A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.</p> <p>F11.4 Understand marketing and merchandising principles used in the floral industry.</p>	<p>NCTM: Problem Solving Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Build new mathematical knowledge through problem solving</p> <p>Solve problems that arise in mathematics and in other contexts</p> <p>Apply and adapt a variety of appropriate strategies to solve problems</p> <p>Monitor and reflect on the process of mathematical problem solving</p> <p>NCTM: Communication Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Organize and consolidate their mathematical thinking through communication</p> <p>Communicate their mathematical thinking coherently and clearly to peers, teachers, and others</p> <p>Analyze and evaluate the mathematical thinking and strategies of others;</p> <p>Use the language of mathematics to express mathematical ideas precisely.</p> <p>NCTM: Connections Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Recognize and use connections among mathematical ideas</p> <p>Understand how mathematical ideas interconnect and build on one another to produce a coherent whole</p> <p>Recognize and apply mathematics in contexts outside of mathematics</p> <p>NCTM: Representation Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Create and use representations to organize, record, and communicate mathematical ideas</p> <p>Select, apply, and translate among mathematical representations to solve problems</p> <p>Use representations to model and interpret physical, social, and mathematical phenomena</p>

Objective	Standards (Ag)	Standards (Math)
<p>Students will be able to apply algebraic process to agriculture situations.</p>	<p>D5.2 Understand how to use animal performance data in the selection and management of production animals.</p> <p>D5.3 Research and discuss current technology used to measure desirable traits.</p> <p>D5.4 Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.</p>	<p>NCTM: Problem Solving Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Build new mathematical knowledge through problem solving</p> <p>Solve problems that arise in mathematics and in other contexts</p> <p>Apply and adapt a variety of appropriate strategies to solve problems</p> <p>Monitor and reflect on the process of mathematical problem solving</p> <p>NCTM: Communication Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Organize and consolidate their mathematical thinking through communication</p> <p>Communicate their mathematical thinking coherently and clearly to peers, teachers, and others</p> <p>Analyze and evaluate the mathematical thinking and strategies of others;</p> <p>Use the language of mathematics to express mathematical ideas precisely.</p> <p>NCTM: Connections Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Recognize and use connections among mathematical ideas</p> <p>Understand how mathematical ideas interconnect and build on one another to produce a coherent whole</p> <p>Recognize and apply mathematics in contexts outside of mathematics</p> <p>NCTM: Representation Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Create and use representations to organize, record, and communicate mathematical ideas</p> <p>Select, apply, and translate among mathematical representations to solve problems</p> <p>Use representations to model and interpret physical, social, and mathematical phenomena</p>

Objective	Standards (Ag)	Standards (Math)
<p>Students will perform and learn percentage skills used in determining such things as taxes, commission, cash discounts and interest.</p>	<p>A4.1 Understand the differences between cash and accrual accounting systems.</p> <p>A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.</p> <p>A4.3 Understand the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.</p> <p>A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.</p> <p>A4.5 Understand how to determine property values and how to complete a depreciation schedule.</p> <p>A4.6 Understand how to determine the tax obligations for an agribusiness.</p>	<p>NCTM: Problem Solving Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Build new mathematical knowledge through problem solving</p> <p>Solve problems that arise in mathematics and in other contexts</p> <p>Apply and adapt a variety of appropriate strategies to solve problems</p> <p>Monitor and reflect on the process of mathematical problem solving</p> <p>NCTM: Communication Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Organize and consolidate their mathematical thinking through communication</p> <p>Communicate their mathematical thinking coherently and clearly to peers, teachers, and others</p> <p>Analyze and evaluate the mathematical thinking and strategies of others;</p> <p>Use the language of mathematics to express mathematical ideas precisely.</p> <p>NCTM: Connections Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Recognize and use connections among mathematical ideas</p> <p>Understand how mathematical ideas interconnect and build on one another to produce a coherent whole</p> <p>Recognize and apply mathematics in contexts outside of mathematics</p> <p>NCTM: Representation Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Create and use representations to organize, record, and communicate mathematical ideas</p> <p>Select, apply, and translate among mathematical representations to solve problems</p> <p>Use representations to model and interpret physical, social, and mathematical phenomena</p>

Objective	Standards (Ag)	Standards (Math)
<p>Students will learn formulas and perform mathematical operations in determining area, volume and perimeter using agricultural examples.</p>	<p>B6.1 Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project. B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).</p> <p>B12.2 Know how to draw and interpret architectural plans.</p> <p>B12.3 Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.</p> <p>B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).</p> <p>B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).</p> <p>B12.6 Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).</p>	<p>NCTM: Problem Solving Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Build new mathematical knowledge through problem solving</p> <p>Solve problems that arise in mathematics and in other contexts</p> <p>Apply and adapt a variety of appropriate strategies to solve problems</p> <p>Monitor and reflect on the process of mathematical problem solving</p> <p>NCTM: Communication Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Organize and consolidate their mathematical thinking through communication</p> <p>Communicate their mathematical thinking coherently and clearly to peers, teachers, and others</p> <p>Analyze and evaluate the mathematical thinking and strategies of others;</p> <p>Use the language of mathematics to express mathematical ideas precisely.</p> <p>NCTM: Connections Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Recognize and use connections among mathematical ideas</p> <p>Understand how mathematical ideas interconnect and build on one another to produce a coherent whole</p> <p>Recognize and apply mathematics in contexts outside of mathematics</p> <p>NCTM: Representation Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Create and use representations to organize, record, and communicate mathematical ideas</p> <p>Select, apply, and translate among mathematical representations to solve problems</p> <p>Use representations to model and interpret physical, social, and mathematical phenomena</p>

Objective	Standards (Ag)	Standards (Math)
<p>Students will be able to perform mathematical operations using agricultural scenarios such as board feet, concrete measurement, feed rations, soil moisture, ect.</p>	<p>B2.2 Know how to calculate board feet, lumber volume, and square feet.</p> <p>C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.</p> <p>C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).</p> <p>D10.2 Understand how to develop, maintain, and use growth and management records for large or small animals.</p>	<p>NCTM: Problem Solving Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Build new mathematical knowledge through problem solving</p> <p>Solve problems that arise in mathematics and in other contexts</p> <p>Apply and adapt a variety of appropriate strategies to solve problems</p> <p>Monitor and reflect on the process of mathematical problem solving</p> <p>NCTM: Communication Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Organize and consolidate their mathematical thinking through communication</p> <p>Communicate their mathematical thinking coherently and clearly to peers, teachers, and others</p> <p>Analyze and evaluate the mathematical thinking and strategies of others;</p> <p>Use the language of mathematics to express mathematical ideas precisely.</p> <p>NCTM: Connections Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Recognize and use connections among mathematical ideas</p> <p>Understand how mathematical ideas interconnect and build on one another to produce a coherent whole</p> <p>Recognize and apply mathematics in contexts outside of mathematics</p> <p>NCTM: Representation Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Create and use representations to organize, record, and communicate mathematical ideas</p> <p>Select, apply, and translate among mathematical representations to solve problems</p> <p>Use representations to model and interpret physical, social, and mathematical phenomena</p>

Objective	Standards (Ag)	Standards (Math)
<p>Students will learn ratios and proportion skills using agricultural scenarios.</p>	<p>C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).</p> <p>C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.</p> <p>C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.(Pierson Square)</p>	<p>NCTM: Problem Solving Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Build new mathematical knowledge through problem solving</p> <p>Solve problems that arise in mathematics and in other contexts</p> <p>Apply and adapt a variety of appropriate strategies to solve problems</p> <p>Monitor and reflect on the process of mathematical problem solving</p> <p>NCTM: Communication Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Organize and consolidate their mathematical thinking through communication</p> <p>Communicate their mathematical thinking coherently and clearly to peers, teachers, and others</p> <p>Analyze and evaluate the mathematical thinking and strategies of others;</p> <p>Use the language of mathematics to express mathematical ideas precisely.</p> <p>NCTM: Connections Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Recognize and use connections among mathematical ideas</p> <p>Understand how mathematical ideas interconnect and build on one another to produce a coherent whole</p> <p>Recognize and apply mathematics in contexts outside of mathematics</p> <p>NCTM: Representation Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Create and use representations to organize, record, and communicate mathematical ideas</p> <p>Select, apply, and translate among mathematical representations to solve problems</p> <p>Use representations to model and interpret physical, social, and mathematical phenomena</p>

Objective	Standards (Ag)	Standards (Math)
<p>Students will understand and perform problems in basic concepts of dimensional analysis and word problems.</p>	<p>E11.1 Understand the Public Land Survey System.</p> <p>E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass to determine area, boundaries, and elevation differences.</p>	<p>NCTM: Problem Solving Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Build new mathematical knowledge through problem solving</p> <p>Solve problems that arise in mathematics and in other contexts</p> <p>Apply and adapt a variety of appropriate strategies to solve problems</p> <p>Monitor and reflect on the process of mathematical problem solving</p> <p>NCTM: Communication Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Organize and consolidate their mathematical thinking through communication</p> <p>Communicate their mathematical thinking coherently and clearly to peers, teachers, and others</p> <p>Analyze and evaluate the mathematical thinking and strategies of others;</p> <p>Use the language of mathematics to express mathematical ideas precisely.</p> <p>NCTM: Connections Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Recognize and use connections among mathematical ideas</p> <p>Understand how mathematical ideas interconnect and build on one another to produce a coherent whole</p> <p>Recognize and apply mathematics in contexts outside of mathematics</p> <p>NCTM: Representation Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Create and use representations to organize, record, and communicate mathematical ideas</p> <p>Select, apply, and translate among mathematical representations to solve problems</p> <p>Use representations to model and interpret physical, social, and mathematical phenomena</p>

Objective	Standards (Ag)	Standards (Math)
<p>Students will understand and perform agricultural problems in geometric and dimensional analysis.</p>	<p>D1.1 Understand appropriate space and location requirements for habitat, housing, feed, and water.</p> <p>D1.2 Understand how to select habitat and housing conditions and materials (such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters) to meet the needs of various animal species.</p>	<p>NCTM: Problem Solving Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Build new mathematical knowledge through problem solving</p> <p>Solve problems that arise in mathematics and in other contexts</p> <p>Apply and adapt a variety of appropriate strategies to solve problems</p> <p>Monitor and reflect on the process of mathematical problem solving</p> <p>NCTM: Communication Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Organize and consolidate their mathematical thinking through communication</p> <p>Communicate their mathematical thinking coherently and clearly to peers, teachers, and others</p> <p>Analyze and evaluate the mathematical thinking and strategies of others;</p> <p>Use the language of mathematics to express mathematical ideas precisely.</p> <p>NCTM: Connections Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Recognize and use connections among mathematical ideas</p> <p>Understand how mathematical ideas interconnect and build on one another to produce a coherent whole</p> <p>Recognize and apply mathematics in contexts outside of mathematics</p> <p>NCTM: Representation Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Create and use representations to organize, record, and communicate mathematical ideas</p> <p>Select, apply, and translate among mathematical representations to solve problems</p> <p>Use representations to model and interpret physical, social, and mathematical phenomena</p>

Objective	Standards (Ag)	Standards (Math)
<p>Students will be able to understand and perform mathematical problems involving averages using agricultural scenarios.</p>	<p>D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics.</p> <p>F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.</p> <p>F6.4 Understand how to read and interpret labels to properly apply fertilizers.</p>	<p>NCTM: Problem Solving Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Build new mathematical knowledge through problem solving</p> <p>Solve problems that arise in mathematics and in other contexts</p> <p>Apply and adapt a variety of appropriate strategies to solve problems</p> <p>Monitor and reflect on the process of mathematical problem solving</p> <p>NCTM: Communication Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Organize and consolidate their mathematical thinking through communication</p> <p>Communicate their mathematical thinking coherently and clearly to peers, teachers, and others</p> <p>Analyze and evaluate the mathematical thinking and strategies of others;</p> <p>Use the language of mathematics to express mathematical ideas precisely.</p> <p>NCTM: Connections Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Recognize and use connections among mathematical ideas</p> <p>Understand how mathematical ideas interconnect and build on one another to produce a coherent whole</p> <p>Recognize and apply mathematics in contexts outside of mathematics</p> <p>NCTM: Representation Standards for grades 9-12 Instructional programs from prekindergarten through grade 12 should enable all students to—</p> <p>Create and use representations to organize, record, and communicate mathematical ideas</p> <p>Select, apply, and translate among mathematical representations to solve problems</p> <p>Use representations to model and interpret physical, social, and mathematical phenomena</p>

18. Writing Assignments

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

19 (A) Textbook #1

Title: MATHEMATICS FOR AGRICULTURE

Edition: 2000

Publisher: Danville, Illinois: Interstate Publishers

Author(s): Rogers, Betty C

Usage: Primary Text Read in entirety or near entirety

19 (B) Supplemental Instructional Materials (please describe)

As Identified by Ag Department.

20. Key Assignments

Detailed descriptions of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assignments that students will be required to complete.

1. Tests and Quizzes
2. Class work/participation
3. Notebook
4. FFA Participation
5. Checkbook Assignment

21. Instructional Methods and/or Strategies

List specific instructional methods that will be used.

- Provide direct instruction through small and whole class groups.
- Use a variety of strategies and media.
- Provide opportunity for small and whole class discussion.
- Offer opportunities for use of manipulatives and other concrete objects.
- Offer opportunities for student research projects.
- Homework should reinforce and extend already instructed skills.

Direct Interactive Instruction will be used in all Classes.

22. Assessment Methods and/or Tools

List different methods of assessments that will be used.

- Chapter assessments tests and quizzes
- Semester Final assessment
- Daily homework
- Daily class work
- Other alternative assessments

23. Course Pacing Guide and Objectives:

COURSE OUTLINE

- I. Orientation
- II. Whole Numbers
 - 1. Addition, Subtraction, Multiplication, Division
 - 2. Combined Operations
- III. Common Fractions
 - 1. Addition, Subtraction, Multiplication, Division
 - 2. Combined Operations
- IV. Decimals
 - 1. Addition, Subtraction, Multiplication, Division
 - 2. Combined Operations
- V. Percent and Percentages
 - 1. Addition, Subtraction, Multiplication, Division
 - 2. Interest, Commission, Taxes
- VI. Interpretation and Analysis of Data
 - 1. Averages
 - 2. Tables
 - 3. Interpretation of Graphed Data
- VII. Introduction to Algebra
 - 1. Operations with Integers
 - 2. Operations with Algebraic Expressions, Powers, Symbols of Grouping
 - 3. Square Root, Scientific Notation
- VIII. Linear Equations
 - 1. Solving Equations
- IX. Measurement
 - 1. Linear Measurements and Formulas
 - 2. Volume Measurements and Formulas
 - 3. Weight Measurements and Formulas
 - 4. Area Measurements and Formulas
 - 5. Time and Temperature
- X. Special Formulas
 - 1. Board Feet
 - 2. Cement

C. HONORS COURSES ONLY

24. Indicate how this honors course is different from the standard course.

NA

D. BACKGROUND INFORMATION

25. Context for Course (optional)

NA

26. History of Course Development (optional)

NA

Perris Union High School District Course of Study

A. COURSE INFORMATION

1. Course Title The Art & History of Floral Design	9. Subject Area <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Language other than English <input checked="" type="checkbox"/> Visual & Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other												
2. Transcript Title / Abbreviation	10. Grade Level(s) <div style="text-align: center;"> 10 - 12 7 8 9 10X 11X 12X </div>												
3. Transcript Course Code / Number													
5. Required for Graduation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No													
6. Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	11. Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No												
7. Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	12. Unit Value / Length of Course <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____												
8. Course Author Name: Chris Maddalena/Amanda Sanchez Date Submitted: January 2008													
13. APPROVALS:													
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 40%;">Name/Signature</th> <th style="width: 30%;">Date</th> </tr> </thead> <tbody> <tr> <td>Subject Area Council:</td> <td><i>[Signature]</i></td> <td>2/1/08</td> </tr> <tr> <td>Educational Planning Council:</td> <td><i>[Signature]</i></td> <td>3-6-08</td> </tr> <tr> <td>Board Approval:</td> <td></td> <td></td> </tr> </tbody> </table>			Name/Signature	Date	Subject Area Council:	<i>[Signature]</i>	2/1/08	Educational Planning Council:	<i>[Signature]</i>	3-6-08	Board Approval:		
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Board Approval:													

14. Pre-Requisites

1 Year of Agriculture Course work with a C or better

15. Co-Requisites

None

16. Brief Course Description

The Art and History of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations.

B. COURSE CONTENT

17. Course Goals and/or Major Student Outcomes (California State Standards)

* Not covered on CST.

- Employ senses to perceive and apply the elements and principles of visual design through works of art, objects in nature, events, and the environment
- Explore the role of floral design in human history and culture through creative design concepts in two and three dimensional media, based on floral arranging
Derive meaning from artworks and floral art designs, including floral symbolism, through analyzing interpretations, and judgment of various pieces developed by renown artists of different historical and contemporary periods
- Demonstrate skills in utilizing the language of visual arts design as the foundation for creating and analyzing the visual structures and functions of art
- Develop and create original artwork based on relating visual art design concepts and processes to their own personal experiences and lifelong learning

18. Course Objectives

Objective	Standards (List Entire Standard)	Text Chapter
<p>1.0 ARTISTIC PERCEPTION</p> <ul style="list-style-type: none"> • <i>Develop Perceptual Skills and Visual Arts Vocabulary</i> • <i>Analyze Art Elements and Principles of Design</i> • <i>Impact of Media Choice</i> 	<p>1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.</p> <p>1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.</p> <p>1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.</p> <p>1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design</p> <p>1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.</p> <p>1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.</p>	<p>2,3,4,5,6,11,12,17</p>
<p>2.0 CREATIVE EXPRESSION</p> <ul style="list-style-type: none"> • <i>Skills, Processes, Materials, and Tools</i> • <i>Communication and Expression Through Original Works of Art</i> 	<p>2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.</p> <p>2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.</p> <p>2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).</p> <p>2.4 Review and refine observational drawing skills.</p> <p>2.5 Create an expressive composition, focusing on dominance and subordination.</p> <p>2.6 Create two or three-dimensional work of art that addresses a social issue.</p>	<p>8,14,15</p>
<p>3.0 HISTORICAL AND CULTURAL CONTEXT</p> <ul style="list-style-type: none"> • <i>Role and Development of the Visual Arts</i> • <i>Diversity of the Visual Arts</i> 	<p>3.1 Identify similarities and differences in the purposes of art created in selected cultures.</p> <p>3.2 Identify and describe the role and influence of new technologies on contemporary works of art.</p> <p>3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.</p> <p>3.4 Discuss the purposes of art in selected contemporary cultures.</p>	<p>1,13,16,18,19</p>

<p>4.0 AESTHETIC VALUING</p> <ul style="list-style-type: none"> ● <i>Derive Meaning</i> ● <i>Make Informed Judgments</i> 	<p>4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.</p> <p>4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.</p> <p>4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.</p> <p>4.4 Articulate the process and rationale for refining and reworking one of their own works of art.</p> <p>4.5 Employ the conventions of art criticism in writing and speaking about works of art.</p>	<p>2,4,5,6,8,14</p>
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5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

- *Connections and Applications*
- *Visual Literacy*
- *Careers and Career-Related Skills*

A. Students will understand the importance of Leadership\FFA

- *Floral Contest*
- *Program of Work*
- *Community Service*

B. Students will have a Supervised Occupational Experience (SOE)

- *Practice record book problems*
- *Types of Projects*
- *Student Data Sheet\ Project Research or Plan*
- *Fair project ideas*
- *Business Agreement*
- *List of floral supplies and flowers*

5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

9.0 Leadership and Teamwork

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

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

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

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

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

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

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

10.0 Technical Knowledge and Skills

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

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

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

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

19. Texts & Supplemental Instructional Materials

The Art of Floral Design, by Norah T. Hunter; pub Delmar
Art Fundamentals, by Otto Ocvirk; pub McGraw Hill
Art Talk, by Rosalind Ragans; pub Glencoe & McGraw-Hill
Discovering Art History, by Gerald F. Bromer; pub Davis
Exploring Visual Design: The Elements & Principles; pub Davis
The Visual Experience; pub Delmar
Essential Impressionist; pub Parragon
The Natural Way to Draw, by Kimon Nicolaidis
Elements of Design (video); pub Crystal Productions

20. Key Assignments

- Students will write an art evaluation on one of the below:
Ikebana Design, Vincent Van Gogh, Pablo Picasso, Edouard Monet, Klaus Wagner, Gregor Lersch, Els and George Hazenberg, Georgia O'Keeffe, Pierre Renoir
Students will create an *Interactive Notebook* that will contain: class notes from lectures, drawings, and class exercises. Students will build upon this notebook through each unit of instruction utilizing both sides of the brain.
- Students will research and write a description of the historical symbolism of specific flowers and foliage.
- Students will choose a flower or foliage, find the symbolism and from it create a floral design.
Add information, lecture notes, and drawings to *Interactive Notebook* on historical flower symbolism
- Evaluation of art examples from various time periods
- Create a visual presentation on history of Floral Design
- Project on floral art history and specific art periods including: European Period, Impressionistic Era, Oriental Influence, and American Styles
- Create a two and three dimensional visual display of floral art: Freeform Expression, Geometric Mass, Art Deco, Art Noveau, and Modern Contemporary through the use of various media
- Practicum using a given theme: two dimensional layouts, three-dimensional arrangements, fresh and dry cut flower designs, and container arrangements
- Complete a floral art three-dimensional Critique Sheet for historical periods

- Create floral design arrangements with emphasis on elements and principles of design
- Create verbal and written reflections for floral design project utilizing student's *Interactive Notebook*
- Develop a portfolio including two-dimensional drawings, three-dimensional sculptures, and artworks' critiques. Minimum of five pieces required.
- Demonstrate knowledge of influential art periods through a cultural and historical 3-5 page research paper.
- Analyze and interpret student and others' work through critiques and rubrics.
- Develop and convey floral art knowledge using visual art terminology in an oral presentation for floral art.
- Create a design project utilizing all elements and principles of design
- Emotions and color influence project
- Create a Color Wheel
- Additions to student art and floral Portfolio Projects: application using triangular, circular, vertical, and horizontal floral art designs and applying hue, primary, secondary, tertiary, warm, cool, value, tint, tone, and shades to floral artworks
- Add information, notes, and drawing to *Interactive Notebook* on color harmony, value, and schemes
- Complete worksheet for elements and principles of design
- Create a design project utilizing all elements and principles of design
- Emotions and color influence project
- Create a Color Wheel
- Add information, notes, and drawing to *Interactive Notebook* on color harmony, value, and schemes
- Classroom Color Display Board.

21. Instructional Methods and/or Strategies

- Direct instruction
- Demonstrations
- Project-based learning
- Lecture
- Cooperative learning
- Reading assignments
- Video and CD-ROM lessons
- Exhibitions of student art work
- Peer and teacher evaluation
- Interactive Notebook
- Art/Floral work portfolio
- Class discussions

- Additions to student art and floral Portfolio Projects: applying focal point to student works
- Create a presentation board displaying basic drawing and layout skills
- Create mosaic art designs for floral art using paper and tile.
- Create and display flower and foliage media techniques for specific floral art: Mass Flower and Foliage, Filler Flower and Foliage, Line Flower and Foliage, Form Flower and Foliage, Fresh Flower and Foliage, Dry Flower and Foliage, and Artificial Flower and Foliage.
- Create a floral project applying mechanics, materials, and media through an introduction to proper care, proper usage, equipment and media.
- Create a floral project displaying specific artists' styles and techniques using Oriental, European, and Exhibition Styles.
- Student will evaluate his/her floral art project and support a position regarding the aesthetic value of the project and either change or defend position after considering views of others.
- Create a mosaic art design utilizing geometric shapes
- Emotional poetic, color influenced project designed visually for floral art
- Historical time periods and artistic works written three page report
- Design a floral advertisement using art elements, principles, and techniques to display student's work at an art exhibition.
- Create a two- dimensional or three-dimensional design incorporating elements and principles as applied to a specific theme and culture.

22. Assessment Methods and/or Tools

- Teacher observation
- Homework assignments
- Quizzes and tests
- Projects
- *Interactive* notebook
- Essays and reports
- Student demonstrations
- Art/Floral work portfolio
- Rubrics
- Participation

D. BACKGROUND INFORMATION

24. Context for Course (optional)

25. History of Course Development (optional)

Perris Union High School District Course of Study

A. COURSE INFORMATION

1. Course Title Agriculture Government	9. Subject Area <input checked="" type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other
2. Transcript Title / Abbreviation Ag Government	
3. Transcript Course Code / Number 220	
5. Required for Graduation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
6. Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	10. Grade Level(s) 7 8 9 10 11 12X
7. Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	11. Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. Course Author Name: Chris Maddalena Date Submitted: September 13, 2004	12. Unit Value / Length of Course <input checked="" type="checkbox"/> 0.5 (half year or semester equivalent) <input type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____

13. APPROVALS: 9/21/04 SAC - 1st Reading
 10/19/04 SAC - 2nd Reading/Vote **CONDITIONAL APPROVAL - SEE BELOW**

	Name/Signature	Date
Subject Area Council:	Steve Spraker	10-19-04
Educational Planning Council:	Jacqueline Cooper	12-02-04
Board Approval:	Dennis D. Murray	01-19-05

CONDITIONAL APPROVAL:

Approved by SAC as pilot for 2005-06 school year.
 End-of-Level assessment used for all Government classes will be given to Ag Government students.
 Permanent status will be recommended if students perform at average and above in comparison to regular Government classes.

14. Pre-Requisites

One year of Agriculture with a C or better.

15. Co-Requisites

None

16. Brief Course Description

America's agricultural industry is the mainstay of the United States. An understanding of the American political process, its influence on agriculture and the individual will be the main focus. Students will study the constitution, governments, federalism and the U.S. Farm Bill and policies. To gain a working knowledge of which agencies of government affect particular problems in the lives of citizens, students will be prepared to vote, to reflect on their responsibilities, and to participate in community activities. Supervised agricultural experiences and FFA participation are required.

B. COURSE CONTENT

17. Course Goals and/or Major Student Outcomes

The student:

1. Analyze the basic principles of the United States Constitution.
2. Assess the impact of the Bill of Rights and the civil rights amendments on the social and political development of the United States.
3. Define the relationships between the powers of federal state and local governments as well as its affect on the agriculture industry.
4. Examine the relationship between the three branches of the federal government and its influence on the agricultural industry.
5. Discuss how political opinions and orientations are formed.
6. Summarize the essential steps in all elections.
7. Describe citizen and group interaction with governmental entities including the involvement of the Farm Bureau and the Grange.
8. Compare and contrast the basic political structures in the world today.
9. Analyze various means of individual participation in politics at all levels.
10. Investigate the impact of governmental actions on daily life.
11. Evaluate U.S. Agricultural Policy and the U.S. Farm Bill.
12. Explain the affects of government organizations (USDA, FDA, etc.) on agriculture and agribusiness.
13. Identify major points of law as applied to agriculture enterprises.
14. Analyze the relationship between public opinion the electoral process especially in states where the agricultural industry is a major player.
15. Describe the impact of widespread citizen participation on the democratic process.
16. Analyze how the media influences domestic and world issues.
17. Exhibit an understanding of geographic literacy and its relationship to government.

18. Course Objectives

Objective	Standards (List Entire Standard)
I. Introduction - Overview of Course	
II. Brief History of U.S. Agriculture	
III. The Government	
A. What is Politics?	12.1 (1)
B. Why have Government?	
C. What is Democracy?	12.1 (2,3)
*D. General Impact of American Governmental on Daily Life. <u>Separation of powers; checks and balances.</u>	12.8 (1,2,3) 12.7 (6,7)
E. Structure and Operation of the Government	12.6 (2,3,4,6)
*F. Interaction of the Major Institutions; <u>Federal Executive and Judicial Branches</u>	
G. Leadership Development Activities	
IV. The Constitution	12.4 (1,3,4,5,6)
*A. Development of the Constitution, <u>formal & informal changes</u>	12.4 (2)
B. Principles considered essential to the Constitution	12.1 (6), 12.2 (1), 12.5 (1)
C. Evolution of the Constitution; <u>Formal and informal changes</u>	12.2 (4,5), 12.5 (3,4)

<p>V. Civil Liberties</p> <p>A. The Bill of Rights</p> <p>B. Minority Groups and Women's Rights</p> <p>C. Development and <u>History of Civil Rights and Civil Liberties</u> through Judicial Interpretation.</p> <p>D. The Concept of Citizenship</p>	<p>12.2 (6)</p> <p>12.1 (4,5), 12.7 (1)</p> <p>12.7 (2)</p> <p>12.6(5), 12.7 (3,4)</p>
<p>VI. Federalism</p> <p>A. Structure of Federal, State and Local Governments</p> <p>B. Role of the Local Government</p> <p>C. Relationship between Federal and State Governments</p> <p>D. Taxation and the Tax System in relation to Agribusiness</p> <p>E. Major Points of Law as applied to Agricultural Enterprise</p>	<p>12.2 (2)</p> <p>12.2 (3)</p> <p>12.9 (2,3,6,8)</p> <p>12.9 (4,5)</p>
<p>VII. Comparative Governments</p> <p>A. Major Forms of Government around the World</p> <p>B. Changes in National Policy and World Leadership in relation to War, Treaties and Trade</p>	<p>12.7 (8), 12.9 (1)</p>
<p>VIII. Agricultural Policy</p> <p>A. Current Domestic and International Issues in the Context of U.S. Agricultural Policy</p>	<p>12.7 (5), 12.9 (7)</p>

<ul style="list-style-type: none"> B. Post-war Preoccupation with Security C. Affects of Government Organizations on Agriculture and Agribusiness D. Supervised Agricultural Experiences 	<p>12.3 (2,3,4)</p> <p>12.3 (1)</p> <p>12.6 (1)</p> <p>12.2 (3)</p>
<p>IX. Citizen Participation in Politics</p> <ul style="list-style-type: none"> A. Formation of Opinions B. Interest Groups *C. Political Parties <u>and election process</u> D. Other Mechanisms for Citizens to Organize and Communicate with the Government 	<p>12.6 (1,4)</p> <p>12.6 (4)</p> <p>12.6 (1,2)</p> <p>12.10</p>
<p>X. Domestic/Foreign Policy</p> <ul style="list-style-type: none"> A. Budget B. Social welfare <ul style="list-style-type: none"> 1. Social Security 2. Medicare 3. Environment 4. Energy C. Foreign Policy <ul style="list-style-type: none"> 1. Defense 2. History of foreign action 3. Cold War 4. Post-Cold War 	<p>12.7 (2)</p> <p>12.9 (1)</p> <p>12.9 (1 - 8)</p>

19. Course Outline

Outline	Standards (List Entire Standard)

20. Texts & Supplemental Instructional Materials :

America Government, West

History of U.S. Agriculture and Its Relevance to Today, Hiram M. Drache, Interstate Publishers, 1996.

Marketing and Regulatory Programs, USDA.
www.aphis.usda.gov/mrp

State of California Core Curriculum

21. Key Assignments

Term Paper on 20th Century Presidential Power.
Local Government participation
Community Service Hours

22. Instructional Methods and/or Strategies

1. In depth readings of the textbook and periodicals.
2. Field study, independent readings, and academic homework.
3. Lecture/discussion/demonstration lead by instructor and students.
4. Group and individual research projects using the Internet.
5. Content based tests.

23. Assessment Methods and/or Tools

1. Written midterm and final exam
2. One major research project
3. Weekly homework assignments
4. Quizzes
5. Oral exams
6. Laboratory practicals
7. Teacher observation
8. Class participation
9. Attendance
10. FFA Participation

C. HONORS COURSES ONLY

24. Indicate how this honors course is different from the standard course.

D. BACKGROUND INFORMATION

25. Context for Course (optional)

Agriculture Government Policy fits both into the social sciences department and the agriculture department by offering an additional course that meets the requirements of the state social science standards, as well as the agricultural career pathway, which will prepare students for higher education in the agricultural industry.

26. History of Course Development (optional)

This course was developed through cooperation between the social sciences department and the agriculture department with assistance from site and district administration. A consultant from the State Department of Education also assisted in the development of this course, which was modeled after the current, UC approved course titled "Agriculture Government" at Norco High School. The Perris High School Agricultural Department prides itself on developing courses that meet the needs of two strands of students - college-bound and work force bound.

Perris Union High School District Course of Study

A. COURSE INFORMATION

1. Course Title Agriculture Economics	9. Subject Area <input checked="" type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other: _____												
2. Transcript Title / Abbreviation Ag Economics													
3. Transcript Course Code / Number 230													
5. Required for Graduation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No													
6. Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	10. Grade Level(s) <div style="text-align: center;"> 7 8 9 10 11 12X </div>												
7. Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	11. Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No												
8. Course Author Name: Chris Maddalena Date Submitted: September 13, 2004	12. Unit Value / Length of Course <input checked="" type="checkbox"/> 0.5 (half year or semester equivalent) <input type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____												
13. APPROVALS: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 40%; text-align: center;">Name/Signature</th> <th style="width: 30%; text-align: center;">Date</th> </tr> </thead> <tbody> <tr> <td>Subject Area Council:</td> <td>Steve Spraker</td> <td style="text-align: center;">10/19/04</td> </tr> <tr> <td>Educational Planning Council:</td> <td>Jacqueline Cooper</td> <td style="text-align: center;">12/2/04</td> </tr> <tr> <td>Board Approval:</td> <td>Dennis D. Murray</td> <td style="text-align: center;">1/19/05</td> </tr> </tbody> </table>			Name/Signature	Date	Subject Area Council:	Steve Spraker	10/19/04	Educational Planning Council:	Jacqueline Cooper	12/2/04	Board Approval:	Dennis D. Murray	1/19/05
	Name/Signature	Date											
Subject Area Council:	Steve Spraker	10/19/04											
Educational Planning Council:	Jacqueline Cooper	12/2/04											
Board Approval:	Dennis D. Murray	1/19/05											

14. Pre-Requisites

One year of Agriculture with a C or better.

15. Co-Requisites

None

16. Brief Course Description

This course is designed for the student interested in understanding the operations and institutions of economic systems as applied to our nation's largest industry-agriculture. Units of instruction include basic economic concepts, comparative economic systems, individual and aggregate, economic behavior and international trade and policy. Instruction is also given in leadership and career education.

B. COURSE CONTENT

17. Course Goals and/or Major Student Outcomes

- A. The student will demonstrate the ability to understand the scope of American agriculture by explaining the role of economics as it relates to the agricultural industry as a whole.**
- B. The student will demonstrate the ability to understand career opportunities in agribusiness and industry by comparing them:**
- C. The student will demonstrate the ability to understand the difference between the final goods and services that an economy produces and the productive resources that are used to produce the goods and services by comparing and contrasting the relationships of labor, capital, and technology.**
- D. The student will demonstrate the ability to understand how resources affect an economic system by explaining the role through oral, written, or visual expression.**
- E. The student will demonstrate the ability to understand the difference between industrial production and agricultural production by comparing and contrasting them.**
- F. The student will demonstrate the ability to understand the economic systems by comparing the advantages and disadvantages of each system.**
- G. The student will demonstrate the ability to analyze the concepts of microeconomics by comparing and contrasting them.**
- H. The student will demonstrate the ability to analyze macroeconomic concepts by using indicators and policies to understand how they relate to economic goals.**
- I. The student will demonstrate the ability to analyze international economics by comparing and contrasting past, present, and future policy on international trade.**

18. Course Objectives

Objective	Standards (List Entire Standard)
<p>Role of Economics Historical development of the role of agricultural economic policy in the U.S. Relationships of the agricultural economy to the general U.S. economy.</p>	12.2 (10)
<p>Career Opportunities in Agribusiness and Industry Personal requirements Differences in the career ladder Specific job titles, responsibilities and duties Post-high school educational institutions offering agribusiness classes</p>	12.4 (1,2,3)
<p>Introduction for Economics, Agricultural Economics, and Economic Growth Scarcity Role of labor Role of capital Role of technology</p>	
<p>Role of Natural Resources in Economic Growth Land Water Mineral resources</p>	12.1 (1), 12.4 (4)
<p>Production Principles Elements of production process Differences between agriculture and industrial production Efficiency</p>	12.1 (4)
<p>Economic Systems Market Traditional Command Influences on the system a. Technology b. Values c. Population d. Government policy</p> <p>Microeconomics</p>	12.1 (2,3)

Demand	
a. Utility	
b. Consumer behavior	
c. Food Products	12.2 (3,4,6,7)
Supply	
Types of input costs	
Effect of technology on costs	
Revenue considerations	
Business organization	
Single proprietorship	
Partnerships	
Corporations	
Cooperatives	
Markets and their structure	12.2 (1)
Commodities	
Futures	
Stocks and bonds	
International	
Distribution of income	12.2(2)
Differences	
Determining factors	
Governmental role	
Market structures	
d. Monopolistic competition	
e. Perfect competition	
f. Role of government	
g. Planning and zoning	
Macroeconomics	12.2 (8)
Indicators	
a. Consumer price index	
b. Gross national product deflator	
c. Employment	
d. Cost of living	12.1 (5)
e. Inflation	
f. Trade balance	
g. Cycles of production	
Government programs and, policies	12.2 (5)
a. Budget process	
b. Spending/taxing	
c. Monetary policy	
(1) Money	
(2) Federal reserve	
(3) Financial intermediaries	
d. Ag programs	
(1) Loans	
(2) Subsidies	
(3) Alternatives	12.5 (1,2,3)
International Economics	

<p>Agricultural trade and economic development</p> <p>Foreign trade policy</p> <ul style="list-style-type: none"> Tariffs Quotas Food as a weapon <p>Importance of exports</p> <p>The problem solving approach and policy formulation</p> <ul style="list-style-type: none"> Goals of policy Criteria of policy formulation Problem solving environment Problem solving approach <p>Problems in resource development</p> <ul style="list-style-type: none"> United States <ul style="list-style-type: none"> (1) Rural (2) Urban Developing countries 	<p>12.3 (1,4)</p> <p>12.3 (2,3)</p> <p>12.6 (1,2,3,4,)</p>

20. Texts & Supplemental Instructional Materials :

**PUHSD Economics Text
Farm Cooperatives
Agriculture Content Standards**

22. Instructional Methods and/or Strategies

- A. Lecture**
- B. Demonstration**
- C. Study guides**
- D. Computers**
- E. Guest speakers**
- F. Debates**
- G. Field trips**
- H. Audio-visual**
- I. FFA Participation**

23. Assessment Methods and/or Tools

- A. Written tests**
- B. Study guides**
- C. Term paper**
- D. Homework**
- E. Group projects**
- F. FFA Participation**

C. HONORS COURSES ONLY

24. Indicate how this honors course is different from the standard course.

D. BACKGROUND INFORMATION

25. Context for Course (optional)

Agriculture Economics Policy fits both into the social sciences department and the agriculture department by offering an additional course that meets the requirements of the state social science standards, as well as the agricultural career pathway, which will prepare students for higher education in the agricultural industry.

26. History of Course Development (optional)

This course was developed through cooperation between the social sciences department and the agriculture department with assistance from site and district administration. A consultant from the State Department of Education also assisted in the development of this course, which was modeled after the current, UC approved course titled “Agriculture Economics” at Paso Robles High School. The Perris High School Agricultural Department prides itself on developing courses that meet the needs of two strands of students – college-bound and work force bound.

**Perris Union High School District
Course of Study**

A. COURSE INFORMATION

1. Course Title Agriculture Mechanics and Power tools	9. Subject Area <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> College Prep Elective <input checked="" type="checkbox"/> Other
2. Transcript Title / Abbreviation	
3. Transcript Course Code / Number	
5. Required for Graduation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
6. Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	10. Grade Level(s) 7 8 9 x 10 x 11 12
7. Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	11. Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. Course Author Name: Charlynn Mc Naul Date Submitted: January 31, 2008	12. Unit Value / Length of Course <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____

13. APPROVALS:

	Name/Signature	Date
Subject Area Council:	<i>Diana Martin</i>	2-27-08
Educational Planning Council:	<i>Jacqueline Adelle Sopp Cooper</i>	4-3-08
Board Approval:		

<p>14. Pre-Requisite Enrolled or have taken an agriculture course</p>
<p>15. Co-Requisites Any Agriculture Course.</p>
<p>16. Brief Course Description Ag Mechanics prepares students for careers related to the construction, operation, and maintenance of equipment and machines used by the agriculture industry. Basic mechanics skills and safety (standards 1.0 through 8.0) cover electrical systems, plumbing/irrigation, metal work, concrete/masonry, and beginning welding. In addition, FFA/leadership development, career awareness, record keeping and supervised agricultural experience projects (SAE's) will be an important part of the course.</p>

B. COURSE CONTENT

17. Course Goals and/or Major Student Outcomes (California State Standards)

The primary goal of the Perris Union High School's District Agriculture Departments is to provide each student with an opportunity for the best possible education in keeping with the student's interest and abilities. This opportunity is available as long as the student benefits and does not interfere with other students' rights to receive an education. The Agriculture Department recognizes that individual differences exist among students. The Agriculture Program is planned to develop vocational talents, worthy attitudes and interests of all students enrolled.

1. To teach safety in a way that makes it an integral part of the students' work habits.
2. To train students in fundamental skills and knowledge used in both rural and urban agricultural enterprises.
3. To apply skill learned in class to their own project construction situations.

California Career Technical Education Model Curriculum Standards-Addressed:

Agriculture Mechanics Standards: B.1.0, 1.1, 1.2, 1.3, B2.0, 2.1, 2.2, 2.3, 2.4, B3.0, 3.1, 3.2, 3.3, 3.4, 3.5, B4.0, 4.1, 4.2, 4.3, 4.4, B6.0, 6.1, 6.2, 6.3, B7.0, 7.1, 7.2, 7.3, 7.4, 7.5, B8.0, 8.1, 8.2, 8.3, 8.4

Agriculture Foundation Standards: 1-10

* Not covered on CST.

18. Course Objectives

Objective	Standards (List Entire Standard)	Text Chapter
<p>A. Students will know and understand Health and Safety Policies, Procedures, and Regulations and Practices, Including Equipment and Hazardous Material Handling</p> <ul style="list-style-type: none"> - Power Tools used include mowers, string trimmers, chipper/shredders, tiller, saws, utility cart, tractor, loader, and others - Successful completion of safety instruction and exams for each power tool is required before using the machine - Practice Rules for Personal and Group Safety - Operate and maintain tools and equipment safely and efficiently 	<p>Agriculture Foundation Standards</p> <p>6.0 Health and Safety Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:</p> <ul style="list-style-type: none"> 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies. 6.3 Understand how to locate important information on a material safety data sheet. 6.4 Maintain safe and healthful working conditions. 6.5 Use tools and machines safely and appropriately. 6.6 Know how to both prevent and respond to accidents in the agricultural industry. <p>B1.0 Students understand personal and group safety:</p> <ul style="list-style-type: none"> B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment. B1.2 Know the relationship between accepted shop management procedures and a safe working environment. B1.3 Know how to safely secure loads on a variety of vehicles. 	<p>3-6</p>

<p>B. Student s will understand the importance of Leadership\FFA</p> <ul style="list-style-type: none"> - Community Service - Power Tool Contest - Small Engine Contest - Program of Work\ Standing Committees 	<p>Agriculture Foundation Standards 9.0 Leadership and Teamwork</p> <p>Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:</p> <ul style="list-style-type: none"> 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings. 9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability. 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals. 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace. 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others. 9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization. 	
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<p>C. The students will understand and be able to read and use a ruler or tape measure.</p> <ol style="list-style-type: none"> Compare and contrast two basic systems of measurement utilized in the United States. Compare and contrast the International Metric system versus the U.S. Customary System. Review the English system of measurements. Understand fractions of measurements. List three ways in which fractions may be expressed. The students will understand inches. 	<p>Agriculture Foundation Standards</p> <p><u>Algebra 1</u> (13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques. Specific applications of Geometry standards</p> <p><u>Geometry Standards</u></p> <p>(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.</p> <p>(10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.</p> <p>(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.</p> <p>(12.0) Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems. Specific applications of Probability and Statistics standards (grades eight through twelve):</p>	
<p>C. Students will understand woodworking and carpentry practices used in agricultural settings</p> <ol style="list-style-type: none"> Tool identification and safe use Measuring activities Assembly line construction project <p>** Any major cutting of wood materials for this course will be made by the Perris High School Woodshop instructor.</p>	<p>B2.0 Students understand the principles of basic woodworking:</p> <ol style="list-style-type: none"> Know how to identify common wood products, lumber types, and sizes. Know how to calculate board feet, lumber volume, and square feet. Know how to identify, select, and implement basic fastening systems. Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing. 	<p>7-11</p>

<p>D. Students will understand Basic Electricity Principles and Wiring Practices</p> <ol style="list-style-type: none"> a. Understand voltage, amperage, resistance, and power in alternating current (AC) circuits. b. Work with solar system kits to understand AC and direct current (DC) applications c. Wiring techniques and basic circuit problems d. Interpret basic agricultural and/or landscape architect wiring plans 	<p>B3.0 Students understand the basic electricity principles and wiring practices commonly used in agriculture:</p> <ol style="list-style-type: none"> B3.1 Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits. B3.2 Know how to use proper electrical test equipment for AC and direct current (DC). B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding). B3.4 Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code. B3.5 Interpret basic agricultural electrical plans. 	<p>32-35</p>
<p>E. Students will have a Supervised Agriculture Experience (SAE)</p> <ol style="list-style-type: none"> a. Practice record book problem b. Types of Projects c. Student Data Sheet\ Project Research or Plan d. SoCal Fair/Mini-Fair project ideas e. Business Agreement Bill of Materials, Budget, Journal of Activities Completed 	<p>Agriculture Foundation Standards</p> <p>10.0 Technical Knowledge and Skills Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:</p> <ol style="list-style-type: none"> 10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available. 10.2 Manage and actively engage in a career-related, supervised agricultural experience. 10.3 Understand the importance of maintaining and completing the California Agricultural Record Book. 10.4 Maintain and troubleshoot equipment used in the agricultural industry. 	

<p>f. Students will understand Basic Plumbing and Irrigation Practices Commonly Used in Agriculture</p> <ul style="list-style-type: none"> a. Apply plumbing fitting skills using a variety of materials b. Understand the environmental influences on plumbing systems c. Work on plumbing and irrigation systems in agriculture d. Complete a plumbing project, including plans, bill of materials, and installation e. Irrigation techniques, tools, and supplies 	<p>B4.0 Students understand plumbing system practices commonly used in agriculture:</p> <ul style="list-style-type: none"> B4.1 Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene). B4.2 Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal). B4.3 Know how various plumbing and irrigation systems are used in agriculture. B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing. 	<p>36-38</p>
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<p>g. Students will understand Concrete and Masonry Practices</p> <ul style="list-style-type: none"> a. Calculate volume, materials needed, and project costs b. Preparation and concrete form layout and construction c. Complete a concrete or masonry project, including assembling, mixing, placing, and finishing 	<p>B6.0 Students understand concrete and masonry practices commonly used in agriculture:</p> <ul style="list-style-type: none"> B6.1 Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project. B6.2 Know proper bed preparation, concrete forms layout, and construction. B6.3 Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing. <p>Agriculture Foundation Standards</p> <p><u>Algebra I Standards</u></p> <p>(13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.</p> <p><u>Geometry Standards</u></p> <p>(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.</p> <p>(10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.</p> <p>(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.</p> <p>(12.0) Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems. Specific applications of Probability and Statistics standards (grades eight through twelve):</p>	<p>39</p>
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<p>h. Students will understand Safety in Welding</p> <ul style="list-style-type: none"> a. Beginning oxy- fuel cutting and Welding b. Beginning electric arc welding c. Understand the use of braze welding <p>** The hands –on welding portion of this course will be at the instructor’s discretion.</p>	<p>B7.0 Students understand oxy-fuel cutting and welding:</p> <p>B7.1 Understand the role of heat and oxidation in the cutting process.</p> <p>B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.</p> <p>B7.3 Know how to flame-cut metal with an oxy-fuel cutting torch.</p> <p>B7.4 Know how to fusion-weld mild steel with and without filler rod by using oxy- fuel equipment.</p> <p>B7.5 Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.</p>	<p>22-26</p>
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<p>i. Students will understand the Agriculture Mechanic Careers and Opportunities</p> <p>a. Research Project and Portfolio</p>	<p>Agriculture Foundation Standards</p> <p><u>3.0 Career Planning and Management</u></p> <p>Students understand how to make effective decisions, use career information, and manage personal career plans:</p> <p>3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.</p> <p>3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.</p> <p>3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</p> <p>3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</p> <p>3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</p> <p>3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.</p> <p><u>7.0 Responsibility and Flexibility</u></p> <p>Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:</p> <p>7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.</p> <p>7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.</p> <p>7.3 Understand the need to adapt to varied roles and responsibilities.</p> <p>7.4 Understand that individual actions can affect the larger community.</p> <p>7.5 Understand the importance of time management to fulfill responsibilities.</p> <p>7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.</p>	<p>1-2</p>
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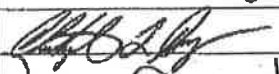

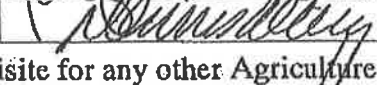
Perris Union High School District

Course of Study

A. COURSE INFORMATION

1. Course Title Computer Applications in Agriculture	9. Subject Area <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> College Prep Elective <input checked="" type="checkbox"/> Other
2. Transcript Title / Abbreviation	
3. Transcript Course Code / Number 721	
5. Required for Graduation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
6. Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	10. Grade Level(s) 7 8 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
7. Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	11. Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. Course Author Name: Amanda Sanchez Date Submitted: 11/10/04	12. Unit Value / Length of Course <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:

13. APPROVALS:

	Name/Signature	Date
Subject Area Council:		11/29/04
Educational Planning Council:		1-6-05
Board Approval:		2-22-05

This course is NOT a pre requisite for any other Agriculture course. A student MUST enroll in Plant and Animal Physiology as a 9th or 10 grader in order to continue through the Ag Program.

B. COURSE CONTENT

17. Course Goals and/or Major Student Outcomes

1. Career Development

Be able to describe career opportunities in agriculture, develop goal-setting skills, proper work values, describe career paths in the field of agriculture and develop professional organization skills.

2. Employability

Be able to perform basic job search skills, to find and describe employment resources, describe employment benefits, complete a job portfolio (which includes a resume, completed job application, cover letter, letters of recommendation, writing samples, and work sample), develop interview skills which include answering common interview questions, interpersonal communication, non-verbal communication.

3. Technology

Develop basic computer application skills. Be able to describe technology based equipment used in agriculture. Describe future needs in the field of technology.

4. Software

Be able to describe software background. Be able to describe industry utilization of software. Be able to use basic computer software. Be able to use FFA record book software. Be able to use FFA applications software.

5. Historical Development

Describe the history of computer science and describe current uses of computers in agriculture.

6. Word Processing

List specific programs, perform commands and functions, design and edit documents, compose agribusiness correspondence, use desktop publishing and write a paper as an example of student work for portfolio.

7. Spreadsheets

List different types of applications, perform commands and functions, use in applications to business records including budgets, accounts, depreciation, and other farm records.

8. Farm Accounting Software

Be able to explain importance of farm-accounting software, describe accounting principles, keep financial records and describe and complete loan applications.

9. Data Base

Be able to manage data in a data base, use commands and functions that relate to data base program, use data base program for the following applications: production records, business records, inventories, and budgets.

10. Electronic Communication

Be able to describe and use a modem. Be able to the function of computer networking. Be able to use the internet. Be able to effectively connect with Web Sites. Be able to use an email account.

18. Course Objectives
Basic Core Career Path Cluster Content Standards

Objective	Standards (List Entire Standard)
1. Introduction <ul style="list-style-type: none"> a. Overview of course b. Leadership developments activities c. Supervised Agricultural experiences d. Computer Science History e. Legal issues related to computers 	1.6 Interpersonal Leadership Development 1.7 Projects
2. Computer Systems <ul style="list-style-type: none"> a. Processing and memory b. Keyboard, mouse and monitor c. Storage devices d. Printers e. Hardware options and set-up f. CD-ROM g. Computer terminology h. Cost versus function i. Emerging equipment and software trends 	1.5 Computer Literacy
3. File managements <ul style="list-style-type: none"> a. Understanding files and folders b. Organizing your work 	
4. Introduction to applications software <ul style="list-style-type: none"> a. Overview of applications software b. Interfacing application software 	1.4 Record Keeping
5. Word processing <ul style="list-style-type: none"> a. Getting started with the word processor b. Creating a document c. Editing and printing a document d. Formatting text 	1.5 Computer Literacy

<ul style="list-style-type: none"> spreadsheet g. Creating charts h. Other spreadsheet features 	
<ul style="list-style-type: none"> 10. Agricultural applications of spreadsheets <ul style="list-style-type: none"> a. Payroll b. Record keeping c. Tax management d. Balancing rations e. Selection replacement f. Culling managements 	
<ul style="list-style-type: none"> 11. Integrating data <ul style="list-style-type: none"> a. Integrating data base, word processing and spreadsheets b. Using the draw tool to integrate data 	1.5 Computer Literacy
<ul style="list-style-type: none"> 12. Agricultural applications for integrating data <ul style="list-style-type: none"> a. Marketing decisions b. Publications and presentations c. Production management d. Farm and ranch management 	
<ul style="list-style-type: none"> 13. Electronic Communication <ul style="list-style-type: none"> a. Email b. World wide web c. Search engines 	1.5 Computer Literacy
<ul style="list-style-type: none"> 14. Career Exploration <ul style="list-style-type: none"> a. Resume b. Job search c. Letter of Inquiry 	1.8 Careers and Employability

21. Key Assignments

- 1. Portfolio to include: resume, completed job application, cover letter, letters of recommendation, writing samples, and work sample**
- 2. Power Point Presentation**
- 3. Promotional Flyer**
- 4. Typing Test**
- 5. Research Paper**
- 6. FFA Participation**

24. Indicate how this honors course is different from the standard course.

Perris Union High School District Course of Study

A. COURSE INFORMATION

1. Course Title Advanced Floral Design	9. Subject Area <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> College Prep Elective <input checked="" type="checkbox"/> Other	
2. Transcript Title / Abbreviation _____	10. Grade Level(s) 7 8 9 10 11-X 12-X	
3. Transcript Course Code / Number _____		
5. Required for Graduation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
6. Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	11. Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7. Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	12. Unit Value / Length of Course <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____	
8. Course Author Name: <u>Amanda Sanchez</u> Date Submitted: <u>January 2008</u>		
13. APPROVALS:		
	Name/Signature	Date
Subject Area Council:	<i>Dia Maita</i>	2-27-08
Educational Planning Council:	<i>Jacqueline Adelle Semp Cooper</i>	4-3-08
Board Approval:		

14. Pre-Requisites

Floriculture

15. Co-Requisites**16. Brief Course Description**

The advanced floral design class is designed to give the student advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. In addition the class will also cover the employment application elements and process, interview skills and create a portfolio of work.

B. COURSE CONTENT**17. Course Goals and/or Major Student Outcomes (California State Standards)**

* Not covered on CST.

- Identifying Careers in the Floral Industry
- Recognizing Professional Florists' Associations
- Developing a Professional Portfolio
- Applying Safe Work Practices in Floral Design
- Conducting Sales and Services in the Floral Business
- Managing a Retail Floral Business
- Identifying and Classifying Specialty Cut Flowers and Foliage Used in Floral Designs
- Recognizing the Roles of Florists in Wedding Planning and Consultation
- Designing and Preparing Wedding Arrangements
- Recognizing the Roles of Florists in Preparing Sympathy Arrangements
- Designing and Preparing Sympathy Arrangements
- Designing and Preparing Floral Arrangements for Formal and Informal Occasions
- Preparing Floral Designs to Coordinate with the Themes and Colors of Special Occasions
- Demonstrating Design Techniques Used in Creating Contemporary and Artistic Interpretation Arrangements
- Creating a Formal Linear Design
- Creating an Abstract and Interpretive Design
- Creating a Parallel Design
- Creating a Waterfall Design
- Creating a Pave Design
- Creating a Vegetative Design

18. Course Objectives

<p>1. Harvest and Distribution</p> <ol style="list-style-type: none"> 1. The world flower market 2. Harvest 3. Packing 4. Shipping 5. Distribution 6. Marketing flowers <p>Goal: The students will demonstrate knowledge and understanding of Harvest and Distribution.</p> <ol style="list-style-type: none"> A. Describe the world flower market and the position the United States maintains in this market. B. Discuss the important processes of harvesting, grading, bunching, and conditioning flowers to ensure optimum quality and longevity for the final consumer. C. Explain the various methods of packing and shipping flowers. D. Outline the tradition distribution channel for flowers and describe changes that are taking place in the movement of product from growers to final consumers. E. Summarize the floral industry's advertising and promotion programs. 	<p>California Career Technical Education Standards Agriculture and Natural Resources Foundations Standards</p> <p><i>1.3 History–Social Science</i> Specific applications of Principles of Economics standards (grade twelve):</p> <p>(12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.</p> <p>(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.</p> <p>(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.</p> <p>(12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.</p>	<p>20</p>
<p>2. Wedding Flowers</p> <ol style="list-style-type: none"> 1. Floral romance 2. Promotion and advertising by retail florist 3. Wedding consultation 4. Styles of bouquets 5. Servicing the wedding. <p>Goal: The students will demonstrate knowledge and understanding of Wedding Flowers.</p> <ol style="list-style-type: none"> A. Describe the importance of promotion and advertising to attract prospective brides-to-be. B. Specify the importance of the wedding consultation appointment and the 	<p>California Career Technical Education Standards Agriculture and Natural Resources F. Ornamental Horticulture Pathway</p> <p><i>F1.0 Students understand plant classification and use principles:</i></p> <p>F1.1 Understand how to classify and identify plants by order, family, genus, and species.</p> <p>F1.2 Understand how to identify plants by using a dichotomous key.</p> <p>F1.3 Understand how common plant parts are used to classify the plants.</p> <p>F1.4 Understand how to classify and identify plants by using botanical growth</p>	<p>18</p>

<p>necessity for a floral consultant to be knowledgeable about wedding flowers and professional in helping a bride-to-be select appropriate flowers for her wedding.</p> <p>C. Describe how to conduct a bridal consultation and explain the various floral pieces that are listed on a wedding order form.</p> <p>D. Describe the most popular bouquet styles.</p> <p>E. Describe general approaches to planning and presenting flowers for the ceremony and reception decorations.</p> <p>F. List the fundamental design techniques that are important in creating wedding flowers.</p> <p>G. Construct a simple colonial bouquet and a simple cascade bouquet using foam bouquet holders.</p> <p>H. Construct a cake top in a cake-top holder.</p> <p>I. Describe the importance of servicing weddings that require professional attention at the ceremony and the reception.</p>	<p>habits, landscape uses, and cultural requirements.</p> <p>F1.5 Understand plant selection and identification</p> <p><i>F11.0 Students understand basic floral design principles:</i></p> <p>F11.1 Understand the use of plant materials and tools.</p> <p>F11.2 Apply basic design principles to products and designs.</p> <p>F11.3 Handle, prepare, and arrange cut flowers appropriately.</p> <p>F11.4 Understand marketing and merchandising principles used in the floral industry.</p>	
<p>3. Sympathy Flowers</p> <ol style="list-style-type: none"> 1. Importance of sympathy flowers 2. Trends and regional differences 3. Selling sympathy flowers 4. Overview of sympathy flower designs 5. Maintaining ideal working relations with funeral directors 6. Servicing the funeral <p>Goal: The students will demonstrate knowledge and understanding of sympathy flowers.</p> <ol style="list-style-type: none"> A. Identify various sympathy floral designs, tributes, and funeral-related terminology. B. Describe the significant construction techniques in creating sympathy designs. C. List ways a professional retail flower shop can develop a positive working relationship with funeral directors. D. Identify concerns that limit the growth of the sympathy flower business. E. Characterize how to conduct a consultation with a family ordering flowers for their deceased loved one. F. Construct a variety of floral designs including a tied flat spray, a pedestal arrangement, an easel spray and a simple casket spray. 	<p>California Career Technical Education Standards Agriculture and Natural Resources</p> <p>F. Ornamental Horticulture Pathway</p> <p><i>F1.0 Students understand plant classification and use principles:</i></p> <p>F1.1 Understand how to classify and identify plants by order, family, genus, and species.</p> <p>F1.2 Understand how to identify plants by using a dichotomous key.</p> <p>F1.3 Understand how common plant parts are used to classify the plants.</p> <p>F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.</p> <p>F1.5 Understand plant selection and identification</p> <p><i>F11.0 Students understand basic floral design principles:</i></p> <p>F11.1 Understand the use of plant materials and tools.</p> <p>F11.2 Apply basic design principles to products and designs.</p> <p>F11.3 Handle, prepare, and arrange cut</p>	<p>19</p>

	flowers appropriately. F11.4 Understand marketing and merchandising principles used in the floral industry.	
<p>4. Contemporary Design Styles and Techniques</p> <ol style="list-style-type: none"> 1. Classic design styles 2. Naturalistic design styles 3. Linear design styles 4. Modernistic design styles 5. Advanced design techniques <p>Goal: The students will demonstrate knowledge and understanding of the different styles of contemporary design styles and techniques.</p> <ol style="list-style-type: none"> A. Specify what constitutes a contemporary floral design. B. Demonstrate proficiency in advanced arrangement techniques. C. Define, sketch, or construct the various contemporary, advanced, classic, naturalistic, linear, and modernistic design styles discussed. 	<p>California Career Technical Education Standards Agriculture and Natural Resources F. Ornamental Horticulture Pathway</p> <p><i>F1.0 Students understand plant classification and use principles:</i></p> <p>F1.1 Understand how to classify and identify plants by order, family, genus, and species. F1.2 Understand how to identify plants by using a dichotomous key. F1.3 Understand how common plant parts are used to classify the plants. F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements. F1.5 Understand plant selection and identification</p> <p><i>F11.0 Students understand basic floral design principles:</i></p> <p>F11.1 Understand the use of plant materials and tools. F11.2 Apply basic design principles to products and designs. F11.3 Handle, prepare, and arrange cut flowers appropriately. F11.4 Understand marketing and merchandising principles used in the floral industry.</p>	17
<p>5. Retail Flower Shop</p> <ol style="list-style-type: none"> 1. Types of flower shops 2. Location 3. Production presentation and shop layout 4. Employees and responsibilities 5. Marketing 6. Salesmanship and customer relations 7. Wire service 8. Buying and pricing 9. Designing 10. Delivery <p>Goal: The students will demonstrate knowledge and understanding of the retail flower shop.</p> <ol style="list-style-type: none"> A. Identify the primary functions of a retail flower shop. 	<p>California Career Technical Education Standards Agriculture and Natural Resources Foundations Standards</p> <p><i>1.1 Mathematics</i> 1.0Academics</p> <p>10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.</p> <p>6.0 Health and Safety Students understand health and safety policies, procedures, regulations, and</p>	21

<p>B. Differentiate the major classifications of retail flower operations.</p> <p>C. Explain the characteristics of store location options.</p> <p>D. Characterize the principle responsibilities of employees.</p> <p>E. Summarize the key management responsibilities required for a successful and profitable flower shop.</p> <p>F. Describe product presentation and the importance of window and store display.</p> <p>G. Identify the primary goals of display.</p> <p>H. Describe the sequence of taking information for a telephone order.</p>	<p>practices, including the use of equipment and handling of hazardous materials:</p> <p>6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.</p> <p>6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.</p> <p>6.3 Understand how to locate important information on a material safety data sheet.</p> <p>6.4 Maintain safe and healthful working conditions.</p> <p>6.5 Use tools and machines safely and appropriately.</p> <p>6.6 Know how to both prevent and respond to accidents in the agricultural industry.</p>	
<p>6. Career Portfolio Goal: The students will create portfolio with work examples associated with employment skills and expectations.</p> <ol style="list-style-type: none"> 1. Resume 2. Cover letter 3. Job application 4. Work Samples 5. Work Critiques 6. Design Styles 	<p>California Career Technical Education Standards Agriculture and Natural Resources Foundations Standards</p> <p>2.0 Communications</p> <p><i>2.2 Writing</i></p> <p>(2.5) Write job applications and résumés:</p> <ol style="list-style-type: none"> a. Provide clear and purposeful information and address the intended audience appropriately. b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c. Modify the tone to fit the purpose and audience. d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document. <p>2.4 Listening and Speaking</p> <p>(2.6) Deliver multimedia presentations:</p> <ol style="list-style-type: none"> a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select an appropriate medium 	<p>22</p>

	<p>for each element of the presentation.</p> <p>c. Use the selected media skillfully, editing appropriately and monitoring for quality.</p> <p>d. Test the audience's response and revise the presentation accordingly.</p>	
<p>7. Introduction to Careers and Continuing Education</p> <p>1. Career opportunities for qualified professional floral designers</p> <p>2. Other career opportunities in the floral industry</p> <p>Continuing Education</p> <p>Goal: The students will demonstrate knowledge and understanding of careers and continuing education.</p> <p>A. Describe various employment opportunities in a retail flower shop.</p> <p>B. Outline the skills and experience required to work in specialized areas of floral design.</p> <p>C. Identify other career opportunities within the wholesale and production areas of the floral industry.</p> <p>D. Describe the importance of continuing education in floral design.</p> <p>E. Identify numerous career options within the floral industry.</p> <p>F. Describe and distinguish between the different trade organizations and the opportunities each provides.</p> <p>G. List some of the many trade publications, design workshops, and educational programs available to increase the knowledge and skills of a floral designer.</p>	<p>California Career Technical Education Standards Agriculture and Natural Resources Foundations Standards</p> <p>3.0 Career Planning and Management</p> <p>Students understand how to make effective decisions, use career information, and manage personal career plans:</p> <p>3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.</p> <p>3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.</p> <p>3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</p> <p>3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</p> <p>3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</p> <p>3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.</p>	22
<p>8. Introduction to FFA</p> <p>Goal: The students will demonstrate knowledge and understanding of National FFA Associations as they pertain to premier leadership, personal growth, and career success for life.</p> <p>1. Demonstrate knowledge about the FFA.</p> <p>2. Participate in leadership activities and FFA events.</p>	<p>California Career Technical Education Standards Agriculture and Natural Resources Foundations Standards</p> <p>9.0 Leadership and Teamwork</p> <p>Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and</p>	

	<p>conflict resolution:</p> <p>9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.</p> <p>9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.</p> <p>9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.</p> <p>9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.</p> <p>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. Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.</p> <p>10.0 Technical Knowledge and Skills</p> <p>Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:</p> <p>10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.</p> <p>10.2 Manage and actively engage in a career-related, supervised agricultural experience.</p> <p>10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.</p> <p>10.4 Maintain and troubleshoot equipment used in the agricultural industry.</p>	
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19. Texts & Supplemental Instructional Materials

Textbooks:

The Art of Floral Design, Delmar Publishers Inc., 2000

Western Garden Book Sunset

Agriscience Fundamentals and Applications, Delmar Publishers Inc., 1990

Supplemental:

National FFA Manual

Floriculture Curricular Code

Publications:

Florists' Review, Monthly

Flowers &, Monthly

20. Key Assignments

- Research and present a Career in the Floral Industry
- Applying Safe Work Practices in Floral Design
- Conduct Sales and Services in the Floral Business
- Participate in the Management of a Retail Floral Business
- Conduct a sales order
- Create a Wedding Planning and Consultation project that requires Designing and Preparing Wedding Arrangements and a presentation
- Create a Sympathy Arrangements display board that incorporates Designing and Preparing Sympathy Arrangements and marketing of sympathy arrangements
- Floral projects: Designing and Preparing Floral Arrangements for Formal and Informal Occasions, Preparing Floral Designs to Coordinate with the Themes and Colors of Special Occasions
- Demonstrate Design Techniques Used in Creating Contemporary and Artistic Interpretation Arrangements
- Creating a Formal Linear Design, Abstract and Interpretive Design, Parallel Design, Waterfall Design, Pave Design, Vegetative Design
- Developing a Professional Portfolio with work examples associated with employment skills and expectations. To include: Cover letter, Job application, Resume, Work Samples, Work Critiques, Design Styles
- Maintain a current folder

21. Instructional Methods and/or Strategies

- Direct Instruction
- Demonstrations
- Project-based learning
- Lecture
- Cooperative learning
- Reading assignments
- Video and CD-ROM lessons
- Exhibitions of student art work
- Peer and teacher evaluation
- Individual and group assignments
- Notebooks and portfolio
- Presentations and speeches
- Projects, experiments and reports
- Supervised Agriculture Experience Project (SAEP)
- Record Book
- FFA Participation
- Art/Floral work portfolio
- Class discussions

22. Assessment Methods and/or Tools

- Teacher observation
- Homework assignments
- Quizzes and tests
- Projects
- *Interactive* notebook
- Essays and reports
- Student demonstrations
- Rubrics
- Participation

C. HONORS COURSES ONLY

23. Indicate how this honors course is different from the standard course.

D. BACKGROUND INFORMATION

24. Context for Course (optional)

25. History of Course Development (optional)

Perris Union High School District

Course of Study

A. COURSE INFORMATION

<p>1. Course Title: Arboriculture</p>	<p>9. Subject Area</p> <p><input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> College Prep Elective <input checked="" type="checkbox"/> Other <u>Elective</u></p>												
<p>2. Transcript Title / Abbreviation: Arboriculture</p>	<p>Is this course classified as a Career Technical Education: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>												
<p>3. Transcript Course Code / Number:</p>	<p>IF CTE: Name of Industry Sector: <u>Agriculture and Natural Resources</u> Name of Career Pathway: <u>Ornamental Horticulture</u></p>												
<p>5. Required for Graduation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>10. Grade Level(s)</p> <p style="text-align: center;">7 8 9 x10 x11 x12</p>												
<p>6. Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><i>Was this course <u>previously approved</u> by UC?</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>11. Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>												
<p>7. Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>12. Unit Value / Length of Course</p> <p><input checked="" type="checkbox"/> 0.5 (half year or semester equivalent) <input type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____</p>												
<p>8. Course Author/Contact: First Name: <u>Charlynn</u> Last Name: <u>McNaul</u> Position/Title: <u>Agriculture Teacher</u> Phone #: <u>(951) 657-2171 ext.: 4701</u> Email: <u>charlynn.mcnaul@puhsd.org</u> Date Submitted: _____</p>													
<p>13. APPROVALS:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 30%;">Name/Signature</th> <th style="width: 30%;">Date</th> </tr> </thead> <tbody> <tr> <td>Subject Area Council:</td> <td style="text-align: center;"><u>Dan Martin</u></td> <td style="text-align: center;"><u>9-22-09</u></td> </tr> <tr> <td>Educational Planning Council:</td> <td style="text-align: center;"><u>Jacqueline Adelle Sopp</u></td> <td style="text-align: center;"><u>5/10/09</u></td> </tr> <tr> <td>Board Approval: <u>[Signature]</u></td> <td></td> <td style="text-align: center;"><u>12-10-09</u></td> </tr> </tbody> </table>			Name/Signature	Date	Subject Area Council:	<u>Dan Martin</u>	<u>9-22-09</u>	Educational Planning Council:	<u>Jacqueline Adelle Sopp</u>	<u>5/10/09</u>	Board Approval: <u>[Signature]</u>		<u>12-10-09</u>
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Board Approval: <u>[Signature]</u>		<u>12-10-09</u>											

14. Pre-Requisites

Plant/Animal Science

15. Co-Requisites

Agriculture Biology/ and or The Art and History of Floral Design

16. Brief Course Description

This course includes care and management of ornamental trees, pruning techniques, fruit tree care, bracing, cabling, and pest control. Also included are safe practices in the use of equipment, including the use of ropes, chippers, boom trucks, chain saws, and identification and evaluation of common trees. Prepares students for the tree worker and arborist certification exams.

B. COURSE CONTENT

17. Course Purpose:

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes.

Note: More specificity than a simple recitation of the State Standards is needed.

This course is intended to begin to prepare students for the horticulture/arboriculture industry. This will be an introductory course in Horticulture. Students will have the opportunity to take several other courses in this particular pathway. **This course will be articulated with MSJC and students will be able to have units already in place when they enter MSJC.**

18 (A) Course Outline

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

Lecture Topics:

- a. Tree Biology
- b. Tree Identification
- c. Liability
- d. Tree/Soil Relationships
- e. Water Management
- f. Tree Nutrition and Fertilization
- g. Tree Selection
- h. Tree Installation and Establishment
- i. Pruning Concepts and Techniques
- j. Cabling, Bracing
- k. Problem Diagnosis and Management
- l. Construction Management

Laboratory Topics:

- a. Equipment Introduction, safety, ropes, knots
- b. Field/Practical pruning
- c. Climbing methods/practices
- d. Pruning techniques
- e. Tree surgery
- f. Tree removal
- g. Aerial basket, chipper and chain saw operations
- h. Tree identification

18 (B) Writing Assignments

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

- 1) Visit a local nursery or tree grower and select and identify based on key characteristics, 10 trees appropriate for golf courses. Summarize supporting documentation.
- 2) Write a tree care program and schedule for tree management.

19 (A) Textbook #1

Title: International Society of Arboriculture Arborists' Certification Study Guide

Edition: _____ Publication Date: most current

Publisher: ISA, PO Box 255155, Sacramento CA 95865

Author(s): _____

Usage: Primary Text Read in entirety or near entirety

Textbook #2 (if applicable)

Title: _____

Edition: _____ Publication Date: _____

Publisher: _____

Author(s): _____

Usage: Primary Text Read in entirety or near entirety

19 (B) Supplemental Instructional Materials (please describe)

20. Key Assignments

Detailed descriptions of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assignments that students will be required to complete.

- 1) Visit a local nursery or tree grower and select and identify based on key characteristics, 10 trees appropriate for golf courses. Summarize supporting documentation.
- 2) Write a tree care program and schedule for tree management.
- 3) Survey the current literature on tree safety and recent court decisions related to arboriculture and present one significant case study orally to the class.
- 4) Laboratory project requiring student to demonstrate proper pruning methods and including all safety procedures.

21. Instructional Methods and/or Strategies

List specific instructional methods that will be used.

1. Lecture presentation with supporting multimedia material introducing key concepts including tree biology, liability, nutrition, selection, pruning, cabling and management.
2. Laboratory projects requiring the student to show mastery of ropes, knots, pruning, climbing and safety.
3. Field trips analyzing various tree problems with written and oral presentation formulating and proposing solutions.

22. Assessment Methods and/or Tools

List different methods of assessments that will be used.

1. Objective tests including mid term and final exam. A collection of objective questions of important concepts including pruning, cabling, climbing and safety.
2. Oral presentations of solutions to problems observed during field trips to local Golf Courses examining tree problems.
3. Laboratory projects requiring an individual student to demonstrate mastery of tree climbing, pruning, and safety procedures.

23. Course Pacing Guide and Objectives:				
Day	Objective	Standards	Chapters	Reference
1-10	Tree Biology, Tree Identification	F. Ornamental Horticulture Pathway F1.1-F1.5 F2.0-F3.3		
11-14	Liability	F. Ornamental Horticulture Pathway 10.5		
15-24	Tree/Soil Relationships, Water Management	F. Ornamental Horticulture F 5.2-5.5		
25-33	Tree Nutrition and Fertilization	F. Ornamental Horticulture Pathway F6.0-6.4		
34-38	Tree Selection	F. Ornamental Horticulture Pathway F8.0-8.4		
39-44	Tree Installation and Establishment	F. Ornamental Horticulture Pathway F9.0-9.1		
45-50	Pruning Concepts and Techniques	F. Ornamental Horticulture Pathway F10.4		
51-60	Cabling and Bracing	F. Ornamental Horticulture Pathway F10.4		
61-67	Problem Diagnosis and Management	F. Ornamental Horticulture Pathway F4.4		
68-74	Construction Management	F. Ornamental Horticulture Pathway F10.4		
75-78	Review and Final			

C. HONORS COURSES ONLY

24. Indicate how this honors course is different from the standard course.

D. BACKGROUND INFORMATION

25. Context for Course (optional)

26. History of Course Development (optional)

Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>1. <i>Course Title:</i> Horticulture Science</p> <hr/> <p>2. <i>Transcript Title / Abbreviation:</i> Horticulture</p> <hr/> <p>3. <i>Transcript Course Code / Number:</i></p> <hr/> <p>5. <i>Required for Graduation?</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>9. <i>Subject Area</i></p> <p><input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> College Prep Elective <input checked="" type="checkbox"/> Other <u>Elective</u></p> <p>Is this course classified as a Career Technical Education: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If CTE: Name of Industry Sector: <u>Agriculture and Natural Resources</u> Name of Career Pathway: <u>Ornamental Horticulture</u></p>
<p>6. <i>Meets UC/CSU Requirements?</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><i>Was this course previously approved by UC?</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>10. <i>Grade Level(s)</i></p> <p style="text-align: center;">7 8 9 10x 11 x 12x</p>
<p>7. <i>Meets "AP" Requirements?</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>11. <i>Meets "Honors" Requirements?</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>8. <i>Course Author/Contact:</i> First Name: <u>Charlynn</u> Last Name: <u>McNaul</u> Position/Title: <u>Agriculture Teacher</u> Phone #: <u>(951) 657-2171 ext.:4701</u> Email: <u>charlynn.mcnaul@puhsd.org</u> Date Submitted: _____</p>	<p>12. <i>Unit Value / Length of Course</i></p> <p><input checked="" type="checkbox"/> 0.5 (half year or semester equivalent) <input type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____</p>

13. APPROVALS:

	Name/Signature	Date
Subject Area Council:	<i>Don Martin</i>	9-25-09
Educational Planning Council:	<i>Requeline Adelle Sopp Cooper</i>	5 NOV 09
Board Approval:	<i>[Signature]</i>	12-10-09

14. Pre-Requisites

Plant/Animal Science

15. Co-Requisites

Agriculture Biology/ and or The Art and History of Floral Design

16. Brief Course Description

This course provides an introduction to the horticulture industry, using videos, text, field trips, and guest lecture. Topics include fundamental skills used in the horticulture industry. Cultivation of plant varieties, methods, knowledge, and techniques used in commercial and residential landscaping, golf course management, plant nurseries, and maintenance for urban gardeners.

B. COURSE CONTENT

17. Course Purpose:

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

This course is intended to begin to prepare students for the horticulture industry. This will be an introductory course in Horticulture. Students will have the opportunity to take several other courses in this particular pathway. This course will be articulated with MSJC and students will be able to have units already in place when they enter MSJC.

18 (A) Course Outline

- A. Horticulture and the horticulture industry
 - Economic Impact
 - Career Opportunities

- B. Plant growth and development
 - Seeds
 - Roots
 - Stems
 - Leaves
 - Flowers
 - Fruits

- C. Soils, soil water, watering practices
 - Clay
 - Sand
 - Loam
 - Infiltration
 - Absorption
 - Frequency
 - Timing
 - Methods

D. Plant nutrition

Fertilizers
Amendments

E. Plant propagation, greenhouses

Flats
Containers
Division
Cuttings
Layering
Budding
Grafting

F. Compost and soil amendments

Nitrogen
Phosphorus
Potassium
Other nutrients
Composting methods

G. Plant nomenclature, plant identification

Scientific Names
Common Names
Plant Identification Resources

H. Pests and diseases and introduction to pest management concepts

Insects
Disease Pathogens
Identification Methods
Weeds
Solutions and Controls

I. Growing vegetables, annuals, perennials

Warm or Cool Season
Annual Varieties
Perennial Varieties
Sun or Shade

J. Interior plants

Soils For Indoor Plants
Plant Varieties
Plant Care

K. Lawns and ground covers

Cool Season Grasses
Warm Season Grasses
Soil Preparation
Installation
Maintenance

L. Landscape and landscape maintenance

Design
Construction
Maintenance

18 (B) Writing Assignments

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

1. The student will write a critical analysis comparing and contrasting the results of various pesticides on plant material from a case study based on an actual field trip.

19 (A) Textbook #1

Title: Introductory Horticulture

Edition: 7th or Current Publication Date: 2007

Publisher: Delmar/Cengage

Author(s): H. Edward Reiley, Carroll L. Shry, Jr.

Usage: Primary Text Read in entirety or near entirety

19 (B) Supplemental Instructional Materials (please describe)

None

20. Key Assignments

Detailed descriptions of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assignments that students will be required to complete.

- Given samples of plant varieties, using slides or pictures, the student will be asked to identify the species.
- The student will write a critical analysis comparing and contrasting the results of various pesticides on plant material from a case study based on an actual field trip.
- Based on plant specifications the student will select the proper plant material for a hypothetical local golf course and propose in writing a schedule of installation.
- The student will read technical horticultural material on plants designed for use in golf courses, and using specific plant characteristics, make a selection of typical materials appropriate to the region.

21. Instructional Methods and/or Strategies

- Lecture on topics related to course content: Career Paths, Plants Identification, Nutrition, Propagation, and Soil Testing.
- Handouts on key concepts: Plant Pests and Diseases, Integrated Pest Management, Hydraulics, Plant Nutrition, Water Usage.
- Slide analysis such as: Plant Diseases, Pest Problems in Turf, Plant Varieties.
- Field trips to Nurseries, Fertilizer Plants, Turf Plots, Irrigation Supply Houses, Green Houses.
- Demonstration of horticulture techniques: Pruning, Planting, Watering, Soil Testing.
- Guest lectures on Plant Propagation from green house managers, Tree Pruning from certified arborist, Varied Horticulture of golf courses from a golf course superintendent.

22. Assessment Methods and/or Tools

- At least 2 objective tests including midterm and final exam covering key concepts such as:
 - Plant identification, Disease Identification and control, Water Usage, Plant Propagation, and Turf Grasses.
- Written case study analysis with oral presentations
- Written presentations of case studies
- Written presentation of slide analysis identifying species

23. Course Pacing Guide and Objectives:

Day	Objective	Standards	Chapters	Reference
1-10	Introduction to Horticulture/Careers	10.0 Technical Knowledge and Skills 10.1-10.3., 3.0 Career Planning and Management 3.1-3.6	Unit 1 and 2	
11-33	Plant Sciences, Horticulture, soil Sciences	F. Ornamental Horticulture Pathway F1.1-F1.5 F2.0 F.2.1-F2.6 F3.0 F3.1-F3.3	Unit 3-15	
34-67	Fertilizers and Pesticides	F. Ornamental Horticulture F4.0 F4.1-F4.4, F5.0 F5.1-F5.5, F6.0 F6.1-6.4	Unit 16-20	
68-78	Review and Final			

C. HONORS COURSES ONLY

24. Indicate how this honors course is different from the standard course.

D. BACKGROUND INFORMATION

25. Context for Course (optional)

26. History of Course Development (optional)

E.
Program and/or
Course Subject Matter
Content Outline

Evidence is provided in section D.

F.
Program Completion
Standards

Agriculture Science

_____ has complete coursework in the study and practice in Agriculture Science and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

Competency Level

- _____ Basic Animal Science
- _____ Anatomy and Physiology of domestic livestockAnimals
- _____ Livestock Breeding and Genetics
- _____ Handling Livestock
- _____ Livestock Nutrition and Feeds
- _____ Animal Health
- _____ Beef Cattle
- _____ Swine
- _____ Sheep
- _____ Beef, Swine, and Sheep veterinary practices
- _____ Dairy Cattle and Dairy Cattle veterinary practices
- _____ Livestock Evaluation and Selection
- _____ Livestock Products
- _____ Poultry veterinary practices
- _____ Basic Plant Science
- _____ Plant Classification Systems
- _____ Areas of Crop Production
- _____ Vegetable Crops
- _____ Tree Crops
- _____ Forage Crop Production
- _____ Vine and Small Fruit Crops
- _____ Land Preparation and Planting
- _____ Soils
- _____ Fertilizers
- _____ Irrigation and Drainage
- _____ Harvesting
- _____ Identification of Crops, Products, and By-Products
- _____ Agricultural Production Services
- _____ Agricultural Production Records
- _____ Marketing Agricultural Products
- _____ Financing Agricultural Production
- _____ Intelligently discuss theories on the origins of life.
- _____ Describe the characteristics of living organisms.

- _____ Describe the characteristics of plant and animal cells with respect to their structure.
- _____ Compare and contrast the roles of meiosis and mitosis in cellular reproduction.
- _____ Understand heredity, Mendelian Genetics, terminology and apply this to animal inheritance.
- _____ Distinguish between historical and modern taxonomy systems and understand the evolutionary relationships among domestic plants and animals.
- _____ Understand the structural and functional similarities and differences among major animal, plant and protist phyla.
- _____ identify and understand the major organ systems of animals.
- _____ Recognize the structure and function of ecosystems, populations, and communities and the impact of human society on the natural and agricultural environment.
- _____ Describe the three cycles that involve abiotic and biotic factors. And explain their interrelationships and importance to the biosphere.
- _____ Identify the environmental and genetic factors that influence variation among organisms.
- _____ Demonstrate basic laboratory techniques including the use of microscopes, slides, microorganism examination, and the dissection of representative plants and animals of various species.

Certifying Instructor

Course Grade

Date

Proficiency Standards

Students are to be graded on their ability to accomplish or perform different tasks.

Rating Scale:

- 4 – Skilled or can work independently
- 3 – Moderately skilled or can perform with limited help
- 2 – Limited skill, requires instruction and close supervision
- 1 – No exposure, no experience or knowledge in this area

Rating

Agriculture I

- _____ A. To identify the importance of production agriculture.
- _____ B. Identify the seven basic agricultural career areas.
- _____ C. Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills.
- _____ D. Demonstrate an understanding of the Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers.
- _____ E. Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.
- _____ F. Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals.
- _____ G. Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction.
- _____ H. Demonstrate an understanding of the terminology associated with each species of livestock.
- _____ I. Identify the common crops grown and understand their importance to California Agriculture.
- _____ J. Identify plant parts and explain their functions for a variety of common agriculture plants.
- _____ K. Explain the factors involved in plant growth and general production practices.
- _____ L. Students will understand and perform basic tractor operations and maintenance. Identify basic parts of common agriculture equipment.
- _____ M. Identify basic parts of common agriculture equipment.
- _____ N. Demonstrate proper safety techniques used in the agricultural industries and in the classroom setting.

Floral Design

_____ has completed Courses of study and practice in Floral Design and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

Competency Level

_____ Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

_____ Describe the principles of design as used in works of art, focusing on dominance and subordination.

_____ Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

_____ Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design

_____ Analyze the material used by a given artist and describe how its use influences the meaning of the work.

_____ Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

_____ Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

_____ Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.

_____ Develop and refine skill in the manipulation of digital imagery (either still or video).

_____ Review and refine observational drawing skills.

_____ Create an expressive composition, focusing on dominance and subordination.

_____ Create two or three-dimensional work of art that addresses a social issue.

_____ Identify similarities and differences in the purposes of art created in selected cultures.

_____ Identify and describe the role and influence of new technologies on contemporary works of art.

_____ Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

_____ Discuss the purposes of art in selected contemporary cultures.

_____ Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

_____ Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

_____ Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

_____ Articulate the process and rationale for refining and reworking one of their own works of art.

_____ Employ the conventions of art criticism in writing and speaking about works of art.

Certifying Instructor

Course Grade

Date

Floral Design

Students are to be graded on their ability to accomplish or perform different tasks.

Rating Scale:

- 4 – Skilled or can work independently
- 3 – Moderately skilled or can perform with limited help
- 2 – Limited skill, requires instruction and close supervision
- 1 – No exposure, no experience or knowledge in this area

Rating

Agriculture I

- _____ 1. Students will write an art evaluation on one of the below:
Ikebana Design, Vincent Van Gogh, Pablo Picasso, Edouard Monet, Klaus Wagner, Gregor Lersch, Els and George Hazenberg, Georgia O'Keeffe, Pierre Renoir
- _____ 2. Students will research and write a description of the historical symbolism of specific flowers and foliage.
- _____ 3. Students will choose a flower or foliage, find the symbolism and from it create a floral design.
- _____ 4. Evaluation of art examples from various time periods
- _____ 5. Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.
- _____ 6. Create a visual presentation on history of Floral Design
- _____ 7. Project on floral art history and specific art periods including: European Period, Impressionistic Era, Oriental Influence, and American Styles
- _____ 8. Create a two and three dimensional visual display of floral art: Freeform Expression, Geometric Mass, Art Deco, Art Nouveau, and Modern Contemporary through the use of various media
- _____ 9. Practicum using a given theme: two dimensional layouts, three-dimensional arrangements, fresh and dry cut flower designs, and container arrangements
- _____ 10. Identify plant parts and explain their functions for a variety of common agriculture plants.
- _____ 11. Complete a floral art three-dimensional Critique Sheet for historical periods

G.
Description of
Facilities and Major
Equipment

Description of Facilities and Major Equipment Heritage High School Agriculture Department

Agriculture Facilities

2.5 acre land laboratory
1,500 sq ft floral shop/classroom
8'x12' floral display walk in
2, 144 sq ft office/ storage rooms
1 standard classroom
3 laboratory classrooms
1 Shadehouse
1 Greenhouse

Major Equipment

1	F-450 Ford Dually Truck
1	Ford 9 passenger Van
1	Golf Cart
1	Kubota Tractor
1	RTV900xt
1	16 foot flatbed trailer
2	Livestock Trailers
1	Tractor Disc
1	Tractor Scraper
8	Farrowing Crates
1	Truck Bed Crate for Livestock
1	Tractor Rototiller Implement
2	Tractor fork
2	Blocking Chutes
8	portable livestock shelter
5	Goat/Lamb tables
3	Blowers
6	Clippers
18	Storage racks
3	Floral Design Tables
4	Landscape Carts
1	Lockable Lab Carts

9	Wheelbarrows
100+	Hog Panels
3	pallet jacks
8	Flatbed Carts
100+	T posts
5	Incubator
2	metal push carts
11	foldable tables
8	Sheep grain/hay feeders
9	Hog feeders
300	Poultry Show Coops
4	Coop Racks
1	Portable Livestock Scale

H.
Five Year Facility
And Equipment
Acquisition
Schedule

Five Year Facility and Equipment Plan

2015-2016

1. Purchase 2 more farrowing crates
2. Continue to landscape Ag area and campus with shrubs/trees.
3. Install raised garden beds.

2016-2017

1. Purchase lab additional equipment
2. Install chicken brooder house
3. Purchase new van

2017-2018

1. Continue to purchase lab equipment
2. Purchase rabbit breeding supplies
3. Purchase new landscape supplies and equipment
4. Build farrowing barn.

2018-2019

1. Purchase additional Port-a-Huts
2. Replace original incubator.
3. New Aquaculture tanks, pumps and equipment.

2019-2020

1. Replace worn rabbit cages & supplies
2. Replace battery brooders as needed.

I.
Staff Assignments

Area of Responsibilities	Teacher				Comments
	Daly	Maddalena	Maratsos	Perotti	
I. Departmental					Rushing
Department Chair		x			
Incentive Grant Application		x			
Incentive Grant Report		x			
Trip Board approval letters				x	
Teacher Conference Requests		x			
Activity Requests				x	
Perkins Mini grants	x	x	x	x	x
Transportation Requests				x	
Purchase Requisitions		x			
FFA ASB Account	Daly	Maddalena	Maratsos	Perotti	Rushing
-Club paperwork				x	
-PO's				x	
-Minutes				x	
8th grade recruiting	Daly	Maddalena	Maratsos	Perotti	Rushing
- Bell Middle			x	x	
-Mountain Shadows	x				?
- Chase Middle			x	x	
-Open House table	x	x	x	x	x
-Haun Middle	x				x
-Menifee Middle	x			x	
-8th grade orientation	x	x	x	x	x
Budget Preparation		x			
Course approval process		x			
School Leadership Monthly Meetings		x			
Equipment purchase/Maintenance		x			
Award Orders					x

			dept	Maratsos	Perotti	ffa
Ordering Supplies						
R2's					x	
Graduate Follow-up			x			
Scholarship Application					x	
II. FFA Activities	Daly	Maddalena		Maratsos	Perotti	Rushing
Officer Training					x	
Elections					x	
Newsletter					x	
Ordering Supplies					x	
Banquet	x	x		x	x	
FFA Meetings	x	x		x	x	
Judging Teams	Daly	Maddalena		Maratsos	Perotti	Rushing
-Nursery/Landscape				x		
-Co-Ops			x			
-Parli:Pro				x		x
-Vegetable Crop Judging					x	x
-Best Informed GH					x	
-Vet Science					x	
-Livestock Judging	x					
-Opening/Closing	Daly	Maddalena		Maratsos	Perotti	Rushing
Novice	x					
Advanced				x		
Officers						x
Speech Contests	Daly	Maddalena		Maratsos	Perotti	Rushing
-Creed					x	
-Impromptu				x		
-Prepared						x
-Extemporaneous				x		
-Job Interview	x					
Fund Raisers	Daly	Maddalena		Maratsos	Perotti	Rushing

- Geese	X		X				X		
Entries to Fair							X		
Awards and Degrees	Daly		Maddalena				Perotti		Rushing
-Greenhand Degrees									X
-Chapter Degrees							X		awards
-State Degree							X		
-American Degrees							X		
Proficiency Awards	Daly		Maddalena				Perotti		Rushing
-Local							X		
-Sectional/State							X		
Officer Applications	Daly		Maddalena				Perotti		Rushing
-Chapter Office							X		
-Sectional Office							X		
-Regional							X		
-State							X		
Web page							X		
Facebook							X		
Twitter	X								
Instagram	X								
FFA Week							X		
Field Days	Daly		Maddalena				Perotti		Rushing
-El Capitan	X						X		
- Fallbrook	X						X		X
- Heritage	X						X		X
-Norte Vista	X						X		X
-Indio	X		X				X		X
-Pomona	X		X				X		X
-Davis	X						X		
-Fresno	X						X		X
-SLO	X						X		X

FFA Points Tabulations	Daly	Maddalena	Maratsos	Perotti	Rushing
FFA Conferences				x	
-Greenhand				x	
-MFE	x				
-ALA	x				
-State				x	
-SLE				x	
III. Projects SAE	Daly	Maddalena	Maratsos	Perotti	Rushing
Beef				x	
Sheep					x
Swine				x	
Goats	x				
Poultry		x			
Rabbits		x			
Dairy					x
Horticulture			x		

MADDALENA	PEROTTI	RUSHING	MARATOS	DALY
Rabbit Barn	Hog Barn	Breeding Sheep pens	Greenhouse	ARC Office
10' area surrounding rabbit barn	10' surrounding Hog Barn	Aisles in front of breeding sheep	Shadehouse	Inside East Side of ARC including storeroom
Large & Small Chicken Houses	Hog Breeding area	Lamb Pens and surrounding area	Areas surrounding GH & SH	Goat pens & surrounding area
Area surrounding chicken houses	Concrete in front of hog breeding area	Clean Hay stack and surrounding area	Landscape area at entrance	Show Ring and surrounding area
Egg Room	Steer area	Cleaned Trash area	Planter areas surrounding ARC building	Privet shrubs surrounding of show ring area
Egg Sink area and floors	Farrowing area inside ARC	Cleaned Trash can maintenance	Automatic irrigation system at ARC	Citrus Tree maintenance
Incubator area	Bougainville in front of steers	Area surrounding wash rack organization	Organization and cleaning of Soil bins except trash area	Wash rack organization and cleaning
Work Orders	Landscape Tool Room			
Tractor, Golf Cart, ATV				
Trailers				

J.
FFA
Program of Activities

Menifee Heritage FFA



Program of Activities 2015-2016

Edited by 2015-2016 Vice President
Ashley Reilly & Amber Thompsen

July

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
			1 * Greenhand Conf. Registration opens	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2015

August

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
						1
2	3	4 Pig Practice @6:30pm	5 Lamb/Goat Practice @7pm	6 Ag. Freshman Orientation @6pm	7	8
9	10	11 Pig Practice @6:30pm	12 Lamb/Goat Practice @7pm	13 Spirit Day*	14	15
16	17	18 Pig Practice @6:30pm	19 Lamb/Goat Practice @7pm	20 Spirit Day*	21 Chapter Meeting @8pm	22
23	24	25 Pig Practice @6:30pm	26 Lamb/Goat Practice @7pm	27 Spirit Day*	28	29
30	31					

2015

September

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
		1 Pig Practice @6:30pm	2 Lamb/Goat Practice @7pm	3 Spirit Day*	4 R2 Fill Out Day (in class)	5
6	7 *Labor Day	8 Pig Practice @6:30pm	9 Lamb/Goat Practice @7pm	10 Spirit Day*	11	12 Riverside Section FFA Leadership Conference (Perris HS) @8am
13	14	15 *Riverside Section CATA & FFA Mtg. (Heritage) 4:30 PM Pig Practice @6:30pm	16 Lamb/Goat Practice @7pm Riverside Section FFA Softball @4pm	17 Greenhand Reception @5pm Spirit Day*	18	19 *LA Fair Judging Contest (Region FFA) 9:00 AM *SOCAL Fair Set-Up
20	21	22 *National Delegate Training @ Galt Pig Practice @6:30pm	23 Riverside Section FFA O/C Contest Lamb/Goat Practice @7pm	24 Spirit Day*	25	26
27	28	29 Pig Practice @6:30pm	30 Lamb/Goat Practice @7pm			

2015

October

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
				1 Spirit Day*	2 *SOCAL Fair (thru 10/11) SOCAL Fair Move-In	3
4	5	6	7	8 Spirit Day*	9 *SOCAL Conference Registration due	10 El Capitan Field Day (El Capitan HS) @8am
11	12 * Columbus Day SOCAL Fair Move-Out	13	14	15 *R2, FFA Roster & Grad Follow Up due * Greenhand Conf Registration due Spirit Day*	16	17 *SOCAL FFA Leadership Conference (Indio) 8:30 AM
18	19	20 *Perris FFA O/C Invitational (Perris) 4:30 PM	21	22 Spirit Day*	23	24
25	26 *National FFA Convention Delegate Trip - Louisville	27 *National FFA Convention Delegate Meetings - Louisville	28 *FFA National Convention - Louisville Lunch Meeting (both lunches) Chapter Meeting @6pm	29 *FFA National Convention - Louisville Spirit Day*	30 *FFA National Convention - Louisville	31 *FFA National Convention - Louisville *Washington DC Trip

2015

November

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
1 *Washington DC Trip	2 *Washington DC Trip MFE/ALA Payment Due	3 *Washington DC Trip	4	5 Spirit Day*	6	7
8	9	10 *Riverside Section CATA Mtg. (Norco HS) 4:30 PM	11 *Veteran's Day *No School	12 Spirit Day*	13	14
15 *AIG Checklist & Plan updates due	16 * MFE/ALA Registration due	17 *Greenhand Conference (Heritage HS)	18 *Greenhand Conference (Heritage HS)	19 *New Professionals @ Fresno Chapter Meeting @6pm Spirit Day*	20 *New Professionals @ Fresno	21
22	23	24	25	26 *Thanksgiving Day	27	28
Thanksgiving Break						
29	30 Canned Food Drive Starts					

2015

December

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
		1	2	3 Spirit Day*	4	5 Fallbrook Field Day (Fallbrook HS) @8am
6	7 SLE/Award Apps Due to Chapter	8 Riverside Section Job Interview Resume & Letters Due	9	10 Spirit Day*	11	12 * Heritage Cup Field Day (Heritage HS) 8:00 AM
13	14 Canned Food Drive Ends	15 Finals 1 & 4	16 Finals 2 & 5	17 *Riverside Section Job Interview & Impromptu Contests (Norco) 4:00 PM Spirit Day* Finals 3 & 6 Chapter Meeting @1pm	18 Holiday Break Begins	19
20	21	22	23	24	25 *Christmas Day	26
27	28	29	30	31		

2015

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 *SLE Application due *State FFA Conference Committee Chair app due	5	6	7	8	9
10	11 Holiday Break Ends	12	13	14 Spirit Day*	15	16
17	18 *Martin Luther King Day No School*	19 *Riverside Section State Degree & CATA Mtg. (Rubidoux) 4:00 PM *Riverside Section Project Comp Entries Due	20 Chapter Meeting @6pm	21 Spirit Day*	22	23 *Norte Vista Field Day (Norte Vista HS) 8:00 AM *Riverside Section Manuscripts due (Perris HS)
24	25	26	27	28 *Riverside Section FFA Speech Contests (Perris HS) 4:00 PM	29 *MFE/ALA Conference (Doubletree - Ontario) 1:00 PM *Southern Region FFA Officer Applications Due in Region Office	30 *MFE/ALA Conference (Doubletree - Ontario)
31						

February

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
	1 *FFA Award Apps due * Mentor Teacher Conf. @ Fresno	2 * Mentor Teacher Conf. @ Fresno	3	4 Spirit Day*	5 * Section STAR Apps Due in Southern Region Office	6 *Southern Region FFA Officer Screening (CSU-Pomona) 9:00 AM
7	8 *Southern Region FFA Proficiency Selection 10:00 AM (Agriscapes) *All Section Proficiency APPS due in Region Office 9:00 AM	9	10	11 Spirit Day*	12 *Indio Fair (thru 2/21)	13
14	15 *President's Day Presidents Week Break Begins	16 *Southern Region Scholarship App Due *CATA Award Apps. Due *State Nominating Committee apps due	17	18	19 Presidents Week Break Ends	20
21	22 *Start of FFA Week Lunch Activity	23 Lunch Activity	24 Lunch Activity	25 Lunch Activity Chapter Meeting @6pm Spirit Day*	26 Lunch Activity **Mira Costa Field Day	27
28	29					

2016

March

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
		1 State FFA Conference Registration due	2	3 Spirit Day*	4 *Region Banquet Reservations due	5 * UC Davis Field Day
6	7	8 *Sacramento Leadership Experience (SLE) *Riverside Section Parli Pro Contest (Jurupa Valley) 4:30 PM	9 *Sacramento Leadership Experience (SLE)	10 *Sacramento Leadership Experience (SLE) *Riverside Section FFA Bowling (Perris) 4:00 PM Spirit Day*	11 *Sacramento Leadership Experience (SLE)	12 *Escondido Field Day (Escondido HS) 8:00 AM
13	14	15 *Riverside Section CATA & FFA Mtg. & COOP Quiz & BIG (Indio HS) 4:30 PM	16	17 Spirit Day*	18	19 *Southern Region FFA State Degree & Proficiency Banquet (La Habra- Sonora) 1:00 PM
20	21	22 *Southern Region Speech Contest Finals (CSU- Pomona) 10:00 AM	23	24 Spirit Day* Chapter Meeting @6pm	25 Spring Break Begins	26
27 *Easter	28	29	30	31 * Cesar Chavez Day		

2016

April

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
					1 *Southern Region Chapter Website Entries due (Region Office)	2 *Southern Region Parli Pro Finals (CSU-Pomona) 10:00 AM
3	4 Spring Break Ends	5	6 Chapter Interviews @3pm Animal Meeting @6pm	7 Spirit Day*	8	9 *Pomona/Mt Sac Field Day (CSU- Pomona) 7:30 AM *Southern Region FFA Meeting (Pomona) 1:30 AM
10	11	12	13	14 Chapter Meeting @6pm Spirit Day*	15	16
17	18 c	19	20	21 *State FFA Leadership Finals (Fresno) Spirit Day*	22 *State FFA Parli Pro Semi-Finals (Fresno)	23 *State FFA Leadership Conference *Fresno FD & State Finals
24 *State FFA Leadership conference	25 *State FFA Leadership conference	26 *State FFA Leadership conference	27	28 Spirit Day*	29	30

2016

May

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
1	2 1st Livestock Payment due	3 *Riverside Section FFA Officer Screening (Hemet HS) 4:00 PM	4	5 Spirit Day*	6 *State FFA Finals @CP SLO	7 *State FFA Finals @ CP - SLO
8	9 *State FFA Finals @CP SLO	10 *Riverside Section Officer Elections (Perris HS) 4:30 PM	11	12 *Riverside Section FFA Volleyball (Jurupa Valley HS) 4:00 PM Spirit Day*	13 *American Degree apps due in Region Office	14
15	16	17 *Riverside Section CATA Planning Mtg. & In-service (San Jacinto HS) 9:00 AM	18	19 Spirit Day*	20	21
22	23 Banquet @TBD	24	25	26 Spirit Day	27	28
29	30 *Memorial Day No School	31				

2016

June

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
			1 *National Delegate, Chorus & Band Apps due in State Office	2 Spirit Day*	3	4
5	6	7	8	9 Last Day of School* Spirit Day*	10 Graduation	11
12	13	14	15	16	17	18
19 * State CATA Summer Conference (CP- SLO)	20 * State CATA Summer Conference (CP- SLO)	21 * State CATA Summer Conference (CP- SLO)	22 * State CATA Summer Conference (CP- SLO)	23 * State CATA Summer Conference (CP- SLO) * Agri-Skills Sessions (CP-SLO) 1:00 PM	24 * Agri-Skills Sessions (CP-SLO)	25
26	27	28	29	30		

2016

K.
School and/or
Department Policies
Pertaining to:

- *Student Eligibility to Participate in out-of-class Activities*
- *Leadership Development Integrations into Program*
- *SOE Integration into Program and other Policies*

Heritage High School Grading Policies for FFA

All students enrolled in the Agriculture Program at Heritage High School are members of the FFA program. The Ag Ed instructor allows a maximum of 10% of the student's grade for his or her FFA activities. These grades are considered four times per year. Activities may include chapter meetings, judging teams, market animals or projects to be shown at the county fair, assisting in the completion of the chapter program of activities, and participation in chapter fundraisers.

Heritage High School Eligibility for FFA Activities away from school

It is a policy at Heritage High School that all students participating in out-of-class activities including FFA maintain at least 2.0 grade point average. The Agriculture Education Department supports this policy and applies it to all FFA activities outside of class time that is away from school. There may be an exception to this policy if the FFA activity does not interfere with school time. The decision in this case shall be made by the Agriculture Education Department Chairman, with advisement from the Principal at Heritage High School.

Maddalena

Agriculture Government Policy & Agriculture Economics Syllabus

Course Descriptions: Agriculture Government Policy is a one semester course aligned to the principles of American Democracy content standards, designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships of government.

Agriculture Economics is designed for the student interested in understanding the operations and institutions of economic systems as applied to our nation's largest industry agriculture. Units of instruction include basic economic concepts, comparative economic systems, individual and aggregate, economic behavior and international trade and policy. Instruction is also given in leadership and career education.

Major Course Requirements:

- a. Text, homework and projects - successfully complete the work assigned.
- b. Take careful notes and maintain a well-organized collection of the year's work.
- c. Keep all assignments until end of semester.
- d. Maintain a running record of your daily work and attendance on your Daily Activity Worksheet. These MUST be complete whether you are absent, have a school holiday, etc.
- e. Hand in all work the day it is due. **NO LATE WORK IS ACCEPTED.**
- f. Observe the school, Agriculture Department, and classroom rules.
- g. Must have possession of text book and chrome book FULLY CHARGED every day.
- h. Students are not to be watching videos, viewing websites other than directed by teacher or listening to music.
- i. Use of Chromebook without direction of teacher may result in referral and/or suspension from class taking failing grades on any missed assignments.

Necessary Equipment

- a. Three Ring binder, either for Ag or a portion of a larger one for Ag.
- b. Black or blue ball point pens.
- c. #2 pencils and eraser.
- d. Lots of notebook paper

Your classroom grade will be an accumulation of points from the following components:

1. Notebook organization and completion.
2. Classroom participation in discussions and group work.
3. Class work and homework assignments.
4. Quizzes and Test scores
5. Projects.
6. FFA Activities

<u>Grading Criteria:</u>	<u>Activities</u>	<u>Percentages</u>
	Assessment	40%
	Home work, Class work	40%
	Project(s)	10%
	FFA Activities	10% (300 points per semester)

100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% - 60% = D
 Below 60% = Failing Grade

Make – Up Work

You are responsible for seeing to it that you get all lecture notes missed during an absence. See another student to copy their Daily Activity. Once this is done, **YOU** must tell your instructor the exact assignment you need to make up. Your instructor will not chase you.

Attendance- Board Policy AND Heritage attendance policy will be followed.
NO MAKE UP WORK WILL BE PROVIDED TO STUDENTS SENT TO THE DISCIPLINE OFFICE, IN OCD OR SUSPENDED/ PFDA.

Consequences:

If one or more of the Classroom or School rules is broken, the following consequences will be immediately administered:

1. Reminder.
2. Parent Contact.
3. Referral to Assistant Principal. Students will take Failing grades on assignments if they are referred to the Discipline Office, have truancies/unexcused absences, or are suspended.

** Severe Case – Immediate referral to the Assistant Principal
 *** All school rules, including absence/tardy policy and dress code, will be strictly enforced.

We have read the above policies for Ag Government & Economics contained above.

STUDENT NAME (please print) _____
 STUDENT SIGNATURE _____
 PARENT/GUARDIAN NAME (please print) _____
 PARENT/GUARDIAN SIGNATURE _____

Parent/Guardian e mail & cell phone number.
THIS SYLLABUS WILL NOT BE ACCEPTED UNLESS BOTH ARE PROVIDED and CONFIRMED.

Please print E mail _____

Please print Cell# _____

The Art & History of Floral Design Syllabus

Text: The Art of Floral Design; Delmar Publishing

Course Description: This course gives the student a practical look at the floriculture industry in California. The major emphasis will be on floral design principles and corsage construction as well as culture, care, and processing. The course is designed to lay the foundation for an entry level position in the floriculture industry or as the prerequisite for an advanced class. Participation in the FFA will be required and graded.

Major Course Requirements:

- a. Laboratory work- successfully complete the labs assigned during the year.
- b. Take careful notes and **keep all assignments until end of semester.**
- c. Maintain a running record of your daily work and attendance.
- d. Hand in all work the day it is due.
- e. Observe the school, agriculture department, and classroom rules.
- f. Chromebooks are REQUIRED fully charged every day however they are NOT to be taken out unless directed by teacher.
- g. Videos, e mailings, etc. is never permitted in class on chromebooks unless directed by teacher.
- h. Use of Chromebook without direction of teacher may result in referral and/or suspension from class taking failing grades on any assignments missed.

Necessary Equipment

- a. Three Ring binder either for floral or a portion of a larger one.
- b. Black or blue ball point pen.
- c. #2 pencil and eraser.
- d. Lots of notebook paper.

GRADING CRITERIA:

Tests/ quizzes	20%
Floral Projects	50%
Classwork/Homework	20%
FFA Participation	10% (300 points per semester)

Your classroom grade will be an accumulation of points from the following components:

1. Notebook organization and completion.
2. Classroom participation in discussions and group work.
3. Class work and homework assignments.
4. Quizzes and Test scores
5. Laboratory experiences and write- ups.
6. FFA Activities.
7. S.O.E.P. (Project)

100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% - 60 % = D
Below 60% = Failing Grade

Make - Up Work

You are responsible for seeing to it that you get all lecture notes missed during an absence, and that any assignments are made up within one week of your absence. If it is a text book assignment, you will check out a text with the library. Please get the Daily Activity you missed from another student, once this is done, YOU must tell your instructor the exact assignment you need to make up. Your instructor will not chase you. Because we use fresh flowers, an alternate assignment, as per School Board Guidelines, may be given by the instructor if you are absent for even one day of the arrangement construction.

Consequences:

If one or more of the Classroom or School rules is broken, the following consequences will be immediately administered:

1. Reminder.
2. Parent Contact.
3. Referral to Assistant Principal.

** Severe Case – Immediate referral to the Assistant Principal

*** All school rules, including absence/tardy policy and dress code, will be strictly enforced.

We have read the above policies for Floriculture contained above.

STUDENT NAME (please print) _____

STUDENT SIGNATURE _____

PARENT/GUARDIAN NAME (please print) _____

PARENT/GUARDIAN SIGNATURE _____

Parent/Guardian e mail & cell phone number.

THIS SYLLABUS WILL NOT BE ACCEPTED UNLESS BOTH ARE PROVIDED AND CONFIRMED.

Print please E mail _____

Print Please Cell# _____

Agriculture Biology- Syllabus

Text Books: Biology, McDougal Littell

Course Description: Agriculture Biology is a one year, laboratory science course, aligned to the biology science content standards, designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics:

1. The molecular and cellular aspects of life.
2. Energetics of life, growth, and reproduction in plants and animals.
3. Evolution of modern plants and domestic livestock species.
4. Plant and animal genetics.
5. Taxonomy of modern agricultural plants and animals.
6. Animal behavior.
7. Ecological relationships among plants, animals, humans, and the environment.
8. Nutrition in animals.
9. Health and diseases in animals, and similarities between animals and humans.

Major Course Requirements:

- a. Laboratory work- successfully complete the labs assigned during the year.
- b. Take careful notes and maintain a well-organized collection of the year's work, as described in the "How To Organize Your Notebook" sheet.
- c. Maintain a running record of your daily work and attendance.
- d. Hand in all work the day it is due.
- e. Display the proper attitude in class at all times.
- f. Observe the school, agriculture department, and classroom rules.

Necessary Equipment

- a. Black or blue ball point pens, not one but many..
- b. #2 pencils and eraser not one but many.
- c. Chromebook
- d. Notebook

Your classroom grade will be an accumulation of points from the following components:

1. Notebook organization and completion.
2. Classroom participation in discussions and group work.
3. Classwork and homework assignments.
4. Quizzes and Test scores
5. Laboratory experiences and write- ups.
6. FFA Activities.
7. S.O.E.P. (Project)

Grading Criteria:

Activities

Percentages

Assessment	40%
Labs, Class work	40%
Agri-Science Project	10%
FEA Activities	10% (300 points)

100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% - 55 % = D
Below 55% = Failing Grade

Make - Up Work

You are responsible for seeing to it that you get all lecture notes missed during an absence, and that any assignments are made up within one week of your absence. See another student to copy their Daily Activity. Once this is done, YOU must tell your instructor the exact assignment you need to make up. Your instructor will not chase you. Refer to the handout on Make up assignments if you have any questions. Late work is NOT accepted.

Consequences:

If one or more of the Classroom or School rules is broken, the following consequences will be immediately administered:

1. Reminder.
2. Parent Contact.
3. Referral to Assistant Principal.

- ** Severe Case - Immediate referral to the Assistant Principal
- *** All school rules, including absence/tardy policy and dress code, will be strictly enforced.

We have read the above policies for Ag Biology contained above.

STUDENT NAME (please print) _____

STUDENT SIGNATURE _____

PARENT/GUARDIAN NAME (please print) _____

PARENT/GUARDIAN SIGNATURE _____

Parent/Guardian e mail & cell phone number.

THIS SYLLABUS WILL NOT BE ACCEPTED UNLESS BOTH ARE PROVIDED and CONFIRMED.

Please print E mail _____

Please print Cell# _____

Plant and Animal Science - Syllabus

Text Book: Life Science, Glencoe, 2008

Course Description: Plant and Animal Science is a one year course aligned to meet the graduation requirements in Life Science. This course is also the required first course in the agriculture pathway at Heritage High School. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics:

1. Using the Scientific Method.
2. Understanding the Math process.
3. Demonstrating writing skills.
4. Comparative relationships of plant and animal nutrition, diseases and health.
5. Evolution of plants and animals.
6. Genetics.
7. Comparative analysis of major body organs.
8. Cellular biology.
9. Appreciates the role of the FFA and its opportunities.

Major Course Requirements:

- a. Laboratory work- successfully complete the labs assigned during the year.
- b. Take careful notes and maintain a well-organized collection of the year's work
- c. Maintain a running record of your daily work and attendance.
- d. Hand in all work the day it is due.
- e. Display the proper attitude in class at all times.
- f. Observe the school, agriculture department, and classroom rules.

Necessary Equipment

- a. Three Ring binder- Either for Ag (*highly recommended*) or a portion of a larger one for Ag.
- b. Black or blue ball point pen.
- c. #2 pencil and eraser.
- d. Lots of notebook paper.

Your classroom grade will be an accumulation of points from the following components:

1. Notebook organization and completion.
2. Classroom participation in discussions and group work.
3. Classwork and homework assignments.
4. Quizzes and Test scores
5. Laboratory experiences and write- ups.
6. FFA Activities.
7. S.O.E.P. (Project)

Grading Criteria:	<u>Activities</u>	<u>Percentages</u>
	Assessments	40%
	Classwork, Labs, Homework	40%
	Agri-Science Project	10%
	FFA Activities	10% (300 points per semester)

100% - 90% = A; 89.9% - 80% = B; 79.9% - 70% = C; 69.9% - 60 % = D
 59.9% and Below = Failing Grade

Make – Up Work

You are responsible for seeing to it that you get all lecture notes missed during an absence, and that any assignments are made up within the timeframe allowed in the student handbook. Please see another student for their entries on the daily sheets. Once this is done, YOU must tell your instructor the exact assignment you need to make up. Your instructor will not chase you. Late work is NOT accepted.

Work is due at the end of each week, and all expected work is outlined on a sheet handed out at the beginning of each week.

Consequences:

If one or more of the Classroom or School rules is broken, the following consequences will be immediately administered:

1. Reminder.
2. Parent Contact.
3. Referral to Assistant Principal.

** Severe Case – Immediate referral to the Assistant Principal

*** All school rules, including absence/tardy policy and dress code, will be strictly enforced.

We have read the above policies for this class contained above.

STUDENT NAME (please print) _____

STUDENT SIGNATURE _____

PARENT/GUARDIAN NAME (please print) _____

PARENT/GUARDIAN SIGNATURE _____

Agriculture Earth and Physical Science- Syllabus

Course Description: Agriculture Earth and Physical Science is a one year, science course, aligned to the Earth science content standards, designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics:

1. Investigate Scientific phenomenon's.
2. Identify elements using properties and characteristics.
3. Understand plate tectonics.
4. Analyze soils for macro and micro elements and nutrients.
5. Understand tidal influences and climatic changes.
6. Identify the sun, stars and planets of our solar system.
7. Solve equations to understand velocity, distance and time.

Major Course Requirements:

- a. Laboratory work- successfully complete the labs assigned during the year.
- b. Take careful notes and maintain a well-organized collection of the year's work
- c. Maintain a running record of your daily work and attendance.
- d. Hand in all work the day it is due.
- e. Display the proper attitude in class at all times.
- f. Observe the school, agriculture department, and classroom rules.

Necessary Equipment

- a. Three Ring binder- Either for Ag (*recommended*) or a portion of a larger one for Ag.
- b. Black or blue ball point pen.
- c. #2 pencil and eraser.
- d. Lots of notebook paper.

Your classroom grade will be an accumulation of points from the following components:

1. Notebook organization and completion.
2. Classroom participation in discussions and group work.
3. Classwork and homework assignments.
4. Quizzes and Test scores
5. Laboratory experiences and write- ups.
6. FFA Activities.
7. S.O.E.P. (Project)

Grading Criteria:

<u>Activities</u>	<u>Percentages</u>
Assessments	40%
Classwork, Labs, Homework	40%
Agri-Science Project	10%
FFA Activities	10% (300 points per semester)

100% - 90% = A; 89.9% - 80% = B; 79.9% - 70% = C; 69.9% - 60 % = D
59.9% and Below = Failing Grade

Make – Up Work

You are responsible for seeing to it that you get all lecture notes missed during an absence, and that any assignments are made up within the timeframe allowed in the student handbook. Please see another student for their entries on the daily sheets. Once this is done, YOU must tell your instructor the exact assignment you need to make up. Your instructor will not chase you. Late work is NOT accepted.

Work is due at the end of each week, and all expected work is outlined on a sheet handed out at the beginning of each week.

Consequences:

If one or more of the Classroom or School rules is broken, the following consequences will be immediately administered:

1. Reminder.
2. Parent Contact.
3. Referral to Assistant Principal.

** Severe Case – Immediate referral to the Assistant Principal

*** All school rules, including absence/tardy policy and dress code, will be strictly enforced.

We have read the above policies for this class contained above.

STUDENT NAME (please print) _____

STUDENT SIGNATURE _____

PARENT/GUARDIAN NAME (please print) _____

PARENT/GUARDIAN SIGNATURE _____

Heritage Agricultural Education Department

Ag Leadership

Length – 1 year

Grade Level 10-12

References: Program of Activities, FFA handbook, National FFA, California State FFA

Course Description:

The purpose of this course is to assist students in developing their knowledge, attitudes, skills and aspirations regarding leadership development in an agricultural setting or provide them with the beginning foundation for any setting. The goal of this course is to encourage students to be knowledgeable, caring, decision makers. Students in our program desiring to develop and expand their leadership skills are encouraged to take this course. Students will find opportunities to further develop their organizational skills by interacting not only with other class members, but with other organizations, groups, and activities. Students are in charge of club and school activities, and are responsible for successfully organizing, conducting, and evaluating the activities. In addition high priority will be on studying for contests and making sure the Heritage FFA chapter is ready for each contest.

1. Leadership in Agriculture

- Analyze various definitions of leadership
- Discuss the contributions of agriculture education and the FFA to leadership development
- Evaluate myths about leaders and leadership
- Identify various agriculture leaders in the community
- Identify opportunities for leadership in agriculture careers and the workplace

2. Supervised Agriculture Experience (SAE) & Record Keeping

- Identify and maintain the SAE
- Construct a personal budget
- Utilize the California FFA SAE Record book to monitor the SAE
- Complete a local and district proficiency award application
- Complete chapter and/or State FFA Degree Applications
- Track SAE skills developed, hours worked as well as FFA, school, and community activities
- Set appropriate SAE long and short term goals
- Prepare income and expense records in record book
- Prepare monthly cash flow statements in record book
- Record personal and business inventories, assets, and liabilities in record book

3. The National FFA Organization and Leadership

- Participate and prepare Student, Chapter, and Community Development Activities as established by the POA
- Demonstrate the use of 15 motions in Parliamentary Procedure

4. Prepared Public Speaking

- Identify characteristics of a good speech
- Research and prepare a rough draft for a 8-10 minute speech on an agricultural topic
- Write a final manuscript for a 8-10 minute speech over an agriculture topic using MLA style with title page and works cited
- Present a memorized 8-10 minute agriculture speech to the class

5. Extemporaneous Public Speaking

- Discuss the advantages and disadvantages of extemporaneous speaking
- Develop strategies for research an extemporaneous speech
- Prepare an outline for an extemporaneous speech
- Discuss strategies for time management in preparing an extemporaneous speech
- Discuss the use of note cards in an extemporaneous speech
- Deliver an extemporaneous speech to the class

6. Program of Activities (POA)

- Explain the 3 areas of the program of activities
- List the items that should be included in the POA
- Work with POA committees to conduct activities
- Assist in goal setting for POA activities
- Finalize the POA for the FFA Chapter
- Submit the chapter POA to Advisor(s)

7. Fundraising

- Set goals for chapter fundraising
- Prepare handouts with dates and details for all members
- Keep list of all members and their quantities involved in fundraising
- Prepare ASB Financial documents for club

8. Activity Planning and Evaluation

- Submit the FFA Roster (R2's) to the State FFA office by deadline
- Prepare the agenda for chapter meetings
- Evaluate strengths & weaknesses of activities
- Make recommendations for conducting the activity again
- Manage, organize, and inventory FFA chapter resources

9. National Chapter Award

- Divide up responsibilities for the National Chapter Award among class members
- Select activities for the National Chapter Award
- Write the Heritage FFA National Chapter Award
- Select photographs to use in the National Chapter Award
- Finalize and proof read the National Chapter Award for the FFA Chapter
- Submit Form I of the National Chapter Award to District Selection Day
- Submit Form I and II the National Chapter Award to the State FFA Office by the March 30th deadline

10. Banquet Planning

- Evaluate last year's chapter banquet
- Set goals for banquet
- Develop a banquet program with deadlines
- Order banquet plaques and supplies
- Plan, prepare, and conduct banquet

11. FFA Week Planning

- Work with POA Committees to plan FFA week activities
- Develop a plan to promote FFA week in the FFA chapter, school, and community
- Conduct FFA week activities

12. Correspondence/Written Communication

- Write business letters on behalf of the FFA chapter
- Write emails on behalf of the chapter
- Write thank you letters/notes on behalf of the chapter

13. News Writing/Public Relations

- Write news articles for the FFA chapter
- Complete press releases for the FFA chapter
- Update the FFA chapter website/ social media
- Take photographs of chapter activities

14. Conference's

- Identify and promote to chapter members
- Create handouts for all members detailing trip and purpose
- Disperse and collect all official documents that must be turned into conference registration

15. Personal Skills Related to Effective Leadership

- Describe the importance of positive self-concept, social skills, and maintaining a professional image with respect to cultural diversity
- Identify acceptable leadership styles
- Prepare personal resumes and employment applications

16. Employer/Employee Responsibilities

- Know work-related and business-related ethics
- List methods for working effectively with co-workers
- Practice job interview and evaluation skills
- Participate in the job interview contest with a cover letter, resume, interview

17. Group and Individual Efficiency

- Define the significance of personal and group goals
- Discuss the importance of time management and teamwork
- List the steps in the decision-making and problem-solving processes
- Demonstrate a working knowledge of parliamentary law

18. Communications and Career Development Skills

- Follow oral instructions
- Participate in group communication activities
- Give oral directions
- Use language and format appropriate to the subject matter, purpose, and audience
- Set priorities in which several tasks will be accomplished
- Utilize time management to reduce conflicts
- Apply rules including punctuality, attendance, and work ethic
- Access and use information to develop educational and career options
- Demonstrate stress management skills

19. Computer Literacy

- Define, understand, and use common computer technology terms
- Compose, organize, and edit information using a computer
- Use presentation software to design and create a presentation
- Use ag related software/websites
- Access, navigate, & use on-line services
- Send and receive email messages with enclosures
- Use FFA online record book
- Use Microsoft Office (Word, Excel, Powerpoint, and Internet Explorer) to complete projects
- Grading Criteria

Assessments	40%
<i>Classwork, Labs, Homework</i>	40%
Agri-Science Project	10%
FFA Activities	10% (400 points per semester)

100% - 90% = A; 89.9% - 80% = B; 79.9% - 70% = C; 69.9% - 60% = D
59.9% and Below = Failing Grade

Consequences:

If one or more of the Classroom or School rules is broken, the following consequences will be immediately administered:

1. Reminder.
2. Parent Contact.
3. Referral to Assistant Principal.

** Severe Case – Immediate referral to the Assistant Principal

*** All school rules, including absence/tardy policy and dress code, will be strictly enforced.

We have read the above policies for this class contained above.

STUDENT NAME (please print) _____

STUDENT SIGNATURE _____

PARENT/GUARDIAN NAME (please print) _____

**PARENT/GUARDIAN
SIGNATURE** _____

Anatomy & Physiology Vet Science- Syllabus

Course Description:

Veterinary Science is a one year laboratory science course that examines anatomy, physiology, biochemistry, & medical terminology while applying scientific knowledge & research to the study of various agriculture and pet animals. Students will focus on the physiological, biological, & structural details of the body, including a rigorous study of the body systems. Students will apply scientific methodologies (inquiry, developing hypotheses, gathering factual information, evaluating data, & drawing conclusions) to the practices employed by veterinary medicine professionals. Medical terminology and animal disease and diagnosis will be integrated as students understand each of the nine body systems. Students will exceed core academic knowledge & demonstrate critical thinking skills as they apply knowledge to laboratory experimentation, real-life scenarios, medical case studies, and physiological response & treatment of infection. Students will perform advanced research of various physiological & pathological disorders. A variety of resources will be accessed (Internet, veterinary journals & books, & veterinary professionals) for the purpose of creating written & oral presentations that demonstrate students' knowledge & application of scientific principles. Students will participate in leadership activities through the Future Farmers of America (FFA) and will be involved in an agriculture project as a "hands-on" application of classroom knowledge.

Major Course Requirements:

- a. Laboratory work- successfully complete the labs assigned during the year.
- b. Take careful notes and maintain a well-organized collection of the year's work.
- c. NEVER THROW ANYTHING AWAY UNTIL END OF YEAR.
- d. Maintain a running record of your daily work and attendance.
- e. Hand in all work the day it is due.
- f. Chromebooks are REQUIRED fully charged every day however they are NOT to be taken out unless directed by teacher.
- g. Videos, e mailings, etc. is never permitted in class on chromebooks unless directed by teacher
- h. Use of Chromebook without direction of teacher may result in referral and/or suspension from class taking failing grades on any assignments missed.
- i. Display the proper attitude in class at all times.
- j. Observe the school, agriculture department, and classroom rules.

Agriscience Project

In the Fall Semester each student will design, implement, and carry through an agriscience project to be presented at the class science fair.

Necessary Equipment

- a. Chromebook. Provided.
- b. Interactive Notebook. Provided, but may be purchased separately. (8 ½ x 11 Recommended)
- c. Black or blue ball point pen.
- d. #2 pencil and eraser.
- e. Highlighter
- f. Extra Notebook Paper

<u>Grading Criteria:</u>	<u>Activities</u>	<u>Percentages</u>
	Assessments	40%
	Interactive Notebook	40%
	Agriscience Project (S.A.E.)	10%
	FFA Activities	10% (300 points per semester)

100% - 90% = A; 89.9% - 80% = B; 79.9% - 70% = C; 69.9% - 60 % = D
 59.9% and Below = Failing Grade

Your classroom grade will be an accumulation of points from the following components:

1. Notebook organization and completion.
2. Classroom participation in discussions and group work.
3. Classwork and homework assignments.
4. Quizzes and Test scores
5. Laboratory experiences and write- ups.
6. FFA Activities.
7. S.A.E. (Agriscience Project)

Make – Up Work

You are responsible for seeing to it that you get all lecture notes missed during an absence, and that any assignments are made up within the time frame allowed in the student handbook. Please see another student for their entries in the interactive notebook. Also, all assignments will be posted on the class Haiku page. Once this is done, you must tell your instructor the exact assignment you need to make up. Your instructor will not chase you. Late work is NOT accepted.

Behavior:

Mrs. Rushing follows all school rules in her classroom. Please follow all school rules on a daily basis as outlined in the student handbook received at the beginning of the year. Consequences are provided as per the student and teacher handbooks.

Contact Mrs. Rushing at: shaina.rushing@puhsd.org

We have read the above policies for Ag Biology contained above.

STUDENT NAME (please print) _____

STUDENT SIGNATURE _____

PARENT/GUARDIAN NAME (please print) _____

PARENT/GUARDIAN SIGNATURE _____

Parent/Guardian e mail:

THIS SYLLABUS WILL NOT BE ACCEPTED UNLESS PROVIDED and CONFIRMED.

Please print E mail(s) _____

Agriculture Biology- Syllabus

Textbook: Biology, McDougal Littell

Course Description: Agriculture Biology is a one year, laboratory science course, aligned to the biology science content standards, designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics:

1. The molecular and cellular aspects of life.
2. Energetics of life, growth, and reproduction in plants and animals.
3. Evolution of modern plants and domestic livestock species.
4. Plant and animal genetics.
5. Taxonomy of modern agricultural plants and animals.
6. Animal behavior.
7. Ecological relationships among plants, animals, humans, and the environment.
8. Nutrition in animals.
9. Health and diseases in animals, and similarities between animals and humans.

Major Course Requirements:

- a. Laboratory work- successfully complete the labs assigned during the year.
- b. Take careful notes and maintain a well-organized collection of the year's work.
- c. NEVER THROW ANYTHING AWAY UNTIL END OF YEAR.
- d. Maintain a running record of your daily work and attendance.
- e. Hand in all work the day it is due.
- f. Chromebooks are REQUIRED fully charged every day however they are NOT to be taken out unless directed by teacher.
- g. Videos, e mailings, etc. is never permitted in class on chromebooks unless directed by teacher
- h. Use of Chromebook without direction of teacher may result in referral and/or suspension from class taking failing grades on any assignments missed.
- i. Display the proper attitude in class at all times.
- j. Observe the school, agriculture department, and classroom rules.

Agriscience Project

In the Fall Semester each student will design, implement, and carry through an agriscience project to be presented at the class science fair.

Necessary Equipment

- a. Chromebook. Provided.
- b. Interactive Notebook. Provided, but may be purchased separately. (8 ½ x 11 Recommended)
- c. Black or blue ball point pen.
- d. #2 pencil and eraser.
- e. Highlighter
- f. Extra Notebook Paper

<u>Grading Criteria:</u>	<u>Activities</u>	<u>Percentages</u>
	Assessments	40%
	Interactive Notebook	40%
	Agriscience Project (S.A.E.)	10%
	FFA Activities	10% (300 points per semester)

100% - 90% = A; 89.9% - 80% = B; 79.9% - 70% = C; 69.9% - 60% = D
 59.9% and Below = Failing Grade

Your classroom grade will be an accumulation of points from the following components:

1. Notebook organization and completion.
2. Classroom participation in discussions and group work.
3. Classwork and homework assignments.
4. Quizzes and Test scores
5. Laboratory experiences and write- ups.
6. FFA Activities.
7. S.A.E. (Agriscience Project)

Make – Up Work

You are responsible for seeing to it that you get all lecture notes missed during an absence, and that any assignments are made up within the time frame allowed in the student handbook. Please see another student for their entries in the interactive notebook. Also, all assignments will be posted on the class Haiku page. Once this is done, you must tell your instructor the exact assignment you need to make up. Your instructor will not chase you. Late work is NOT accepted.

Behavior:

Mrs. Rushing follows all school rules in her classroom. Please follow all school rules on a daily basis as outlined in the student handbook received at the beginning of the year. Consequences are provided as per the student and teacher handbooks.

Contact Mrs. Rushing at: shaina.rushing@puhsd.org

We have read the above policies for Ag Biology contained above.

STUDENT NAME (please print) _____

STUDENT SIGNATURE _____

PARENT/GUARDIAN NAME (please print) _____

PARENT/GUARDIAN SIGNATURE _____

Parent/Guardian e mail:

THIS SYLLABUS WILL NOT BE ACCEPTED UNLESS PROVIDED and CONFIRMED.

Please print E mail(s) _____

Agriculture Chemistry Course Syllabus

Text Book: The World of Chemistry, Zumdahl

Course Description: Agriculture Chemistry is a one-year, laboratory science course, aligned to the chemistry science content standards, and designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics:

1. Atomic and molecular structure
2. Chemical bonds
3. Conservation of matter and stoichiometry
4. Gases and their properties
5. Acids and bases
6. Solutions
7. Chemical thermodynamics
8. Reaction rates
9. Chemical equilibrium
10. Organic and biochemistry
11. Investigation and experimentation

Major Course Requirements:

- a. Laboratory work- successfully complete the labs assigned during the year.
- b. Take careful notes and maintain a well-organized collection of the year's work.
- c. NEVER THROW ANYTHING AWAY UNTIL THE END OF THE YEAR.
- d. Maintain a running record of your daily work and attendance.
- e. Hand in all work the day it is due.
- f. Chromebooks are REQUIRED to be fully charged every day; however, they are NOT to be taken out unless directed by the teacher.
- g. Videos, email, games, etc. are never permitted in class on Chromebooks unless directed by the teacher.
- h. Use of Chromebook without direction of the teacher may result in a referral and/or suspension from the class, taking failing grades on any assignments missed.
- i. Display the proper attitude in class at all times.
- j. Observe the school, agriculture department, and classroom rules.

Necessary Equipment

- a. Spiral notebook- Either specifically for Ag. (*highly recommended*) or a portion of a larger one for Ag.
- b. Black or blue ballpoint pen.
- c. #2 pencil and eraser.
- d. Lots of **EXTRA** notebook paper (A.K.A. loose paper that is **NOT** from your class notebook.)

Your classroom grade will be an accumulation of points from the following components:

1. Notebook organization and completion.
2. Classroom participation in discussions and group work.
3. Classwork and homework assignments.
4. Quizzes and test scores

Plant and Animal Science - Syllabus

Text Book: Life Science, Glencoe, 2008

Course Description: Plant and Animal Science is a one year course aligned to meet the graduation requirements in Life Science. This course is also the required first course in the agriculture pathway at Heritage High School. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics:

1. Using the Scientific Method.
2. Understanding the Math process.
3. Demonstrating writing skills.
4. Comparative relationships of plant and animal nutrition, diseases and health.
5. Evolution of plants and animals.
6. Genetics.
7. Comparative analysis of major body organs.
8. Cellular biology.
9. Appreciates the role of the FFA and its opportunities.

Major Course Requirements:

- a. Laboratory work- successfully complete the labs assigned during the year.
- b. Take careful notes and maintain a well-organized collection of the year's work
- c. Maintain a running record of your daily work and attendance.
- d. Hand in all work the day it is due.
- e. Display the proper attitude in class at all times.
- f. Observe the school, agriculture department, and classroom rules.

Necessary Equipment

- a. College ruled notebook- for this class only. It will be turned in at times
- b. Black or blue ball point pen.
- c. #2 pencil and eraser.
- d. Color: Markers, Crayons, or color pencils
- e. School Planner

Your classroom grade will be an accumulation of points from the following components:

1. Notebook organization and completion.
2. Classroom participation in discussions and group work.
3. Classwork and homework assignments.
4. Quizzes and Test scores
5. Laboratory experiences and write- ups.
6. FFA Activities.
7. S.O.E.P. (Project)

L.
**Proficiency Standards for
Program Completers**

Plant & Animal Science

_____ has complete coursework in the study and practice in Agriculture Science and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

Competency Level

- _____ Basic Animal Science
- _____ Anatomy and Physiology of domestic livestockAnimals
- _____ Livestock Breeding and Genetics
- _____ Handling Livestock
- _____ Livestock Nutrition and Feeds
- _____ Animal Health
- _____ Beef Cattle
- _____ Swine
- _____ Sheep
- _____ Beef, Swine, and Sheep veterinary practices
- _____ Dairy Cattle and Dairy Cattle veterinary practices
- _____ Livestock Evaluation and Selection
- _____ Livestock Products
- _____ Poultry veterinary practices
- _____ Basic Plant Science
- _____ Plant Classification Systems
- _____ Areas of Crop Production
- _____ Vegetable Crops
- _____ Tree Crops
- _____ Forage Crop Production
- _____ Vine and Small Fruit Crops
- _____ Land Preparation and Planting
- _____ Soils
- _____ Fertilizers
- _____ Irrigation and Drainage
- _____ Harvesting
- _____ Identification of Crops, Products, and By-Products
- _____ Agricultural Production Services
- _____ Agricultural Production Records
- _____ Marketing Agricultural Products
- _____ Financing Agricultural Production

- _____ Intelligently discuss theories on the origins of life.
- _____ Describe the characteristics of living organisms.

- _____ Describe the characteristics of plant and animal cells with respect to their structure.
- _____ Compare and contrast the roles of meiosis and mitosis in cellular reproduction.
- _____ Understand heredity, Mendelian Genetics, terminology and apply this to animal inheritance.
- _____ Distinguish between historical and modern taxonomy systems and understand the evolutionary relationships among domestic plants and animals.
- _____ Understand the structural and functional similarities and differences among major animal, plant and protist phyla.
- _____ identify and understand the major organ systems of animals.
- _____ Recognize the structure and function of ecosystems, populations, and communities and the impact of human society on the natural and agricultural environment.
- _____ Describe the three cycles that involve abiotic and biotic factors. And explain their interrelationships and importance to the biosphere.
- _____ Identify the environmental and genetic factors that influence variation among organisms.
- _____ Demonstrate basic laboratory techniques including the use of microscopes, slides, microorganism examination, and the dissection of representative plants and animals of various species.

Certifying Instructor

Course Grade

Date

Proficiency Standards

Students are to be graded on their ability to accomplish or perform different tasks.

Rating Scale:

- 4 – Skilled or can work independently
- 3 – Moderately skilled or can perform with limited help
- 2 – Limited skill, requires instruction and close supervision
- 1 – No exposure, no experience or knowledge in this area

Rating

Agriculture I

- _____ A. To identify the importance of production agriculture.
- _____ B. Identify the seven basic agricultural career areas.
- _____ C. Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills.
- _____ D. Demonstrate an understanding of the Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers.
- _____ E. Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.
- _____ F. Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals.
- _____ G. Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction.
- _____ H. Demonstrate an understanding of the terminology associated with each species of livestock.
- _____ I. Identify the common crops grown and understand their importance to California Agriculture.
- _____ J. Identify plant parts and explain their functions for a variety of common agriculture plants.
- _____ K. Explain the factors involved in plant growth and general production practices.
- _____ L. Students will understand and perform basic tractor operations and maintenance. Identify basic parts of common agriculture equipment.
- _____ M. Identify basic parts of common agriculture equipment.
- _____ N. Demonstrate proper safety techniques used in the agricultural industries and in the classroom setting.

Certificate of Skills

Plant & Animal Science



*This is to certify that _____ was
Enrolled in the Agricultural Science Courses at
Heritage High School and is a Program Completer.*

*To be a program completer the student has
demonstrated the skills and knowledge listed on the
reverse side of this certificate.*

Instructor Signature

Date

Agriculture Biology

_____ has complete coursework in the study and practice in Agriculture Science and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

Competency Level

- _____ Basic Animal Science
- _____ Anatomy and Physiology of domestic livestockAnimals
- _____ Livestock Breeding and Genetics
- _____ Handling Livestock
- _____ Livestock Nutrition and Feeds
- _____ Animal Health
- _____ Beef Cattle
- _____ Swine
- _____ Sheep
- _____ Beef, Swine, and Sheep veterinary practices
- _____ Dairy Cattle and Dairy Cattle veterinary practices
- _____ Livestock Evaluation and Selection
- _____ Livestock Products
- _____ Poultry veterinary practices
- _____ Basic Plant Science
- _____ Plant Classification Systems
- _____ Areas of Crop Production
- _____ Vegetable Crops
- _____ Tree Crops
- _____ Forage Crop Production
- _____ Vine and Small Fruit Crops
- _____ Land Preparation and Planting
- _____ Soils
- _____ Fertilizers
- _____ Irrigation and Drainage
- _____ Harvesting
- _____ Identification of Crops, Products, and By-Products
- _____ Agricultural Production Services
- _____ Agricultural Production Records
- _____ Marketing Agricultural Products
- _____ Financing Agricultural Production
- _____ Understands the nature of scientific inquiry and incorporate the use of the scientific method in laboratory investigations that pertain to biological and agricultural principles.

- _____ is familiar with the theory of cell biology and its application to the organization of all living organisms.
- _____ Can identify and understand the process of cellular and organism growth and reproduction.
- _____ Can recognize the diversity of life and the interrelationships among all organisms.
- _____ Understands the role of genetics in organism variation and adaptation.
- _____ Understands the role of genetics as it pertains to the development of multi cellular organisms and appreciate how encoded genes specify the characteristics of living organisms.
- _____ Has acquired biological and agricultural research vocabulary and the reading, writing, and critical thinking skills pertaining to scientific inquiry.
- _____ Understands the stability in an ecosystem is a balance between competing effects.
- _____ Understands fundamental cellular and systemic functions and processes.
- _____ Recognizes the interrelationships between biotic and physical factors to energy flow in the biosphere.
- _____ Can intelligently discuss theories on the origins of life.
- _____ Can describe the characteristics of living organisms.
- _____ Can describe the characteristics of plant and animal cells with respect to their structure and chemistry.
- _____ Can compare and contrast the roles of meiosis and mitosis in cellular And organism reproduction.
- _____ Can define the chromosome theory of heredity, Mendelian genetics, Gene- enzyme relationships, and apply this knowledge to animal inheritance.
- _____ Can distinguish between historical and modern taxonomy systems and scientific nomenclature that demonstrate evolutionary relationships among plants and animals.
- _____ Can identify the structural and functional similarities and differences among the major animal, plant, and protist phyla.
- _____ Can analyze the major organ systems of animals and understand their function.

- _____ Can r recognize the structure and function of ecosystems, populations and communities and the impact of human society on the natural and agricultural environment.
- _____ Can describe the three cycles that involve biotic and abiotic factors: nitrogen, carbon-oxygen, and water and explain the importance of their interrelationships to the biosphere.
- _____ Can I identify the environmental and genetic factors that influence variation among organisms.
- _____ Can demonstrate basic laboratory techniques including the use of microscopes, microscope slide preparation, maintenance and examination of micro-organism cultures, tests, demonstrating fundamental biochemical reactions, dissection of representatives of plant and animal phyla, and the sharpening of interpretive skills.

Proficiency Standards

Students are to be graded on their ability to accomplish or perform different tasks.

Rating Scale:

- 4 – Skilled or can work independently
- 3 – Moderately skilled or can perform with limited help
- 2 – Limited skill, requires instruction and close supervision
- 1 – No exposure, no experience or knowledge in this area

Rating

Agriculture I

- _____ A. To identify the importance of production agriculture.
- _____ B. Identify the seven basic agricultural career areas.
- _____ C. Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills.
- _____ D. Demonstrate an understanding of the Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers.
- _____ E. Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.
- _____ F. Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals.
- _____ G. Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction.
- _____ H. Demonstrate an understanding of the terminology associated with each species of livestock.
- _____ I. Identify the common crops grown and understand their importance to California Agriculture.
- _____ J. Identify plant parts and explain their functions for a variety of common agriculture plants.
- _____ K. Explain the factors involved in plant growth and general production practices.
- _____ L. Students will understand and perform basic tractor operations and maintenance. Identify basic parts of common agriculture equipment.
- _____ M. Identify basic parts of common agriculture equipment.
- _____ N. Demonstrate proper safety techniques used in the agricultural industries and in the classroom setting.

Certificate of Skills

Agriculture Biology



*This is to certify that _____ was
Enrolled in the Agricultural Science Courses at
Heritage High School and is a Program Completer.*

*To be a program completer the student has
demonstrated the skills and knowledge listed on the
reverse side of this certificate.*

Instructor Signature

Date

Agriculture Earth & Physical Science

_____ has complete coursework in the study and practice in Agriculture Science and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

Competency Level

- _____ Basic Animal Science
- _____ Areas of Crop Production
- _____ Vegetable Crops
- _____ Tree Crops
- _____ Forage Crop Production
- _____ Vine and Small Fruit Crops
- _____ Land Preparation and Planting
- _____ Soils
- _____ Fertilizers
- _____ Irrigation and Drainage
- _____ Harvesting
- _____ Identification of Crops, Products, and By-Products
- _____ Agricultural Production Services
- _____ Agricultural Production Records
- _____ Marketing Agricultural Products
- _____ Financing Agricultural Production

- _____ Students will apply the scientific method to solve a problem.
- _____ Students will design an experiment and articulate a conclusion.
- _____ Students will demonstrate safe lab practices and care of equipment.

- _____ Students will write lab reports and present them to class.
- _____ Students will diagram an atom using the Bohr model.
- _____ Students will identify elements utilizing their properties and characteristics.

- _____ Students will depict the relationship between the state of matter and matter.

- _____ Students will balance chemical equations.

- _____ Students will utilize ph paper to test solutions and identify acids and bases.

- _____ Students will solve equations using $v=d/t$ to arrive at velocity, distance, or time.
- _____ Students will solve equations using $F=ma$ to calculate force, mass, or acceleration.
- _____ Students will diagram the transfer of heat energy to mechanical energy.
- _____ Students will simulate the direction of an object's motion with respect to momentum.
- _____ Students will develop models showing the relationship between force, work and power.
- _____ Students will represent graphically how plate tectonics drives the earth's process.
- _____ Students will draw, label, and interpret the "Ring of Fire".
- _____ Students will collect samples and interpret the rock cycle and various rock types.
- _____ Students will identify minerals.
- _____ Students will classify soils.
- _____ Students will trace the path of energy as solar radiation.
- _____ Students will chart weather tidal influences and predict climactic changes.
- _____ Students will label and describe parts of the sun, planets and solar system.
- _____ Students will lead a meeting, class discussion and group activity.
- _____ Students will sketch California's natural resource base and relate its productive capabilities.
- _____ Students will keep accurate records of field visits labs, and SAE's.
- _____ Students will complete science research including agriculture and career investigations.

Certificate of Skills

Agriculture Earth & Physical



*This is to certify that _____ was
Enrolled in the Agricultural Science Courses at
Heritage High School and is a Program Completer.*

*To be a program completer the student has
demonstrated the skills and knowledge listed on the
reverse side of this certificate.*

Instructor Signature

Date

Floral Design

_____ has completed Courses of study and practice in Floral Design and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

Competency Level

_____ Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

_____ Describe the principles of design as used in works of art, focusing on dominance and subordination.

_____ Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

_____ Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design

_____ Analyze the material used by a given artist and describe how its use influences the meaning of the work.

_____ Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

_____ Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

_____ Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.

_____ Develop and refine skill in the manipulation of digital imagery.

_____ Review and refine observational drawing skills.

_____ Create an expressive composition, focusing on dominance and subordination.

_____ Create two or three-dimensional work of art that addresses a social issue.

_____ Identify similarities and differences in the purposes of art created in selected cultures.

_____ Identify and describe the role and influence of new technologies on contemporary works of art.

_____ Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

_____ Discuss the purposes of art in selected contemporary cultures.

_____ Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

_____ Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

_____ Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

_____ Articulate the process and rationale for refining and reworking one of their own works of art.

_____ Employ the conventions of art criticism in writing and speaking about works of art.

Certifying Instructor

Course Grade

Date

Floral Design

Students are to be graded on their ability to accomplish or perform different tasks.

Rating Scale:

- 4 – Skilled or can work independently
- 3 – Moderately skilled or can perform with limited help
- 2 – Limited skill, requires instruction and close supervision
- 1 – No exposure, no experience or knowledge in this area

Rating

Agriculture I

- _____ 1. Students will write an art evaluation on one of the below:
Ikebana Design, Vincent Van Gogh, Pablo Picasso, Edouard Monet, Klaus Wagner, Gregor Lersch, Els and George Hazenberg, Georgia O'Keeffe, Pierre Renoir
- _____ 2. Students will research and write a description of the historical symbolism of specific flowers and foliage.
- _____ 3. Students will choose a flower or foliage, find the symbolism and from it create a floral design.
- _____ 4. Evaluation of art examples from various time periods
- _____ 5. Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.
- _____ 6. Create a visual presentation on history of Floral Design
- _____ 7. Project on floral art history and specific art periods including: European Period, Impressionistic Era, Oriental Influence, and American Styles
- _____ 8. Create a two and three dimensional visual display of floral art: Freeform Expression, Geometric Mass, Art Deco, Art Nouveau, and Modern Contemporary through the use of various media
- _____ 9. Practicum using a given theme: two dimensional layouts, three-dimensional arrangements, fresh and dry cut flower designs, and container arrangements
- _____ 10. Identify plant parts and explain their functions for a variety of common agriculture plants.
- _____ 11. Complete a floral art three-dimensional Critique Sheet for historical periods

Certificate of Skills

The Art & History of Floral Design



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Enrolled in the Agricultural Science Courses at
Heritage High School and is a Program Completer.*

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demonstrated the skills and knowledge listed on the
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Instructor Signature

Date

1. Harvest and Distribution

- A. Describe the world flower market and the position the United States maintains in this market.
- B. Discuss the important processes of harvesting, grading, bunching, and conditioning flowers to ensure optimum quality and longevity for the final consumer.
- C. Explain the various methods of packing and shipping flowers.
- D. Outline the traditional distribution channel for flowers and describe changes that are taking place in the movement of product from growers to final consumers.
- E. Summarize the floral industry's advertising and promotion programs.

2. Wedding Flowers

- A. Describe the importance of promotion and advertising to attract prospective brides-to-be.
- B. Specify the importance of the wedding consultation appointment and the

necessity for a floral consultant to be knowledgeable about wedding flowers and professional in helping a bride-to-be select appropriate flowers for her wedding.

Describe how to conduct a bridal consultation and explain the various floral pieces that are listed on a wedding order form.

Describe the most popular bouquet styles.

Describe general approaches to planning and presenting flowers for the ceremony and reception decorations.

List the fundamental design techniques that are important in creating wedding flowers.

Construct a simple colonial bouquet and a simple cascade bouquet using foam bouquet holders.

Construct a cake top in a cake-top holder.

Describe the importance of servicing weddings that require professional attention at the ceremony and the reception.

3. Sympathy Flowers

Identify various sympathy floral designs, tributes, and funeral-related terminology.

Describe the significant construction techniques in creating sympathy designs.

List ways a professional retail flower shop can develop a positive working relationship with funeral directors.

Identify concerns that limit the growth of the sympathy flower business.

Characterize how to conduct a consultation with a family ordering flowers for their deceased loved one.

Construct a variety of floral designs including a tied flat spray, a pedestal arrangement, an easel spray and a simple casket spray.

4. Contemporary Design Styles and Techniques

1. Specify what constitutes a contemporary floral design.
3. Demonstrate proficiency in advanced arrangement techniques.
2. Define, sketch, or construct the various contemporary, advanced, classic, naturalistic, linear, and modernistic design styles discussed.

5. Retail Flower Shop

- A. Identify the primary functions of a retail flower shop.

Differentiate the major classifications of retail flower operations.

Explain the characteristics of store location options.

- Characterize the principle responsibilities of employees.

Summarize the key management responsibilities required for a successful and profitable flower shop.

Describe product presentation and the importance of window and store display.

- Identify the primary goals of display.
- Describe the sequence of taking information for a telephone order.

6. Career Portfolio

Goal: The students will create portfolio with work examples associated with employment skills and expectations.

1. Resume
2. Cover letter
3. Job application
4. Work Samples
5. Work Critiques
6. Design Styles

***7. Introduction to Careers and
Continuing Education***

1. Describe various employment opportunities in a retail flower shop.
2. Outline the skills and experience required to work in specialized areas of floral design.
3. Identify other career opportunities within the wholesale and production areas of the floral industry.
4. Describe the importance of continuing education in floral design.
5. Identify numerous career options within the floral industry.
6. Describe and distinguish between the different trade organizations and the opportunities each provides.
7. List some of the many trade publications, design workshops, and educational programs available to increase the knowledge and skills of a floral designer.

8. Introduction to FFA

Goal: The students will demonstrate knowledge and understanding of National FFA Associations as they pertain to premier leadership, personal growth, and career success for life.

- 1.** Demonstrate knowledge about the FFA.
- 2.** Participate in leadership activities and FFA events.

Certificate of Skills

Advanced Floral Design



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Enrolled in the Agricultural Science Courses at
Heritage High School and is a Program Completer.*

*To be a program completer the student has
demonstrated the skills and knowledge listed on the
reverse side of this certificate.*

Instructor Signature

Date

M.
Teacher Data Sheet
for each Teacher



COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

STEPHEN DALY

is hereby awarded a

Preliminary Single Subject Teaching Credential: New Credential Type

AUTHORIZED SUBJECT(S):
Agriculture,

SUBJECT MATTER AUTHORIZATION(S):
Agriculture,

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 06/18/2015 to 07/01/2020

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov



COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

STEPHEN DALY

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture): New Credential Type

AUTHORIZED SUBJECT(S):
Agriculture

SUBJECT MATTER AUTHORIZATION(S):
Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 06/18/2015 to 07/01/2020

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**COMMISSION ON
TEACHER CREDENTIALING**

Ensuring Educator Excellence

*By virtue of the authority vested in the Commission
on Teacher Credentialing in recognition of preparation to serve
in California public schools*

CHRISTOPHER JOHN MADDALENA

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture)

AUTHORIZED SUBJECT(S):
Agriculture



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

*By virtue of the authority vested in the Commission
on Teacher Credentialing in recognition of preparation to serve
in California public schools*

CHRISTOPHER JOHN MADDALENA

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture)

AUTHORIZED SUBJECT(S):
Agriculture



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

*By virtue of the authority vested in the Commission
on Teacher Credentialing in recognition of preparation to serve
in California public schools*

SHAINA R LEACH

is hereby awarded a

Clear Single Subject Teaching Credential

AUTHORIZED SUBJECT(S):
Agriculture



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

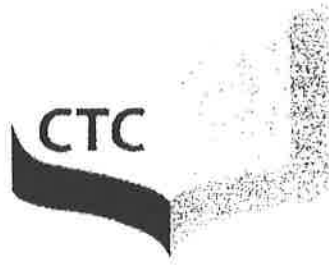
*By virtue of the authority vested in the Commission
on Teacher Credentialing in recognition of preparation to serve
in California public schools*

SHAINA R LEACH

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture)

AUTHORIZED SUBJECT(S):
Agriculture



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

*By virtue of the authority vested in the Commission
on Teacher Credentialing in recognition of preparation to serve
in California public schools*

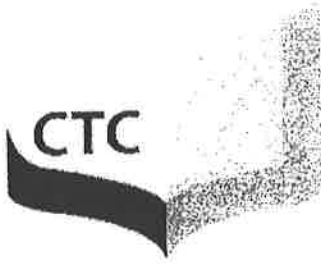
JEREMIAH MATHEW PEROTTI

is hereby awarded a

Preliminary Single Subject Teaching Credential

AUTHORIZED SUBJECT(S):

Agriculture



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

*By virtue of the authority vested in the Commission
on Teacher Credentialing in recognition of preparation to serve
in California public schools*

JEREMIAH MATHEW PEROTTI

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture)

AUTHORIZED SUBJECT(S):
Agriculture

N.
**Roster of Agriculture
Advisory Committee**

Heritage Ag Program Ag Advisory Members 2014-2-15

Marion Hammerlund DVM

1845 University Ave

Riverside, Ca 92507

951 682 3803

Star Milling

Bill Cramer

24067 Water Ave.

Perris Ca. 92570

R & L Stock Farm

Robert & Linda Kirshner

24240 Juniper Flats Rd

Homeland Ca 92548

951 926 1010

Brookhurst Feed Mil

Vic Solarzano

3315 Van Buren Ave.

Riverside 92503

951 688 3511

Dian Martin

CTE Coordinator

155 E 4th St

Perris Ca 92571

951 943 6369

0.
Advisory Committee
Minutes

Heritage High School Agriculture Department
Advisory Committee Meeting Agenda March 19, 2015

Meeting Minutes

I waited until 6 30 pm, No Ag teachers or advisory Members attended.

A handwritten signature in black ink, appearing to read 'CM', with a long horizontal line extending to the right.

Chris Maddalena

Ag Teacher

P.
Current Year Budget

Heritage Ag Budget 2015-2016

<u>Description</u>	<u>Income</u>	<u>Expenses</u>
AIG	18,000	
Matching	18,000	
Office Depot		500
Mayesh Flowers & Supplies		5,000
Stater Bros		300
Costco		1,500
Home Depot		2,000
Jeffers		500
Fuel		6,000
Dan's Feed		500
Dr. Moss Veterinarian		500
Star Milling		2,000
Temecula Pipe		500
Valley Vet		1,500
Reimbursement Maddalena		1,000
Paper mart Floral		500
Sequoia Floral		1,000
Prestige Golf carts maintenance		500
<u>FFA Leadership packets approx. 800@8.50</u>		<u>6,800</u>
	36,000	30,600

Balance of 5,400 AIG TBD semester 2

Q.
**Signed Articulation
Agreement and/or
Evidence of Articulation**

MT. SAN JACINTO COLLEGE

High School/ROP Community College Articulation Agreement Summary Fall 2013

Participating School/District/ROP MSJC Transfer* Agreement Info

HS District Name	School	District Course Title	MSJC Course Title	Units	Transfer*		Approved	Update By
					To	From		
Murrieta Valley USD		Medical Terminology 5403	DMS 095 Medical Terminology	3	Not transferrable		2/13/2012	Jan-18
Murrieta Valley USD	Murrieta Mesa	Our Sustainable Future	SEMA 100 - Our Sustainable Future	3	CSU only		7/9/2014	Jul-17
Murrieta Valley USD		TV/Digital Video production/Filmmaking	MUL 123 & Audio 152 Video Production	3	UC/CSU		12/9/2013	Dec-16
Murrieta Valley USD	Vista Murrieta	Game Design and Development #7555	MUL 131 3D Animation	3	CSU only		5/14/2015	May-18
Murrieta Valley USD	Vista Murrieta	Java Programming - 7558	CSIS111B - Fundamentals of Computers Programming	3	UC/CSU		In Progress	
Perris Union High School District	District	Medical Terminology (690)	DMS 095 Medical Terminology	3	Not transferrable		12/14/2009	Jan-18
Perris Union High School District	District	Horticulture Science 442	Horticulture 101 - Horticulture Science	3	CSU only		5/20/2013	May-16
Perris Union High School District	District	Arboriculture 441	Horticulture 107 - Arboriculture	3	CSU only		5/20/2013	May-16
Perris Union High School District	District	Computer Application	CAPP 120 - Using Microsoft Office	3	CSU only		2/11/2013	Feb-16
Perris Union High School District	District	Video Studio Production I	MUL 123 Video Production //AUD 152 Video Production	3	UC/CSU		2/11/2013	Feb-16
Perris Union High School District	District	Keyboarding/Word Processing	OTEC 144 - Keyboarding and Document Formatting	3	CSU only		5/20/2013	May-16
Perris Union High School District	District	Intro to Multimedia # 729	MUL 110 Introduction to Multimedia	3	CSU only		12/21/2011	Dec-14



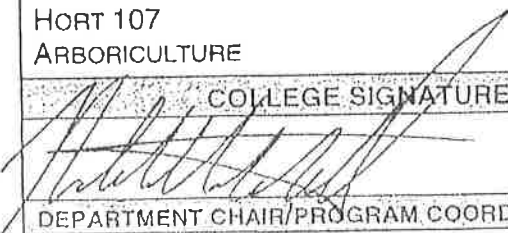
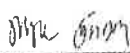
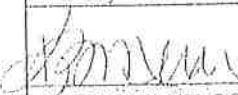
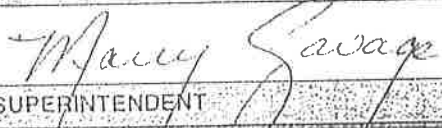
**MT. SAN JACINTO COLLEGE
HIGH SCHOOL/ROP AND COMMUNITY COLLEGE
COURSE ARTICULATION AGREEMENT COVER SHEET**

STATEMENT OF INTENT

This agreement enables students to receive college credit and/or a waiver of a prerequisite for coursework at the secondary level comparable to courses offered by Mt. San Jacinto College District. The granting of college "credit-by-examination" is based upon achievement of competencies through a course or courses as defined in Attachment C, which specifies the conditions of the articulation agreement.

TERMS OF AGREEMENT

This agreement between Mt. San Jacinto College District and high schools or ROP shall remain valid for three years for all disciplines *except child development education which are valid for two years*. After this time period the agreement will be reviewed and updated as needed for renewal. This review will include an examination of up-to-date course outlines and a discussion of current teaching methods, stated competencies and measurement methods. Either party to the agreement may terminate this agreement at the close of any school year by proper written notice delivered to the Superintendent/President of Mt. San Jacinto College or to the Superintendent of the secondary or R.O.P. educational institution. This agreement will be reviewed periodically. This agreement was created using a Statewide Career Pathways Project articulation agreement template.

MT. SAN JACINTO COLLEGE DISTRICT		HIGH SCHOOL/ROP/DISTRICT	
NAME AND NUMBER OF COURSE: HORT 107 ARBORICULTURE		NAME & NUMBER OF COURSE: PERRIS UNION SCHOOL DISTRICT ARBORICULTURE 441	
COLLEGE SIGNATURES		HIGH SCHOOL/ROP/DISTRICT SIGNATURES	
			
DEPARTMENT CHAIR/PROGRAM COORDINATOR	DATE 4-18-11	INSTRUCTOR	DATE
	DATE 4-18-13	PRINCIPAL/PROGRAM ADMINISTRATOR	DATE
	DATE 5/20/13		DATE 9/6/13
CURRICULUM COMMITTEE (INFORMATION ITEM)	DATE	SUPERINTENDENT	DATE
VICE PRESIDENT	DATE		
PRESIDENT/SUPERINTENDENT	DATE		

Mt. San Jacinto Community College District Secondary and Community College Course Articulation Agreement

Statement of Intent

This agreement enables students to receive college credit and/or a waiver of a prerequisite for coursework at the secondary level comparable to courses offered by Mt. San Jacinto Community College District. The granting of college "credit-by-examination" is based upon achievement of competencies through a course, or courses, as defined in Attachment B, which specifies the conditions of the articulation agreement.

Terms of Agreement

This agreement between Mt. San Jacinto Community College District and high schools or ROP shall remain in force for an indefinite period of time but shall be reviewed for consideration of continuation every three years. This review will include an examination of up-to-date course outlines and a discussion of current teaching methodologies and stated competencies. Either party to the agreement may terminate this agreement at the close of any school year by proper written notice delivered to the Superintendent/President of Mt. San Jacinto College or to the Superintendent of the secondary or R.O.P. educational institution.

ERT 101 / Horticulture Science

Name and Number of Course/MSJCCD

Perris Union School District
Horticulture Science 442

Name & Number of Course/High School/ROP

Mt. San Jacinto Community College District

Secondary/ROP Educational Institution

[Signature] 3/4/10
Department Chair Bin BLACKMAN Date

[Signature] 12-7-10
Principal/Program Administrator Date

[Signature] 4-6-10
Dean, Instruction Date

Michelle Stevens 5/25/10
Curriculum Committee (Information item) Date

[Signature] 6/2/10
Vice President Date

[Signature] 12-7-10
Superintendent Date

[Signature] 6/3/10
President/Superintendent Date

R.
**Graduate Follow-up
System**

S.
**List of Active
Placement Sites**

Active Placement Sites

At this time we have no students working in an Ag related field. Jobs in our area require employees to be 18 years old or require them to work during the school day.

T.
Recruitment Activities
And Materials



Student Projects Include

- Market Beef*
- Dairy Heifers*
- Poultry*
- Market Goats
- Market Lambs
- Market Rabbits*
- Market Swine
- Market Turkeys
- Breeding Projects*



Members have the opportunity to compete in events throughout the state of California designed to further their education and experience in the agriculture education program.



-Best Informed Greenhand



-Ornamental Horticulture



-Specialty Animals

-Vegetable Crop ID

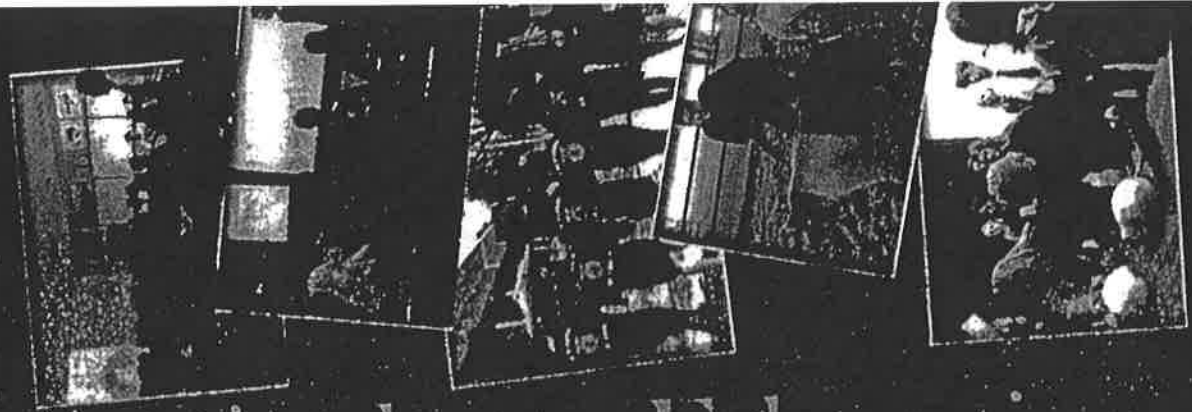
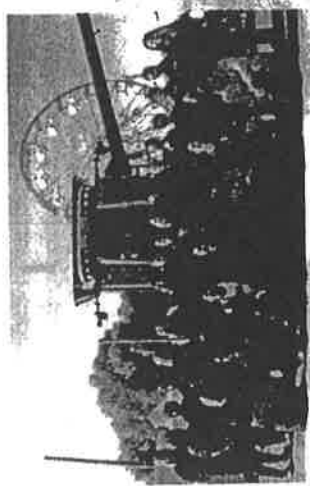
-Public Speaking

-And so much more.



FFA conferences allow members to participate in general sessions, competitive events, educational tours, leadership workshops, career shows and expos, volunteer activities and much more.

*Projects to come in the future.



MEMBER HERITAGE CHAPTER

The FFA is a national youth organization with over 530,000 members and 7,000 chapters in all 50 United States. Heritage is the largest FFA Chapter in southern California with over 600 members.

Agriculture Education is founded upon three different aspects. Together the classroom, FFA and Supervised Agricultural Experience Projects make up agriculture Education.



Classroom: Agriculture Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

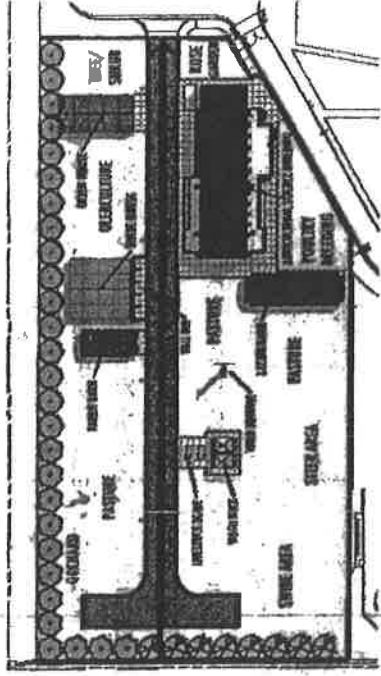
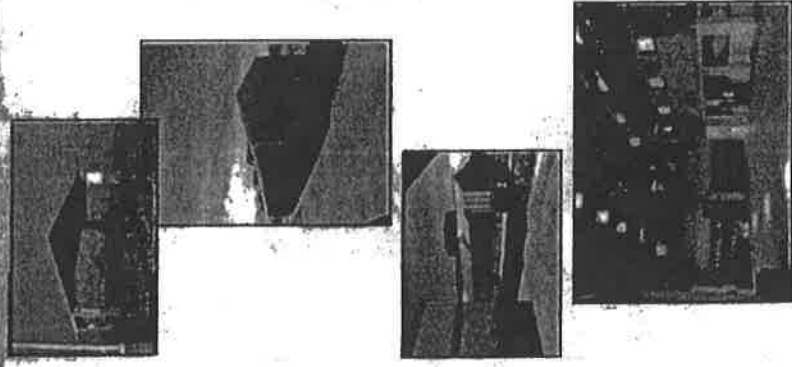
Supervised Agricultural Experience Project (SAEP): With supervision and guidance from their agricultural teachers, students develop an SAE project to further explore and experience what they learn in the classroom and apply it to real world settings.

FFA: The FFA mission is to promote premier leadership, personal growth and career success through agriculture education.

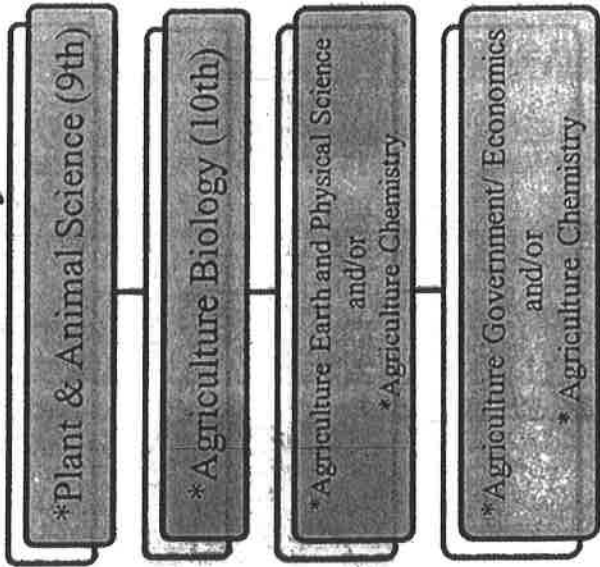
Heritage High School Agriculture Research Center

Facilities

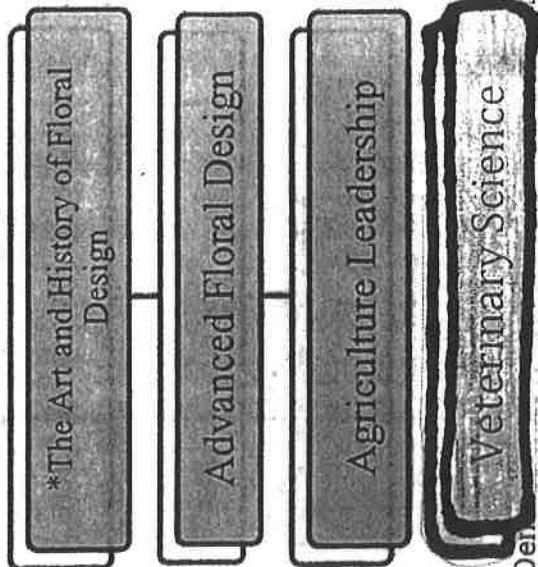
- Steer Barn
- Poultry Barn
- Laying Hen Barn
- Science Labs
- Farrowing Barn
- Shade house
- Greenhouse
- Animal Pens
- And much more...



Agriculture College-Prep Course Pathway



Other Courses



*Del

U.
Staff In-Service Record

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B

School Year

14/15

School

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES				
	Maddalena	Marotsos	Perotti	Rushing	Macy
Fall Region Meeting		X	X	X	
Region In-service Day		X	X	X	
Spring Region Meeting	X	X	X	X	
Section In-service*					
Section In-service*					
Section In-service*					
Section In-service*					
Summer Conference		X			
University AgEd Skills Week					
Professional Development **					

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1 Maddalena.....Riverside Section Planning Meeting , PCBC Winter Poultry Show, PPBA Winter Poultry Show

2

3

4

5

V.
Staff Minutes



Chris Maddalena <chris.maddalena@puhsd.org>

RE: dept minutes

1 message

Mon, Nov 2, 2015 at 1:11 PM

Jack E Havens <jhavens@cpp.edu>
To: Chris Maddalena <chris.maddalena@puhsd.org>

Current ones have been sent to me – so no need to duplicate.

From: Chris Maddalena [mailto:chris.maddalena@puhsd.org]
Sent: Monday, November 02, 2015 12:54 PM
To: Jack E Havens
Subject: dept minutes

we do not have previous departmental meeting minutes because of not being allowed to meet past 2 years. Do you want our current ones?

W.
Department Inventory

HERITAGE HIGH SCHOOL AGRICULTURE
INVENTORY 2015

3	12-door hog feeders
6	4-door hog feeders
2	8' sheep hay/grain feeders
6	4' sheep hay/grain feeders
2	2' sheep hay/grain feeders
100	hog panels
100	t-posts
200	chicken show coops
10	turkey show coops
10	garden carts
9	wheelbarrows
4	poultry coop racks
2	livestock truck racks
12	5' x 7' framed gate panels
3	7' x 8' welded double gate panels
11	42" x 8' framed hog panels
12	42" x 12' framed hog panels
12	24' pipe corrals
2	24' double gate pipe corrals
3	8' x 24' pipe corral covers
60	26" x 10' corrugated roofing
1	16' flatbed trailer
1	tractor disc implement
1	tractor scraper implement
4	sheep fitting tables
5	cattle blocking chutes
2	beef head clippers
3	sheep head clippers
2	small hand clippers
1	large tack box
3	circuiteer 300 livestock blowers
1	6' chest freezer
1	4' floral display coolers
1	8' x 12' floral display walk-in refrigerator
3	GQF 1250 incubators
1	microscope camera
1	8 color ink marker set
1	set 8 ink colors
1	12' ladder
5	large rolling toolboxes
1	small air compressor
11	storage rack (tool and floral rooms)
5	floral racks (inside walk-in)
1	battery-powered hand drill
1	hardware rack
1	large shop vacuum
3	4' bookcases

12	rolls of colored butcher paper
5	paper cutters
1	set of portable speakers
1	Ford F450 crew cab dually truck
20	rakes, shovels, brooms, scrapers
5	farrowing crates
4	individual hay/grain feeders for cattle
1	6' propane BBQ
3	5 gallon propane tanks
400	porcelain floral containers for various projects
60	rolls of satin ribbon, various colors
3	cs of floral foam
6	100' garden hoses
6	50' extension cords
1	small fountain
4	styrofoam incubators
6	loppers
18	hand pruners
18	floral shears
1	bolt cutter
4	hedge trimmers
1	skill saw
1	small plastic tool box
20	3-hole rabbit carriers
1	6' sheep water tank
3	small metal sheep water buckets
4	single-hole rabbit carriers
2	rolling metal tables
1	lockable cage rack
2	16' aluminum livestock trailer
4	small porta-huts
4	large porta-huts



27. Advisory Committee Agendas

Ag. Advisory Committee Agenda

Currently we do not have an Agriculture Committee due to scheduling conflicts with prior members and conflict on the direction the program should go. However with utilizing CATA in-services and sitting in on a successful advisory meeting to see how they operate. We plan to have our own advisory committee in place by the end of 2017 with effective bylaws, agenda's, and minutes for each meeting.



Thursday, November 1, 2007

Dear Committee Members:

The Heritage Agriculture Department will be holding an Agriculture Advisory Committee Meeting for the 2007-2008 school year on Thursday, November 29, at 6:00 p.m. in room W128 at Heritage High School.

The purpose of this meeting is to complete a department review that must be sent to the California Department of Education. We will also review the achievements and current conditions of the department as well as recommend areas of improvement and ways to achieve these goals. The agenda will be compiled by the FFA Advisor with items added by the committee members. If you have anything that you would like to discuss please contact me by Friday November 23, so it is added to the Agenda. Could you also RSVP me at (951) 325-5447 on your plans for that evening. I am hopeful you will be available to attend, as your expertise and insight are needed to continue our department to grow and prosper. I look forward to seeing you on November 29.

Sincerely,

Chris J. Maddalena
FFA Advisor
Heritage High School

Heritage High School Agriculture Advisory Committee 2013

Star Milling
Stacey Kuhns
13324 Water Ave.
Perris, Ca. 92571

R & L Stock Farm
Linda Kirschner
24240 Juniper Flats Rd.
Homeland, Ca 92548
(951) 926-1010

Dr. Marion Hammerlund DVM
12554 Magnolia Ave.
Riverside Ca. 92509

Mayesh Wholesale Floral
Tami Tomlin
2295 Eastridge Ave
Riverside ca 92507

Brookhurst Feed Mil
Vic Solarzano
3315 Van Buren Ave
Riverside ca.

2014– 2015 AGRICULTURE ADVISORY COMMITTEE

Dr. Marion Hammerlund DVM

Vic Solarzano

Brookhurst Feed Mill

Tami Tomlin

Mayesh Wholesale Floral Distributor

Stacy Kuhns

Star Milling

Linda Kirschner

R & L Stock Farm

Chris Maddalena

Heritage High School

Jeremiah Perotti

Heritage High School

Shaina Rushing

Heritage High School

Maggie Maratsos

Heritage High School

Heritage Ag Program Ag Advisory Members 2014-2-15

Marion Hammerlund DVM

1845 University Ave

Riverside, Ca 92507

951 682 3803

Star Milling

Bill Cramer

24067 Water Ave.

Perris Ca. 92570

R & L Stock Farm

Robert & Linda Kirshner

24240 Juniper Flats Rd

Homeland Ca 92548

951 926 1010

Brookhurst Feed Mil

Vic Solarzano

3315 Van Buren Ave.

Riverside 92503

951 688 3511

Dian Martin

CTE Coordinator

155 E 4th St

Perris Ca 92571

951 943 6369



28. Advisory Committee Minutes

Heritage High School Agriculture Department

Advisory Committee Meeting Agenda March 19, 2015

Meeting Minutes

I waited until 6 30 pm, No Ag teachers or advisory Members attended.

A handwritten signature in black ink, appearing to read 'CM', with a long horizontal line extending to the right.

Chris Maddalena

Ag Teacher



29. Advisory Committee Constitution and By-Laws

Ag. Advisory Committee By-Laws

We currently do not have a advisory board committee nor do we have any bylaws in place at this time to govern an effective committee. We have set in on other advisory board meetings to watch how an effective meeting operates and plan to review other examples of bylaws to create a version of our own to meet our programs needs. We plan to have this done by the end of 2017.



30. Proficiency Standards

Plant & Animal Science

_____ has complete coursework in the study and practice in Agriculture Science and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

Competency Level

- _____ Basic Animal Science
- _____ Anatomy and Physiology of domestic livestockAnimals
- _____ Livestock Breeding and Genetics
- _____ Handling Livestock
- _____ Livestock Nutrition and Feeds
- _____ Animal Health
- _____ Beef Cattle
- _____ Swine
- _____ Sheep
- _____ Beef, Swine, and Sheep veterinary practices
- _____ Dairy Cattle and Dairy Cattle veterinary practices
- _____ Livestock Evaluation and Selection
- _____ Livestock Products
- _____ Poultry veterinary practices
- _____ Basic Plant Science
- _____ Plant Classification Systems
- _____ Areas of Crop Production
- _____ Vegetable Crops
- _____ Tree Crops
- _____ Forage Crop Production
- _____ Vine and Small Fruit Crops
- _____ Land Preparation and Planting
- _____ Soils
- _____ Fertilizers
- _____ Irrigation and Drainage
- _____ Harvesting
- _____ Identification of Crops, Products, and By-Products
- _____ Agricultural Production Services
- _____ Agricultural Production Records
- _____ Marketing Agricultural Products
- _____ Financing Agricultural Production
- _____ Intelligently discuss theories on the origins of life.
- _____ Describe the characteristics of living organisms.

- _____ Describe the characteristics of plant and animal cells with respect to their structure.
- _____ Compare and contrast the roles of meiosis and mitosis in cellular reproduction.
- _____ Understand heredity, Mendelian Genetics, terminology and apply this to animal inheritance.
- _____ Distinguish between historical and modern taxonomy systems and understand the evolutionary relationships among domestic plants and animals.
- _____ Understand the structural and functional similarities and differences among major animal, plant and protist phyla.
- _____ Identify and understand the major organ systems of animals.
- _____ Recognize the structure and function of ecosystems, populations, and communities and the impact of human society on the natural and agricultural environment.
- _____ Describe the three cycles that involve abiotic and biotic factors. And explain their interrelationships and importance to the biosphere.
- _____ Identify the environmental and genetic factors that influence variation among organisms.
- _____ Demonstrate basic laboratory techniques including the use of microscopes, slides, microorganism examination, and the dissection of representative plants and animals of various species.

Certifying Instructor

Course Grade

Date

Proficiency Standards

Students are to be graded on their ability to accomplish or perform different tasks.

Rating Scale:

- 4 – Skilled or can work independently
- 3 – Moderately skilled or can perform with limited help
- 2 – Limited skill, requires instruction and close supervision
- 1 – No exposure, no experience or knowledge in this area

Rating

Agriculture I

- _____ A. To identify the importance of production agriculture.
- _____ B. Identify the seven basic agricultural career areas.
- _____ C. Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills.
- _____ D. Demonstrate an understanding of the Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers.
- _____ E. Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.
- _____ F. Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals.
- _____ G. Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction.
- _____ H. Demonstrate an understanding of the terminology associated with each species of livestock.
- _____ I. Identify the common crops grown and understand their importance to California Agriculture.
- _____ J. Identify plant parts and explain their functions for a variety of common agriculture plants.
- _____ K. Explain the factors involved in plant growth and general production practices.
- _____ L. Students will understand and perform basic tractor operations and maintenance. Identify basic parts of common agriculture equipment.
- _____ M. Identify basic parts of common agriculture equipment.
- _____ N. Demonstrate proper safety techniques used in the agricultural industries and in the classroom setting.

Certificate of Skills

Plant & Animal Science



*This is to certify that _____ was
Enrolled in the Agricultural Science Courses at
Heritage High School and is a Program Completer.*

*To be a program completer the student has
demonstrated the skills and knowledge listed on the
reverse side of this certificate.*

Instructor Signature

Date

Floral Design

_____ has completed
Courses of study and practice in Floral Design and has attained a competency
level of: (n/a) not applicable; (0) does not meet basic standards;
(1) basic; (2) good; or (3) excellent as certified by instructor in the following skill
areas:

Competency Level

_____ Identify and use the principles of design to discuss, analyze, and
write about visual aspects in the environment and in works of art,
including their own.

_____ Describe the principles of design as used in works of art, focusing
on dominance and subordination.

_____ Research and analyze the work of an artist and write about the
artist's distinctive style and its contribution to the meaning of the work.

_____ Analyze and describe how the composition of a work of art is
affected by the use of a particular principle of design

_____ Analyze the material used by a given artist and describe how its
use influences the meaning of the work.

_____ Compare and contrast similar styles of works of art done in
electronic media with those done with materials traditionally used in the
visual arts.

_____ Solve a visual arts problem that involves the effective use of the
elements of art and the principles of design.

_____ Prepare a portfolio of original two- and three-dimensional works of
art that reflects refined craftsmanship and technical skills.

_____ Develop and refine skill in the manipulation of digital imagery.

_____ Review and refine observational drawing skills.

_____ Create an expressive composition, focusing on dominance and
subordination.

_____ Create two or three-dimensional work of art that addresses a social issue.

_____ Identify similarities and differences in the purposes of art created in selected cultures.

_____ Identify and describe the role and influence of new technologies on contemporary works of art.

_____ Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

_____ Discuss the purposes of art in selected contemporary cultures.

_____ Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

_____ Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

_____ Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

_____ Articulate the process and rationale for refining and reworking one of their own works of art.

_____ Employ the conventions of art criticism in writing and speaking about works of art.

Certifying Instructor

Course Grade

Date

Floral Design

Students are to be graded on their ability to accomplish or perform different tasks.

- Rating Scale:
- 4 – Skilled or can work independently
 - 3 – Moderately skilled or can perform with limited help
 - 2 – Limited skill, requires instruction and close supervision
 - 1 – No exposure, no experience or knowledge in this area

Rating

Agriculture I

- _____ 1. Students will write an art evaluation on one of the below:
Ikebana Design, Vincent Van Gogh, Pablo Picasso, Edouard Monet, Klaus Wagner, Gregor Lersch, Els and George Hazenberg, Georgia O'Keeffe, Pierre Renoir
- _____ 2. Students will research and write a description of the historical symbolism of specific flowers and foliage.
- _____ 3. Students will choose a flower or foliage, find the symbolism and from it create a floral design.
- _____ 4. Evaluation of art examples from various time periods
- _____ 5. Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.
- _____ 6. Create a visual presentation on history of Floral Design
- _____ 7. Project on floral art history and specific art periods including: European Period, Impressionistic Era, Oriental Influence, and American Styles
- _____ 8. Create a two and three dimensional visual display of floral art: Freeform Expression, Geometric Mass, Art Deco, Art Nouveau, and Modern Contemporary through the use of various media
- _____ 9. Practicum using a given theme: two dimensional layouts, three-dimensional arrangements, fresh and dry cut flower designs, and container arrangements
- _____ 10. Identify plant parts and explain their functions for a variety of common agriculture plants.
- _____ 11. Complete a floral art three-dimensional Critique Sheet for historical periods

Certificate of Skills

The Art & History of Floral Design



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Enrolled in the Agricultural Science Courses at
Heritage High School and is a Program Completer.*

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demonstrated the skills and knowledge listed on the
reverse side of this certificate.*

Instructor Signature

Date

1. Harvest and Distribution

- A. Describe the world flower market and the position the United States maintains in this market.
- B. Discuss the important processes of harvesting, grading, bunching, and conditioning flowers to ensure optimum quality and longevity for the final consumer.
- C. Explain the various methods of packing and shipping flowers.
- D. Outline the traditional distribution channel for flowers and describe changes that are taking place in the movement of product from growers to final consumers.
- E. Summarize the floral industry's advertising and promotion programs.

2. Wedding Flowers

- A. Describe the importance of promotion and advertising to attract prospective brides-to-be.
- B. Specify the importance of the wedding consultation appointment and the

necessity for a floral consultant to be knowledgeable about wedding flowers and professional in helping a bride-to-be select appropriate flowers for her wedding.

Describe how to conduct a bridal consultation and explain the various floral pieces that are listed on a wedding order form.

Describe the most popular bouquet styles.

Describe general approaches to planning and presenting flowers for the ceremony and reception decorations.

List the fundamental design techniques that are important in creating wedding flowers.

Construct a simple colonial bouquet and a simple cascade bouquet using foam bouquet holders.

Construct a cake top in a cake-top holder.

Describe the importance of servicing weddings that require professional attention at the ceremony and the reception.

3. Sympathy Flowers

Identify various sympathy floral designs, tributes, and funeral-related terminology.

Describe the significant construction techniques in creating sympathy designs.

List ways a professional retail flower shop can develop a positive working relationship with funeral directors.

Identify concerns that limit the growth of the sympathy flower business.

Characterize how to conduct a consultation with a family ordering flowers for their deceased loved one.

Construct a variety of floral designs including a tied flat spray, a pedestal arrangement, an easel spray and a simple casket spray.

4. Contemporary Design Styles and Techniques

1. Specify what constitutes a contemporary floral design.
3. Demonstrate proficiency in advanced arrangement techniques.
2. Define, sketch, or construct the various contemporary, advanced, classic, naturalistic, linear, and modernistic design styles discussed.

5. Retail Flower Shop

- A. Identify the primary functions of a retail flower shop.

Differentiate the major classifications of retail flower operations.

Explain the characteristics of store location options.

- Characterize the principle responsibilities of employees.

Summarize the key management responsibilities required for a successful and profitable flower shop.

Describe product presentation and the importance of window and store display.

- Identify the primary goals of display.
- Describe the sequence of taking information for a telephone order.

6. Career Portfolio

Goal: The students will create portfolio with work examples associated with employment skills and expectations.

1. Resume
2. Cover letter
3. Job application
4. Work Samples
5. Work Critiques
6. Design Styles

7. Introduction to Careers and Continuing Education

1. Describe various employment opportunities in a retail flower shop.
2. Outline the skills and experience required to work in specialized areas of floral design.
3. Identify other career opportunities within the wholesale and production areas of the floral industry.
4. Describe the importance of continuing education in floral design.
5. Identify numerous career options within the floral industry.
6. Describe and distinguish between the different trade organizations and the opportunities each provides.
7. List some of the many trade publications, design workshops, and educational programs available to increase the knowledge and skills of a floral designer.

8. Introduction to FFA

Goal: The students will demonstrate knowledge and understanding of National FFA Associations as they pertain to premier leadership, personal growth, and career success for life.

- 1.** Demonstrate knowledge about the FFA.
- 2.** Participate in leadership activities and FFA events.

Certificate of Skills

Advanced Floral Design

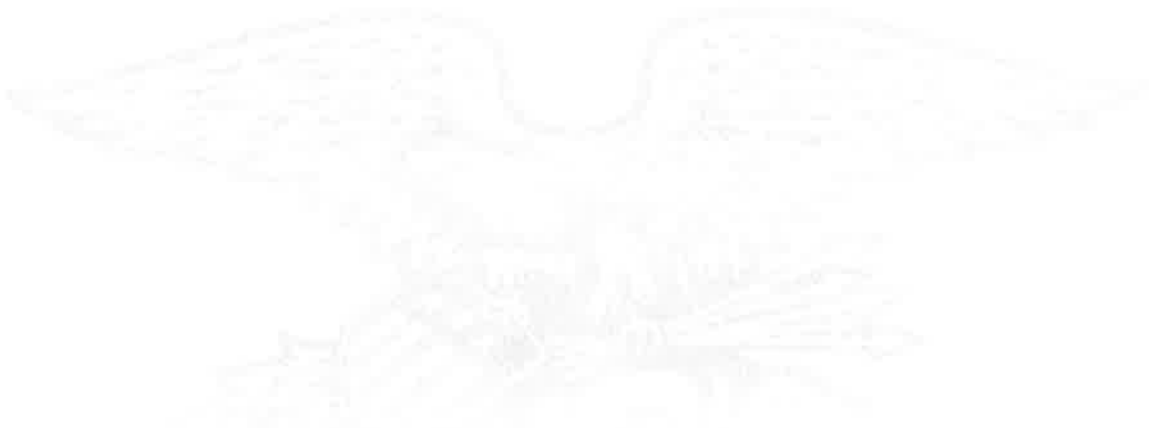


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Heritage High School and is a Program Completer.*

*To be a program completer the student has
demonstrated the skills and knowledge listed on the
reverse side of this certificate.*

Instructor Signature

Date



31. Teacher Credentials





COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

*By virtue of the authority vested in the Commission
on Teacher Credentialing in recognition of preparation to serve
in California public schools*

JEREMIAH MATHEW PEROTTI

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture)

AUTHORIZED SUBJECT(S):
Agriculture



CTC

COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

*By virtue of the authority vested in the Commission
on Teacher Credentialing in recognition of preparation to serve
in California public schools*

JEREMIAH MATHEW PEROTTI

is hereby awarded a

Preliminary Single Subject Teaching Credential

AUTHORIZED SUBJECT(S):
Agriculture



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

*By virtue of the authority vested in the Commission
on Teacher Credentialing in recognition of preparation to serve
in California public schools*

SHAINA R LEACH

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture)

AUTHORIZED SUBJECT(S):
Agriculture



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

*By virtue of the authority vested in the Commission
on Teacher Credentialing in recognition of preparation to serve
in California public schools*

SHAINA R LEACH

is hereby awarded a

Clear Single Subject Teaching Credential

AUTHORIZED SUBJECT(S):
Agriculture



CTC

COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

*By virtue of the authority vested in the Commission
on Teacher Credentialing in recognition of preparation to serve
in California public schools*

CHRISTOPHER JOHN MADDALENA

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture)

AUTHORIZED SUBJECT(S):
Agriculture



**COMMISSION ON
TEACHER CREDENTIALING**

Ensuring Educator Excellence

*By virtue of the authority vested in the Commission
on Teacher Credentialing in recognition of preparation to serve
in California public schools*

CHRISTOPHER JOHN MADDALENA

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture)

AUTHORIZED SUBJECT(S):
Agriculture



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

STEPHEN DALY

is hereby awarded a

Preliminary Single Subject Teaching Credential: New Credential Type

AUTHORIZED SUBJECT(S):

Agriculture,

SUBJECT MATTER AUTHORIZATION(S):

Agriculture,

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 06/18/2015 to 07/01/2020

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

STEPHEN DALY

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture): New Credential Type

AUTHORIZED SUBJECT(S):
Agriculture

SUBJECT MATTER AUTHORIZATION(S):
Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 06/18/2015 to 07/01/2020

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov



**COMMISSION ON
TEACHER CREDENTIALING**
Ensuring Educator Excellence

Agency User Search

Document Number:

New Search

Last Name: MARATSOS **Last Known County of Employment:**
First Name: MARGARET **Adverse and Commission Action Indicator:**
Middle Name: ELENI **Fingerprint Process Complete:** Y

Note: Please verify County of Employment is current
 If flag displayed, click the Adverse and Commission Actions tab. If no flag, review
 Status field under the All Documents tab to view any adverse action taken.

Document | Application | Adverse and Commission Actions

◀ 1 - 3 of 3 ▶

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade	Recommending Agency
> 140133083	Single Subject Teaching Credential	Preliminary	Valid	7/15/2014	8/1/2019				CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
> 140133084	Specialist Instruction Credential (Agriculture)	Clear	Valid	7/15/2014	8/1/2019				CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
> 120059146	Certificate of Clearance		Valid	4/3/2012	5/1/2017				

Authorization/Subjects

◀ 1 - 2 of 2 ▶

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R1S	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.	AGRI	Agriculture	MAJ	

The following instructional services may be provided to English learners:
 (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults.
 If the prerequisite credential or permit is a designated subjects adult

PERRIS UNION HIGH SCHOOL DISTRICT
 TEACHER
 SALARY SCHEDULE #101
 EFFECTIVE 07/01/2015 W/12.91%
 186 CONTRACT DAYS

Row	COL. 1 - BA	COL. 2 - BA + 15	COL. 3 - BA + 30 OR MA	COL 4 - BA + 45 OR MA & 15	COL 5 - BA + 60 OR MA & 30	COL. 6 - BA+75 W/MA OR MA & 45
1	\$ 53,786.00	\$ 55,465.00	\$ 56,546.00	\$ 59,061.00	\$ 61,697.00	\$ 65,743.00
2	\$ 54,628.00	\$ 56,308.00	\$ 58,582.00	\$ 61,442.00	\$ 65,438.00	\$ 67,190.00
3	\$ -	\$ 57,906.00	\$ 60,766.00	\$ 65,051.00	\$ 66,805.00	\$ 69,859.00
4	\$ -	\$ -	\$ 63,117.00	\$ 66,350.00	\$ 69,391.00	\$ 72,563.00
5	\$ -	\$ -	\$ 65,499.00	\$ 68,865.00	\$ 72,009.00	\$ 75,306.00
6	\$ -	\$ -	\$ 67,937.00	\$ 71,421.00	\$ 74,736.00	\$ 78,155.00
7	\$ -	\$ -	\$ 70,410.00	\$ 74,017.00	\$ 77,443.00	\$ 80,989.00
8	\$ -	\$ -	\$ 72,920.00	\$ 76,652.00	\$ 80,186.00	\$ 83,849.00
9	\$ -	\$ -	\$ 75,102.00	\$ 79,564.00	\$ 82,971.00	\$ 86,745.00
10	\$ -	\$ -	\$ 76,957.00	\$ 81,468.00	\$ 85,969.00	\$ 89,619.00
11	\$ -	\$ -	\$ -	\$ -	\$ 88,480.00	\$ 92,717.00
12	\$ -	\$ -	\$ -	\$ -	\$ 90,132.00	\$ 95,389.00
13	\$ -	\$ -	\$ -	\$ -	\$ 91,545.00	\$ 97,646.00
14	\$ -	\$ -	\$ -	\$ -	\$ 92,940.00	\$ 99,714.00
15	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,324.00
16	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,935.00
17	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 101,544.00
18	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 102,154.00
19	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 102,764.00
20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 103,375.00
21	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 103,984.00
22	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 104,596.00
23	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 105,205.00
24	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 105,816.00
25	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 106,424.00
26	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 107,035.00

Welcome, Jeremiah Perotti



CALIFORNIA AGRICULTURAL EDUCATION

EXPLORE
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Teachers & Advisors

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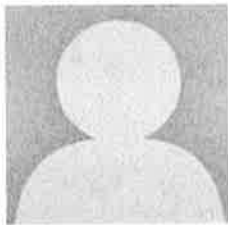
Account Settings

MY PROFILE

CHAPTER INFO

- Home
- Account Settings
- Account Balance
State Balance: \$7,979.00
Region Balance: \$0.00
- Student Roster
[Set Student Access Code](#)
- FFA Membership
- Post Graduate Data
- Event Registration
- Livestock Insurance
- State Course Summary
- Application Center
- Directory
- Order Paper Record

My Profile



Select

Basic Information

First Name: Jeremiah
 Last Name: Perotti
 Office Phone: 951-940-5447 ext 20227
 Address: 26000 Briggs Rd
 City: Menifee
 State: CA
 Zip Code: 92585
 Gender: Male
 Ethnicity: Non-Hispanic
 Race: White
 Lead FFA Advisor:
 Dept. Head:
 Years

Login Information

Email: jeremiah.perotti@puhsd.org
 Password: PerottiJ






Emergency Text Messages

Complete the fields below if you would like California Ag Ed to contact you in the event of an emergency.

Cell Number: 8057046981
 Cell Carrier: AT&T

School Salary Information

Years Teaching: 8
 Ag: 9/10
 Month Base Salary: \$80,186.00
 Extended

-  Books
-  Go to My FFA.org Account
-  Go to My AET Account
-  Go to NFFA Declaration/Certification
-  Go to Degree/Application Manager

Teaching:

Contract Stipend:

Bachelors:

FFA Stipend:

Credentials From:

Dept. Head Stipend:

Credentials Held: Single Subject
 Ag Specialist
 Designated Specialist
 Other

[Save Profile Changes](#)

My Courses

Please add the courses that you will teach below. These choices populate the available course list on the student profiles.

Pathway:

[Add Course](#)

- Ag Communications & Leadership
- Agricultural Environmental & Earth Science
- Introduction to Agricultural Mechanics
- Introduction to Agriscience





3915

Our Mission

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

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[Set Student Access Code](#)
- FFA Membership
- Post Graduate Data
- Event Registration
- Livestock Insurance
- State Course Summary
- Application Center
- Directory
- Order Paper Record Books

Chapter Information

Basic Information

Chapter Name:

FFA Chapter ID: (Enter 0 if they have no number)

School Phone:

Fax Number:

Address:

City:

State:

Zip Code:

School Name:

District Name:

Save Changes

Program Advisors

NAME

Stephen Daly

- 
Go to My FFA.org Account
- 
Go to My AET Account
- 
Go to NFFA Declaration/Certification
- 
Go to Degree/Application Manager

[Chris Maddalena](#)

[Maggie Maratsos](#)

[Jeremiah Perotti](#)

[Shaina Rushing](#)

School Administrators [+Add New Administrator](#)

DELETE	NAME	ROLE	EMAIL	PASSWORD
✕	Frank Arce	Principal	frank.arce@puhsd.org	ArceF
✕	Grant Bennett	Superintedent	grant.bennett@puhsd.org	BennettG
✕	Dian Martin	CTE Director	Dian.Martin@puhsd.org	MartinD

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**R2 Teacher Information
Heritage HS, Menifee
Year: 2015**

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Rushing	Shaina	L	Female	White	9	Agriculture Specialist	79564	12972	2500	0	N
Daly	Stephen		Male	White	1	Agriculture Specialist	59061	9629	2500	0	N
Maddalena	Chris	J	Male	White	23	Agriculture Specialist	105205	16968	2500	2100	N
Perotti	Jeremiah	M	Male	White	7	Agriculture Specialist	77443	12627	2500	0	N
Maratsos	Maggie	E	Female	White	2	Agriculture Specialist	65438	10670	2500	0	N

Daly, Stephen					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	745	Plant/Ani	21	Ag Biology
1	2	845	Ag Biology	28	Ag Biology
1	3	950	Prep	0	Prep
1	4	1050	Plant/Ani	35	Ag Biology
1	5	1150	Plant/Ani	34	Ag Biology
1	6	120	Plant/Ani	31	Ag Biology

1	7	220	Credit Recovery	35	Non-Ag
---	---	-----	-----------------	----	--------

Maddalena, Chris					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	740	ag econ/ Govt	19	Other Ag
1	2	845	ag econ/ Govt	36	Other Ag
1	3	951	Floral	32	O.H./Floral
1	4	1049	Floral	33	O.H./Floral
1	5	1052	Prep	0	Prep
1	6	120	Ag Bio avid	26	Ag Biology
1	7	218	Ag Bio avid	26	Ag Biology

Maratsos, Maggie					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	745	Ag Chemistry	22	Other Ag
1	2	845	Plant/Ani	32	Ag Biology
1	3	950	Plant/Ani	34	Ag Biology
1	4	1050	Ag Chemistry	31	Other Ag
1	5	1150	prep	0	Prep
1	6	120	Ag Chemistry	30	Other Ag
1	7	220	Plant/Ani	30	Ag Biology

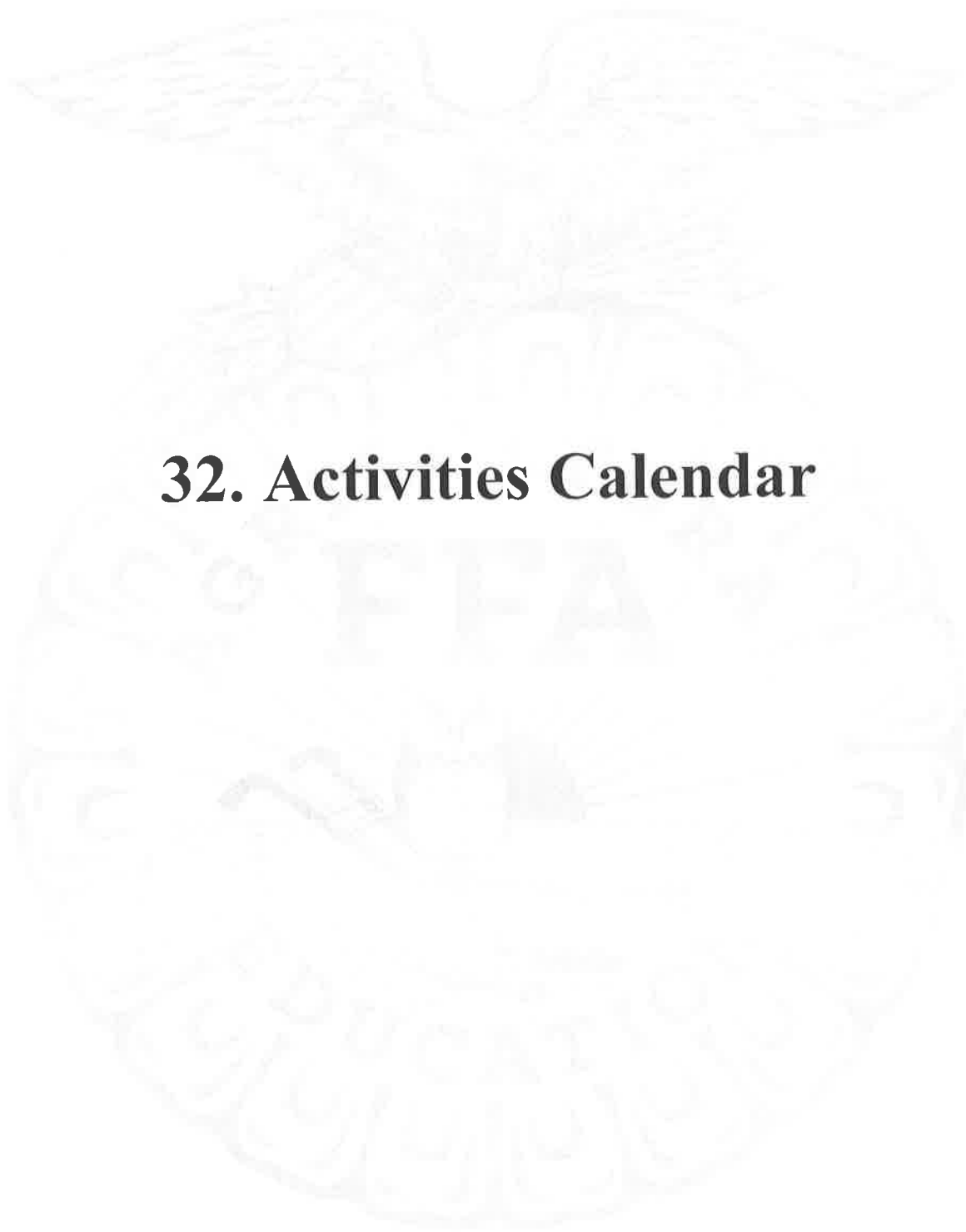
Perotti, Jeremiah					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	745	Prep	0	Prep
1	2	845	Ag earth	35	Other Ag
1	3	940	Ag earth	25	Other Ag

1	4	1050	Plant/Ani	36	Ag Biology
1	5	1150	Ag Leadership	28	Other Ag
1	6	120	Plant/Ani	34	Ag Biology
1	7	220	Plant/Ani	35	Ag Biology

Rushing, Shaina						
Schedule	Period	Beginning Time	Course Title	Enrollment	Type	
1	1	745	Vet Sci	22	Animal Science	
1	2	845	Prep	0	Prep	
1	3	950	Ag Biology	17	Ag Biology	
1	4	1050	Ag Biology	28	Ag Biology	
1	5	1150	Ag Biology	32	Ag Biology	
1	6	120	Ag Biology	30	Ag Biology	
1	7	220	Ag Biology	34	Ag Biology	

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Site developed and maintained by the California FFA Association.
Page last modified: 12/30/2011



32. Activities Calendar

Menifee Heritage FFA



Program of Activities 2015-2016

Edited by 2015-2016 Vice Presidents
Ashley Reilly & Amber Thompsen

July

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
			1 * Greenhand Conf. Registration opens	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2015

August

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
						1
2	3	4 Pig Practice @6:30pm	5 Lamb/Goat Practice @7pm	6 Ag. Freshman Orientation @6pm	7	8
9	10	11 Pig Practice @6:30pm	12 Lamb/Goat Practice @7pm	13 Spirit Day*	14	15
16	17	18 Pig Practice @6:30pm	19 Lamb/Goat Practice @7pm	20 Spirit Day*	21 Chapter Meeting @8pm	22
23	24	25 Pig Practice @6:30pm	26 Lamb/Goat Practice @7pm	27 Spirit Day*	28	29
30	31					

2015

September

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
		1 Pig Practice @6:30pm	2 Lamb/Goat Practice @7pm	3 Spirit Day*	4 R2 Fill Out Day (in class)	5
6	7 *Labor Day	8 Pig Practice @6:30pm	9 Lamb/Goat Practice @7pm	10 Spirit Day*	11	12 Riverside Section FFA Leadership Conference (Perris HS) @8am
13	14	15 *Riverside Section CATA & FFA Mtg. (Heritage) 4:30 PM Pig Practice @6:30pm	16 Lamb/Goat Practice @7pm Riverside Section FFA Softball @4pm	17 Greenhand Reception @5pm Spirit Day*	18	19 *LA Fair Judging Contest (Region FFA) 9:00 AM *SOCAL Fair Set-Up
20	21	22 *National Delegate Training @ Galt Pig Practice @6:30pm	23 Riverside Section FFA O/C Contest Lamb/Goat Practice @7pm	24 Spirit Day*	25	26
27	28	29 Pig Practice @6:30pm	30 Lamb/Goat Practice @7pm			

2015

October

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
				1 Spirit Day*	2 *SOCAL Fair (thru 10/11) SOCAL Fair Move-In	3
4	5	6	7	8 Spirit Day*	9 * SOCAL Conference Registration due	10 El Capitan Field Day (El Capitan HS) @8am
11	12 * Columbus Day SOCAL Fair Move-Out	13	14	15 *R2, FFA Roster & Grad Follow Up due * Greenhand Conf Registration due Spirit Day*	16	17 *SOCAL FFA Leadership Conference (Indio) 8:30 AM
18	19	20 *Perris FFA O/C Invitational (Perris) 4:30 PM	21	22 Spirit Day*	23	24
25	26 *National FFA Convention Delegate Trip – Louisville	27 *National FFA Convention Delegate Meetings – Louisville	28 *FFA National Convention – Louisville Lunch Meeting (both lunches) Chapter Meeting @6pm	29 *FFA National Convention – Louisville Spirit Day*	30 *FFA National Convention – Louisville	31 *FFA National Convention – Louisville *Washington DC Trip

2015

November

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
1 *Washington DC Trip	2 *Washington DC Trip MFE/ALA Payment Due	3 *Washington DC Trip	4	5 Spirit Day*	6	7
8	9	10 *Riverside Section CATA Mtg. (Norco HS) 4:30 PM	11 *Veteran's Day *No School	12 Spirit Day*	13	14
15 *AIG Checklist & Plan updates due	16 *MFE/ALA Registration due	17 *Greenhand Conference (Heritage HS)	18 *Greenhand Conference (Heritage HS)	19 *New Professionals @ Fresno Chapter Meeting @6pm Spirit Day*	20 *New Professionals @ Fresno	21
22	23	24	25	26 *Thanksgiving Day	27	28
<h2>Thanksgiving Break</h2>						
29	30 Canned Food Drive Starts					

2015

December

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
		1	2	3 Spirit Day*	4	5 Fallbrook Field Day (Fallbrook HS) @8am
6	7 SLE/Award Apps Due to Chapter	8 Riverside Section Job Interview Resume & Letters Due	9	10 Spirit Day*	11	12 * Heritage Cup Field Day (Heritage HS) 8:00 AM
13	14 Canned Food Drive Ends	15 Finals 1 & 4	16 Finals 2 & 5	17 *Riverside Section Job Interview & Impromptu Contests (Norco) 4:00 PM Spirit Day* Finals 3 & 6 Chapter Meeting @1pm	18 Holiday Break Begins	19
20	21	22	23	24	25 *Christmas Day	26
27	28	29	30	31		

2015

January

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
					1	2
3	4 *SLE Application due *State FFA Conference Committee Chair app due	5	6	7	8	9
10	11 Holiday Break Ends	12	13	14 Spirit Day*	15	16
17	18 *Martin Luther King Day No School*	19 *Riverside Section State Degree & CATA Mtg. (Rubidoux) 4:00 PM *Riverside Section Project Comp Entries Due	20 Chapter Meeting @6pm	21 Spirit Day*	22	23 *Norte Vista Field Day (Norte Vista HS) 8:00 AM *Riverside Section Manuscripts due (Perris HS)
24	25	26	27	28 *Riverside Section FFA Speech Contests (Perris HS) 4:00 PM	29 *MFE/ALA Conference (Doubletree - Ontario) 1:00 PM *Southern Region FFA Officer Applications Due in Region Office	30 *MFE/ALA Conference (Doubletree - Ontario)
31						

2016

February

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
	1 *FFA Award Apps due * Mentor Teacher Conf. @ Fresno	2 * Mentor Teacher Conf. @ Fresno	3	4 Spirit Day*	5 * Section STAR Apps Due in Southern Region Office	6 *Southern Region FFA Officer Screening (CSU-Pomona) 9:00 AM
7	8 *Southern Region FFA Proficiency Selection 10:00 AM (Agriscapes) *All Section Proficiency APPS due in Region Office 9:00 AM	9	10	11 Spirit Day*	12 *Indio Fair (thru 2/21)	13
14	15 *President's Day Presidents Week Break Begins	16 *Southern Region Scholarship App Due *CATA Award Apps. Due *State Nominating Committee apps due	17	18	19 Presidents Week Break Ends	20
21	22 *Start of FFA Week Lunch Activity	23 Lunch Activity	24 Lunch Activity	25 Lunch Activity Chapter Meeting @6pm Spirit Day*	26 Lunch Activity **Mira Costa Field Day	27
28	29					

2016

March

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
		1 State FFA Conference Registration due	2	3 Spirit Day*	4 *Region Banquet Reservations due	5 * UC Davis Field Day
6	7	8 *Sacramento Leadership Experience (SLE) *Riverside Section Parli Pro Contest (Jurupa Valley) 4:30 PM	9 *Sacramento Leadership Experience (SLE)	10 *Sacramento Leadership Experience (SLE) *Riverside Section FFA Bowling (Perris) 4:00 PM Spirit Day*	11 *Sacramento Leadership Experience (SLE)	12 *Escondido Field Day (Escondido HS) 8:00 AM
13	14	15 *Riverside Section CATA & FFA Mtg. & COOP Quiz & BIG (Indio HS) 4:30 PM	16	17 Spirit Day*	18	19 *Southern Region FFA State Degree & Proficiency Banquet (La Habra- Sonora) 1:00 PM
20	21	22 *Southern Region Speech Contest Finals (CSU- Pomona) 10:00 AM	23	24 Spirit Day* Chapter Meeting @6pm	25 Spring Break Begins	26
27 *Easter	28	29	30	31 * Cesar Chavez Day		

2016

April

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
					1 *Southern Region Chapter Website Entries due (Region Office)	2 *Southern Region Parli Pro Finals (CSU-Pomona) 10:00 AM
3	4 Spring Break Ends	5	6 Chapter Interviews @3pm Animal Meeting @6pm	7 Spirit Day*	8	9 *Pomona/Mt Sac Field Day (CSU- Pomona) 7:30 AM *Southern Region FFA Meeting (Pomona) 1:30 AM
10	11	12	13	14 Chapter Meeting @6pm Spirit Day*	15	16
17	18 c	19	20	21 *State FFA Leadership Finals (Fresno) Spirit Day*	22 *State FFA Parli Pro Semi-Finals (Fresno)	23 *State FFA Leadership Conference *Fresno FD & State Finals
24 *State FFA Leadership conference	25 *State FFA Leadership conference	26 *State FFA Leadership conference	27	28 Spirit Day*	29	30

2016

May

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
1	2 1st Livestock Payment due	3 *Riverside Section FFA Officer Screening (Hemet HS) 4:00 PM	4	5 Spirit Day*	6 *State FFA Finals @CP SLO	7 *State FFA Finals @ CP - SLO
8	9 *State FFA Finals @CP SLO	10 *Riverside Section Officer Elections (Perris HS) 4:30 PM	11	12 *Riverside Section FFA Volleyball (Jurupa Valley HS) 4:00 PM Spirit Day*	13 *American Degree apps due in Region Office	14
15	16	17 *Riverside Section CATA Planning Mtg. & In-service (San Jacinto HS) 9:00 AM	18	19 Spirit Day*	20	21
22	23 Banquet @TBD	24	25	26 Spirit Day	27	28
29	30 *Memorial Day No School	31				

2016

June

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
			1 *National Delegate, Chorus & Band Apps due in State Office	2 Spirit Day*	3	4
5	6	7	8	9 Last Day of School* Spirit Day*	10 Graduation	11
12	13	14	15	16	17	18
19 * State CATA Summer Conference (CP- SLO)	20 * State CATA Summer Conference (CP- SLO)	21 * State CATA Summer Conference (CP- SLO)	22 * State CATA Summer Conference (CP- SLO)	23 * State CATA Summer Conference (CP- SLO) * Agri-Skills Sessions (CP-SLO) 1:00 PM	24 * Agri-Skills Sessions (CP-SLO)	25
26	27	28	29	30		

2016

HERITAGE HIGH SCHOOL



Agriculture Education Program of Activities 2010-2011


"Breaking Southern Ground"



July

Sun	Mon	Tue	Wed	Thu	Fri	Sat
4 Independence Day 	5	6	7	8	9 Officer Retreat @ Big Bear 	10 Officer Retreat @ Big Bear
11 Officer Retreat @ Big Bear 	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						2010

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Student orientation	3 Student orientation Show pig practice @ 7pm	4 Student orientation Show lamb & goat practice @ 7pm	5 Student orientation Agriculture Extension orientation mtg @ 6pm	6	7
8	9	10 Southern Region Section Officer Leadership Conference (Cal Poly, Pomona) 12:00 PM Show pig practice @ 7pm	11 Southern Region Section Officer Leadership Conference (Cal Poly, Pomona) 12:00 PM Show lambgoat practice @ 7pm	12 WE WANT YOU	13	14
15	16 	17 Show pig practice @ 7pm	18 Show lambgoat practice @ 7pm	19 Section officer mtg @ Heritage 5pm	20 Spent Day	21
22	23	24 Show pig practice @ 7pm	25 Show lambgoat practice @ 7pm	26 Chapter Meeting - Ice Cream Social @ 3pm	27	28
29	30 Show pig practice @ 7pm					





























2010

September













Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Show lambgoat practice @ 7pm	2	3	4
5	6 No school- Labor Day	7 Show pig practice @ 7pm	8 Show lambgoat practice @ 7pm	9	10	11 All SOCAL Fair Entries Due
12	13	14 Riverside Section CVCA & FFA Mtg (Heritage) 4:30 PM Show pig Practice @ 7pm	15 Show lambgoat practice @ 7pm	16	17	18 LA Fair - Judging Contest (Region FFA) 9:00 AM
19	20	21 Show pig Practice @ 7pm	22 Riverside Section FFA Volleyball (Jurupa) @ 4PM Show lambgoat practice @ 7pm	23 Greenhand Reception @ 5pm	24	25
26	27	28 Show pig Practice @ 7pm	29 Show lambgoat practice @ 7pm	30		

2010









October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	<p>1</p> 				<p>5</p> 	<p>2</p> <p>*Fair Set up -Fair animal show prep</p>
<p>3</p> <p>Fair Landscape Work Day</p> 	<p>4</p>	<p>5</p> <p>-Show pig practice @ 7pm</p> 	<p>6</p> <p>Show lamb-goat practice @ 7pm</p> 	<p>7</p> <p>-Fair Landscape Due</p>  <p>-Riverside Section Officer Meeting @ Coachella 5pm</p>	<p>8</p> <p>SOCAL Fair Move in 12pm-7pm</p> 	<p>9</p> <p>*SOCAL Fair Weigh in 10am-5pm</p> 
<p>10</p> <p>*SOCAL Swans Showmanship @ 10am</p> 	<p>11</p> <p>Columbus Day</p>  <p>Columbus Holiday</p> 	<p>12</p> <p>*SOCAL sheep showmanship @ 12pm</p> <p>*Turkey Showmanship @ 6 pm</p> 	<p>13</p> <p>*SOCAL Goat showmanship @ 2pm</p> 	<p>14</p>	<p>15</p> <p>*SOCAL Masters Showmanship @ 4pm</p> 	<p>16</p> <p>*SOCAL Livestock Market Auction @ 10am</p> 
<p>17</p> <p>* National FFA Convention- Indianapolis</p> <p>-SOCAL Fair Awards & clean up</p> 	<p>18</p> <p>* National FFA Convention-</p> <p>-SOCAL pick up animals from fair</p> 	<p>19</p> <p>* National FFA Convention</p> 	<p>20</p> <p>*FFA National Convention</p> 	<p>21</p> <p>*FFA National Convention</p> 	<p>22</p> <p>*FFA National Convention</p> 	<p>23</p> <p>*FFA National Convention</p>  <p>* Washington DC Trip</p>
<p>24</p> <p>* Washington DC Trip</p> 	<p>25</p> <p>* Washington DC Trip</p> 	<p>26</p> <p>* Washington DC Trip</p> 	<p>27</p>	<p>28</p> <p>Halloween chapter party @ 5-8pm</p> 	<p>29</p> 	<p>30</p> <p>*Riverside Section FFA Leadership Conference @ (Perris) 8 00 AM</p>
<p>31</p> 	<div style="border: 2px solid black; padding: 10px; display: inline-block;">2010</div>					

November








Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p>1</p> 					<p>5</p> 	<p>6</p> <p>*SOCAL FFA Leadership Conference (Indio) @ 8 30 AM Leave 6am</p> 
<p>7</p>	<p>8</p>	<p>9</p>	<p>10</p> <p>*Riverside Section FFA OVC Contest (North Vista) @ 5:00 PM</p>	<p>11</p> <p>No school - Veterans Day</p> 	<p>12</p> <p>No School</p>	<p>13</p>
<p>14</p>	<p>15</p> <p>*FFA/SALA Registration due</p>	<p>16</p>	<p>17</p>	<p>18</p> <p>*Cranford Conference (Heritage HS)</p> 	<p>19</p> 	<p>20</p>
<p>21</p>	<p>22</p> <p>No School Thanksgiving Break Begins</p> 	<p>23</p> <p>No School</p>	<p>24</p> <p>No School</p>	<p>25</p> <p>No School Thanksgiving</p> 	<p>26</p> <p>No School Thanksgiving break Ends</p> 	<p>27</p>
<p>28</p> 	<p>29</p> <p>Begin Canned food drive</p>  <p>Begin Trees for Charity Drive</p>	<p>30</p> <p>Chapter Meeting -Just like the Drive in Mowee! @ 6pm</p> 	<div style="border: 2px solid black; padding: 10px; display: inline-block;">2010</div>			

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						
5	6 *Riverside Section Job Resume & Letter of Intro due (Norco) @ 3 PM 	7	8	9 *Riverside Section Job Interview Contest (Norco) @ 4 PM 	10	11 *San Diego Section Field Day (Fallbrook HS) @ 8 AM
12	13	14 Winter Finals- Minimum Day 	15 Winter Finals- Minimum Day -Chapter Meeting @ 5 PM *Worst Holiday Sweater -Trees for charity drive ends -Canned food drive ends	16 Winter Finals- Minimum Day 	17 Holiday Break Begins No School 	18
19	20 No school	21 No school	22 No school	23 No school	24 No school	25 * Christmas 
26	27 No school	28 No school	29 No school	30 No school	31 No school 	














2010

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						
2	3 No school * SLE Application due * State FFA Conference Committee Chair app due	4 No school	5 No school	6 No school	7 No school	8
9	10 All State Degrees and Proficiency applications Due to Advisor 	11 Riverside Section Project Competition Entries due (Perris HS) *Riverside Section State Degree Proficiency & Star Scoring & CATA Mtg (Riverside) @ 4:00 PM	12	13	14 FFA/ALA Conference (Ontario) @ 1 PM 	15 FFA/ALA Conference (Ontario) 
16	17 No school * Martin Luther King Jr. Holiday 	18	19 Chapter Meeting @ 6:00 PM	20	21	22 Riverside Section Manuscripts due (Perris) *Norte Vista Field Day (Norte Vista HS) @ 8:00 AM
23	24	25	26	27 *Riverside Section FFA Speech Contest (Perris) @ 4:00 PM 	28 *State Degree & STAR Apps Due in Southern Region Office (CP- Pomona) *Southern Region FFA Officer Applications Due in Region Office (CP- Pomona)	29
30	31 *Start of Riverside Section FFA Project Competition 					
















2011

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 * FFA Award Apps due 	2	3	4 	5 *Southern Region FFA Officer Screening (CP- Pomona) @ 9:00 AM
6	7 *All Section Proficiency Apps due in Region (Pomona) @ 9:00 AM *Southern Region FFA Proficiency Selection (CSU- Pomona) @ 10:00 AM	8	9	10	11 	12
13 Valentines Day	14 No school 	15 *Southern Region Scholarship App Due (Southern Region Advisor) * CATA Award Apps Due * State Nominating Committee apps due	16	17	18 *Indio Fair (thu 2/27) 	19
20	21 No school *Presidents Day 	22 * FFA Week 	23 Chapter Meeting *Chapter Officers @ 6:00 PM * FFA Week 	24 * FFA Week 	25 *Mira Costa Field Day (relative)  * FFA Week 	26
27 Indio fair awards	28	29	30	31 		

2011

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 * State FFA Conference Registration due * State Proficiency Scoring - Pomona @ 9AM	2 *Esccondido Invitational Parli Pro Contest (Esccondido HS) @ 4:00 PM  	3 *Riverside Section FFA Project Competition Banquet (Norco) @ 5:00 PM	4 	5
6	7	8 * Sacramento Leadership Experience (SLE) *Riverside Section Parli Pro Contest (Jurupa Valley) @ 4:30 PM  	9 * SLE	10 * SLE *Riverside Section FFA Bowling (Perris) @ 4:00 PM 	11 * SLE 	12 *Warner Springs Field House Dinner Springs HS) @ 8:00 AM
13	14	15	16 *San Diego Section Parli Pro Contest (Fallbrook) @ 4:00 PM  	17 *Chapter Meeting @ 8am 	18	19 *Southern Region FFA State Degree & Proficiency Banquet (La Habra - Sonora) @ 1 PM
20	21	22 *Riverside Section CATA Mtg & COOP Quiz & BIG & FFA Mtg (Indio HS) @ 4:30 PM	23	24 *Southern Region Speech Contest Finals (CSU- Pomona) @ 10 AM 	25 	26 *Southern Region Parli Pro Finals (CSU- Pomona) @ 10:00 AM  
27	28	29	30	31		

2011



33. Professional Development

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B School Year 14-15 School Heritage High School

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES						
	Maddalena	Rushing	Macy	Maratsos	Perotti		
Fall Region Meeting	O	X	O	X	X		
Region In-service Day	X	X	O	X	X		
Spring Region Meeting	X	X	O	X	X		
Section In-service*	X	X	O	X	X		
Section In-service*	O	X	O	X	X		
Section In-service*	O	X	O	X	X		
Section In-service*	O	X	O	X	X		
Summer Conference	O	O	O	X	X		
University AgEd Skills Week							
Professional Development **	X	X		X	X		

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

- 1 Maddalena - Pacific Poultry Breeders, Poultry Show - Stockton, Victorville Bantan Club, Turkey Farms Tour
- 2 Maratsos - New Professionals, Riverside Spring In-service Tours
- 3 Perotti, Rushing - Riverside Spring In-service Tours
- 4 _____
- 5 _____

PERRIS UNION HIGH SCHOOL DISTRICT
TEACHER
SALARY SCHEDULE #101
EFFECTIVE 07/01/2015 W/12.91%
186 CONTRACT DAYS

Row	COL. 1 - BA	COL. 2 - BA + 15	COL. 3 - BA + 30 OR MA	COL 4 - BA + 45 OR MA & 15	COL 5 - BA + 60 OR MA & 30	COL. 6 - BA+75 W/MA OR MA & 45
1	\$ 53,786.00	\$ 55,465.00	\$ 56,546.00	\$ 59,061.00	\$ 61,697.00	\$ 65,743.00
2	\$ 54,628.00	\$ 56,308.00	\$ 58,582.00	\$ 61,442.00	\$ 65,438.00	\$ 67,190.00
3	\$ -	\$ 57,906.00	\$ 60,766.00	\$ 65,051.00	\$ 66,805.00	\$ 69,859.00
4	\$ -	\$ -	\$ 63,117.00	\$ 66,350.00	\$ 69,391.00	\$ 72,563.00
5	\$ -	\$ -	\$ 65,499.00	\$ 68,865.00	\$ 72,009.00	\$ 75,306.00
6	\$ -	\$ -	\$ 67,937.00	\$ 71,421.00	\$ 74,736.00	\$ 78,155.00
7	\$ -	\$ -	\$ 70,410.00	\$ 74,017.00	\$ 77,443.00	\$ 80,989.00
8	\$ -	\$ -	\$ 72,920.00	\$ 76,652.00	\$ 80,186.00	\$ 83,849.00
9	\$ -	\$ -	\$ 75,102.00	\$ 79,564.00	\$ 82,971.00	\$ 86,745.00
10	\$ -	\$ -	\$ 76,957.00	\$ 81,468.00	\$ 85,969.00	\$ 89,619.00
11	\$ -	\$ -	\$ -	\$ -	\$ 88,480.00	\$ 92,717.00
12	\$ -	\$ -	\$ -	\$ -	\$ 90,132.00	\$ 95,389.00
13	\$ -	\$ -	\$ -	\$ -	\$ 91,545.00	\$ 97,646.00
14	\$ -	\$ -	\$ -	\$ -	\$ 92,940.00	\$ 99,714.00
15	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,324.00
16	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,935.00
17	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 101,544.00
18	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 102,154.00
19	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 102,764.00
20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 103,375.00
21	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 103,984.00
22	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 104,596.00
23	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 105,205.00
24	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 105,816.00
25	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 106,424.00
26	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 107,035.00



34. Current R-2 Report

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Year 14-15

School Heritage High School

Must meet at least 12 areas

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

Attended the following:

Greenhand Conference	20
Made For Excellence Conference	5
Advanced Leadership Academy	5
Chapter Officer Leadership Conference	6
Spring Region Meeting	20
State Leadership Conference	24
National Convention	0

Submitted the following:

State Degree Application	5
American Degree Application	0
Proficiency Award Application - Section	6
Chapter Award Application - State	0
Scholarship Application - State	0

Participated in the following:

Opening and Closing Contest - Section	18
Best Informed Greenhand Contest - Section	5
Co-Op Marketing Quiz - Section	0
Creed Recitation - Section	3
Extemporaneous Speaking - Section	0
Job Interview - Section	0
Impromptu Speaking - Section	0
Prepared Speaking - Section	0
Parliamentary Procedure - Section	0
County/District Fair/Show	40
Career Development Teams (other than those identified above)	
1 Vet Science	8
2 Vegetable	6
3 Nursery	6
Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)	
1 Riverside SCL	8
2 Section Softball	12
3 Section Bowling	10
4 Project Competition	6
5	

TOTAL AREAS MET 19

Welcome,
Jeremiah Perotti



CALIFORNIA AGRICULTURAL EDUCATION

EXPLORE
Agricultural Education

PARTICIPATE
Students & Members

TEACH
Teachers & Advisors

SUPPORT
Alumni & Parents

GIVE
Sponsors & Donors

California Ag Ed Online

Dashboard

Student Enrollment

ALL STUDENTS

REGISTERED STUDENTS

- Home
- Account Settings
- Account Balance
State Balance: \$7,979.00
Region Balance: \$0.00
- Student Roster
[Set Student Access Code](#)
- FFA Membership
- Post Graduate Data
- Event Registration
- Livestock Insurance
- State Course Summary
- Application Center
- Directory

Complete Student Enrollment (716 Students)

Add New Entry

Excel Reports

PDF Reports

NAME	FFA ID	FFA.ORG INV CODE	AET ID	GRAD YEAR	COURSES SUBMITTED	FFA ROSTER SUBMITTED
Enrique	602235588	3HVT@@	1439460	2019	Yes	Yes
Ashley	602235538	G7SV7P	1310334	2020	Yes	Yes
Keneth	602235561	846TAN	1321088	2020	Yes	Yes
Megan	602235536	705VPG	1310332	2020	Yes	Yes
Megan	602235046	DIXADY	1131886	2018	Yes	Yes
Tenleigh	602235482	LH0LGM	1321042	2020	Yes	Yes
Allen	602234921	BW18E6	1228323	2017	Yes	Yes
Allen	602235222	PNTV7H	1262687	2019	Yes	Yes
Miguel	602235382	D8VTW!	1309427	2020	Yes	Yes
Gabriel	602235497	PU4FSR	1321057	2020	Yes	Yes

Complete Student Roster

NAME	FFA ID	FFA.ORG INV CODE	AET ID	GRAD YEAR	COURSES SUBMITTED	FFA ROSTER SUBMITTED
	602235571	PS4P16	1321097	2020	Yes	Yes
	602235485	AM6GUP	1321045	2020	Yes	Yes
	602235532	EKBP9@	1310329	2020	Yes	Yes
	602235411	PKRE7	1309459	2020	Yes	Yes
	602235369	50LGL	1309412	2020	Yes	Yes
	602235308	UZ9T9S	1264640	2019	Yes	Yes
	602235516	PNOXT4	1310317	2020	Yes	Yes
	602235419	IQFVBP	1309467	2020	Yes	Yes
	602235608	80M9X	1452308	2020	Yes	Yes
	602235388	9!16D8	1309433	2020	Yes	Yes
	602235435	SVDD@	1309801	2020	Yes	Yes
	602235043	NIONO	1234935	2017	Yes	Yes
	602235373	L\$EDYJ	1309416	2020	Yes	Yes
	602234929	FFRZP	1228333	2017	Yes	Yes
	602235348	V7BT0	1308383	2020	Yes	Yes
	602235592	JP5!PD	1444540	2020	Yes	Yes
	602235484	DMQ3IA	1321044	2020	Yes	Yes
	602235098	RC1WJV	1235112	2018	Yes	Yes
	602234906	2H1CQA	1207171	2014	Yes	Yes
	602235200	M5KE!	1262590	2019	Yes	Yes
	602234926	TOF77M	1161689	2017	Yes	Yes
	602235600	DP9IL8	1449537	2019	Yes	Yes
	602235085	A42B7S	1235093	2018	Yes	Yes
	602235582	ZQ0JGN	1394171	2017	Yes	Yes
	602235158	T4J9\$O	1262344	2019	Yes	Yes
	602235071	VN2A90	1235069	2018	Yes	Yes
	602235604	9QA6GZ	1450528	2020	Yes	Yes

Complete Student Roster

NAME	FFA ID	FFA.ORG INV CODE	AET ID	GRAD YEAR	COURSES SUBMITTED	FFA ROSTER SUBMITTED
	602235605	HNBJUJ	1450529	2020	Yes	Yes
	602235402	AAC\$1	1309450	2020	Yes	Yes
	602235378	K7IIU7	1309423	2020	Yes	Yes
	602235133	DO8VQO	1260324	2019	Yes	Yes
	602235563	JIAUL4	1321090	2020	Yes	Yes
	602235415	QH\$!PM	1309463	2020	Yes	Yes
	602235173	Q8U5UJ	1262506	2019	Yes	Yes
	602235324	9H3V3Z	1264673	2019	Yes	Yes
	602235118	UV5ZZW	1237496	2017	Yes	Yes
	602234932	NCIJAU	1228338	2017	Yes	Yes
	602235439	9SP8\$J	1309805	2020	Yes	Yes
	602235432	QDCMJ5	1309798	2020	Yes	Yes
	602235570	S2R4PD	1321096	2019	Yes	Yes
	602234928	!1O3CU	1408630	2017	Yes	Yes
	602235038	55O4GD	1234928	2018	Yes	Yes
	602235358	UAT6SC	1308429	2020	Yes	Yes
	602235476	45BK9\$	1321035	2020	Yes	Yes
	602235086	KRB@CI	1235094	2018	Yes	Yes
	602235312	ZG9X6	1264647	2019	Yes	Yes
	602235201	CYRNZM	1262593	2019	Yes	Yes
	602235287	VW7PSQ	1264587	2019	Yes	Yes
	602234987	@FFHR	1229168	2017	Yes	Yes
	602235450	4RIAZU	1309812	2020	Yes	Yes
	602235527	98IRGM	1310325	2020	Yes	Yes
	602235569	6K7R8M	1321095	2018	Yes	Yes

Complete Student Roster

NAME	FFA ID	FFA.ORG INV CODE	AET ID	GRAD YEAR	COURSES SUBMITTED	FFA ROSTER SUBMITTED
	602235311	H9501\$	1264645	2019	Yes	Yes
	602234986	GZ6R1I	1228582	2017	Yes	Yes
	602235319	Q80CX	1264660	2019	Yes	Yes
	602235313	QA4CNX	1264649	2019	Yes	Yes
	602235178	M1Q11S	1262519	2019	Yes	Yes
	602235575	JEDM5A	1321102	2020	Yes	Yes
	602235044	!ZJLEA	1234938	2018	Yes	Yes
	602235008	TBBXXY	1234888	2018	Yes	Yes
	602235341	V4TAT	1266763	2019	Yes	Yes
	602234934	NU7MES	1145058	2016	Yes	Yes
	602235352	3CQEDO	1308387	2020	Yes	Yes
	602235120	OAYKT1	1241479	2017	Yes	Yes
	602235080	5E8D2L	1455836	2018	Yes	Yes
	602235069	6@F7T4	1235063	2018	Yes	Yes
	602235041	S\$0BM4	1234931	2018	Yes	Yes
	602235481	DTEM@	1321041	2020	Yes	Yes
	602235195	SUZCJ6	1262573	2019	Yes	Yes
	602235063	34QPNI	1234994	2018	Yes	Yes
	602235335	IGC9WW	1266751	2019	Yes	Yes
	602235119	FUGWK3	1241478	2018	Yes	Yes
	602235126	TXSPBY	1260308	2019	Yes	Yes
	602235371	BYET5A	1309414	2020	Yes	Yes
	602235070	!XV\$36	1129192	2018	Yes	Yes
	602235493	O26BM5	1321053	2020	Yes	Yes
	602235409	0@V265	1309457	2020	Yes	Yes
	602234978	DG@TA	1228562	2017	Yes	Yes
	602235407	\$!TSGE	1309455	2020	Yes	Yes

Complete Student Roster

NAME	FFA ID	FFA.ORG INV CODE	AET ID	GRAD YEAR	COURSES SUBMITTED	FFA ROSTER SUBMITTED
	602235065	ANMZN@	1234999	2018	Yes	Yes
	602235499	1MD2QV	1321059	2020	Yes	Yes
	602234974	0B\$QKQ	1452307	2017	Yes	Yes
	602235486	TNPX95	1321046	2020	Yes	Yes
	602235564	YOSXQX	1310343	2020	Yes	Yes
	602235199	QNLPR@	1262589	2019	Yes	Yes
	602235567	VM2WYU	1321093	2020	Yes	Yes
	602235490	VCZSDX	1321050	2020	Yes	Yes
	602234969	6IN6\$O	1455835	2017	Yes	Yes
	602235039	8ZS@6A	1234929	2018	Yes	Yes
	602235273	LE1EF5	1264483	2019	Yes	Yes
	602235336	4WP5DL	1266752	2019	Yes	Yes
	602235010	7D!LH@	1234892	2018	Yes	Yes
	602235309	OZ063O	1264641	2019	Yes	Yes
	602235609	EE3UYP	1452309	2020	Yes	Yes
	602234972	07BODS	1228554	2017	Yes	Yes
	602235509	\$EHZE2	1310311	2020	Yes	Yes
	602235165	QC!MF2	1262405	2019	Yes	Yes
	602235459	E08EER	1309952	2020	Yes	Yes
	602234901	!!EKDV	1309405	2020	Yes	Yes
	602235253	KGA!NY	1264438	2019	Yes	Yes
	602235066	7H7RPO	1235055	2018	Yes	Yes
	602235285	1UDGQH	1264514	2019	Yes	Yes
	602235413	FS159S	1309461	2020	Yes	Yes
	602234912	MSQIXZ	1145071	2016	Yes	Yes

Complete Student Roster

NAME	FFA ID	FFA.ORG INV CODE	AET ID	GRAD YEAR	COURSES SUBMITTED	FFA ROSTER SUBMITTED
	602235448	QZF4Z\$	1309811	2020	Yes	Yes
	602235166	@3ZFTJ	1262416	2019	Yes	Yes
	602235557	SLMXMX	1321084	2020	Yes	Yes
	602235134	WG1P9X	1260327	2019	Yes	Yes
	602235525	30E@BG	1310323	2020	Yes	Yes
	602235017	OX4\$G	1234901	2018	Yes	Yes
	602235127	LF24KS	1260311	2019	Yes	Yes
	602235176	CMO@5R	1262514	2019	Yes	Yes
	602235337	93TANO	1266754	2019	Yes	Yes
	602235223	MQJT14	1262691	2019	Yes	Yes
	602235441	VUEYJN	1309807	2020	Yes	Yes
	602235339	I18@2C	1266761	2019	Yes	Yes
	602235135	TMY1X5	1260330	2019	Yes	Yes
	602235314	1C@5GS	1264651	2019	Yes	Yes
	602235412	B@P7Q0	1309460	2020	Yes	Yes
	602235129	01PAX	1260313	2019	Yes	Yes
	602235521	7R2JX	1310376	2020	Yes	Yes
	602235217	SYNOY7	1262671	2019	Yes	Yes
	602235598	0@HBA	1449173	2017	Yes	Yes
	602235316	\$TPCFR	1264656	2019	Yes	Yes
	602235354	DIKKK4	1308389	2020	Yes	Yes
	602234913	FEKHIB	1226002	2015	Yes	Yes
	602235073	U1T5JQ	1235071	2018	Yes	Yes
	602235208	JHVDJ5	1262639	2019	Yes	Yes
	602235205	IK1A!W	1262624	2019	Yes	Yes

Complete Student Roster

NAME	FFA ID	FFA.ORG INV CODE	AET ID	GRAD YEAR	COURSES SUBMITTED	FFA ROSTER SUBMITTED
	602235206	BO8HVK	1262629	2019	Yes	Yes
	602235421	S4XIPK	1309469	2020	Yes	Yes
	602235077	NCRDT	1235080	2018	Yes	Yes
	602235009	G9VD3	1234890	2018	Yes	Yes
	602234900	AVTZB	1309935	2020	Yes	Yes
	602235406	J5VNJS	1309454	2020	Yes	Yes
	602235302	E!UKL	1264619	2019	Yes	Yes
	602235594	7VWVJ	1448824	2020	Yes	Yes
	602234953	GTNU45	1228517	2017	Yes	Yes
	602235494	OMYQA	1321054	2018	Yes	Yes
	602235033	RE618C	1234919	2018	Yes	Yes
	602235104	!2N!!V	1370788	2018	Yes	Yes
	602235167	VNAIU8	1262436	2019	Yes	Yes
	602235207	94X68P	1262636	2019	Yes	Yes
	602235226	36CYQ@	1262703	2019	Yes	Yes
	602235460	NF6B!2	1309953	2020	Yes	Yes
	602235023	IFQVGI	1234906	2018	Yes	Yes
	602235468	R9VZBP	1309961	2020	Yes	Yes
	602235559	KU67H	1321086	2020	Yes	Yes
	602235610	ZQBQX	1452310	2019	Yes	Yes
	602235006	B2F24M	1234887	2018	Yes	Yes
	602235330	HX2WFW	1264705	2018	Yes	Yes
	602235053	ZPEYQM	1234968	2018	Yes	Yes
	602235094	R21535	1235107	2018	Yes	Yes

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	602235510	4R3MHE	1310312	2020	Yes	Yes
	602235130	7RK8TF	1260315	2019	Yes	Yes
	602235211	8SNCQ3	1262647	2019	Yes	Yes
	602235036	@\$P4F@	1234926	2018	Yes	Yes
	602235553	\$7TTNH	1321080	2020	Yes	Yes
	602235231	IUDUXP	1262718	2019	Yes	Yes
	602235137	@VGFH	1260334	2019	Yes	Yes
	602235090	TV2Q!V	1235100	2018	Yes	Yes
	602235139	JK7239	1260347	2019	Yes	Yes
	602235078	PB!ZMD	1235085	2018	Yes	Yes
	602235011	RQ!16E	1234893	2018	Yes	Yes
	602235067	UTBE6Q	1235059	2018	Yes	Yes
	602235530	HWE\$AL	1310327	2020	Yes	Yes
	602235079	VTRFLK	1235087	2018	Yes	Yes
	602235013	Q4NI9X	1234896	2018	Yes	Yes
	602235172	A4DSUC	1262495	2019	Yes	Yes
	602235169	C2M2X\$	1262460	2019	Yes	Yes
	602235040	52F0!9	1234930	2017	Yes	Yes
	602235508	ET\$5QA	1321068	2019	Yes	Yes
	602235215	IXMF4P	1262667	2019	Yes	Yes
	602235286	KDFKAI	1264518	2019	Yes	Yes
	602235391	FRN\$T\$	1309436	2020	Yes	Yes
	602235102	UT1K8Z	1411580	2018	Yes	Yes
	602235515	@1JASE	1310316	2020	Yes	Yes
	602235096	00TGPR	1235110	2018	Yes	Yes
	602235470	7IZOP	1309963	2020	Yes	Yes

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NAME	FFA ID	FFA.ORG INV CODE	AET ID	GRAD YEAR	COURSES SUBMITTED	FFA ROSTER SUBMITTED
	602234967	ZB!7Z	1228542	2017	Yes	Yes
	602235422	BG2EVC	1309470	2020	Yes	Yes
	602234956	@NN92Y	1228521	2017	Yes	Yes
	602235095	MMAEXQ	1235109	2018	Yes	Yes
	602235140	@ID61	1260362	2019	Yes	Yes
	602235300	GGZ@K1	1264614	2019	Yes	Yes
	602234965	VIDU3J	1228540	2017	Yes	Yes
	602234994	KDO4\$@	1234876	2017	Yes	Yes
	602235562	I9!AZU	1321089	2020	Yes	Yes
	602235370	OR@MMP	1309413	2020	Yes	Yes
	602235367	NE5OKG	1309410	2020	Yes	Yes
	602235299	IX8ZO3	1264612	2019	Yes	Yes
	602235174	SX!L43	1262507	2019	Yes	Yes
	602235475	!XK2D	1310115	2017	Yes	Yes
	602235387	RJW\$P3	1309432	2020	Yes	Yes
	602234903	HVWLA!	1207170	2013	Yes	Yes
	602235050	1!DRVU	1234958	2018	Yes	Yes
	602235379	EDKWA	1309424	2020	Yes	Yes
	602235136	LH\$\$96	1260332	2019	Yes	Yes
	602235234	SGLE36	1262725	2019	Yes	Yes
	602235088	BB@5FD	1235098	2018	Yes	Yes
	602235236	ZHGF	1264382	2019	Yes	Yes
	602235237	JG4SGE	1264386	2019	Yes	Yes
	602235376	OPA7RS	1309421	2020	Yes	Yes

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NAME	FFA ID	FFA.ORG INV CODE	AET ID	GRAD YEAR	COURSES SUBMITTED	FFA ROSTER SUBMITTED
	602235320	33GSZE	1264668	2019	Yes	Yes
	602235496	PI9NK	1321056	2020	Yes	Yes
	602234995	3ZWS7J	1234877	2018	Yes	Yes
	602235443	3D6ABS	1309809	2020	Yes	Yes
	602235408	MKCDHH	1309456	2020	Yes	Yes
	602235495	XZ7Y0J	1321055	2020	Yes	Yes
	602234939	41FBWS	1228495	2017	Yes	Yes
	602235097	KVC0Z	1235111	2018	Yes	Yes
	602235587	2HG8AG	1411784	2019	Yes	Yes
	602235425	KP\$FGL	1309473	2020	Yes	Yes
	602235282	Y5@PV\$	1264504	2019	Yes	Yes
	602235613	G99E2@	1455816	2018	Yes	Yes
	602235442	VAL@3M	1309808	2020	Yes	Yes
	602235325	LKTHT1	1264676	2019	Yes	Yes
	602235219	FIRR4V	1262674	2019	Yes	Yes
	602235216	DJX6A	1262670	2019	Yes	Yes
	602235076	9DKLZL	1235076	2018	Yes	Yes
	602235002	HCWM\$X	1234883	2018	Yes	Yes
	602235599	EKVYJL	1449175	2017	Yes	Yes
	602235477	8LEB89	1321036	2020	Yes	Yes
	602235019	U7F\$7	1234902	2018	Yes	Yes
	602235103	9MAL79	1235119	2018	Yes	Yes
	602235028	G2LGMY	1234912	2018	Yes	Yes
	602235591	XH543!	1438848	2018	Yes	Yes
	602235021	FAG\$Q7	1234904	2018	Yes	Yes
	602235138	E@5MWG	1260340	2019	Yes	Yes

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NAME	FFA ID	FFA.ORG INV CODE	AET ID	GRAD YEAR	COURSES SUBMITTED	FFA ROSTER SUBMITTED
	602235395	7!3FX8	1309442	2020	Yes	Yes
	602235566	AUGW0R	1321092	2020	Yes	Yes
	602234914	9\$BGEZ	1226003	2016	Yes	Yes
	602234911	IKUKMH	1225165	2015	Yes	Yes
	602235451	BI1EIR	1309943	2020	Yes	Yes
	602234957	6AQURF	1129467	2017	Yes	Yes
	602235141	3YIT89	1262216	2019	Yes	Yes
	602235428	EDS4WG	1309795	2020	Yes	Yes
	602235321	9TLQR1	1264669	2019	Yes	Yes
	602234963	6FNT\$N	1228536	2017	Yes	Yes
	602235502	WK@1ON	1321062	2020	Yes	Yes
	602235238	BSTFAA	1264389	2019	Yes	Yes
	602235323	T9N2U2	1264672	2019	Yes	Yes
	602235284	3Z2AP5	1264507	2019	Yes	Yes
	602235092	YSE26	1411402	2018	Yes	Yes
	602235266	JDI\$Q	1264473	2019	Yes	Yes
	602235025	RFAW2	1439458	2018	Yes	Yes
	602235506	E52S@!	1321066	2020	Yes	Yes
	602235531	OJAUNJ	1310328	2020	Yes	Yes
	602235403	GP\$54G	1309451	2020	Yes	Yes
	602235235	HAJ0N!	1262733	2019	Yes	Yes
	602235584	T@DPHW	1411405	2019	Yes	Yes
	602234999	EDNH4S	1234881	2018	Yes	Yes
	602235142	JX4US1	1262226	2019	Yes	Yes
	602235529	7Y4ZMC	1310326	2020	Yes	Yes
	602235417	8NVI3	1309465	2020	Yes	Yes
	602235420	00!FVZ	1309468	2020	Yes	Yes

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	602235611	RXV8S5	1452873	2017	Yes	Yes
	602235004	91OLOG	1234885	2018	Yes	Yes
	602235396	6HPTRS	1309444	2020	Yes	Yes
	602235114	4Y4DZ5	1237121	2017	Yes	Yes
	602235030	GXV!ZD	1234914	2018	Yes	Yes
	602235145	8QFV8G	1262258	2019	Yes	Yes
	602235374	E7GN6U	1309417	2020	Yes	Yes
	602234975	7PX8D8	1228558	2017	Yes	Yes
	602235058	8TKGIN	1234982	2018	Yes	Yes
	602235112	@MK8ZJ	1237093	2017	Yes	Yes
	602235241	WZCXS	1264410	2019	Yes	Yes
	602235221	I6N857	1262679	2019	Yes	Yes
	602235585	Z@TF5Y	1411777	2019	Yes	Yes
	602235456	12IZ\$T	1309813	2020	Yes	Yes
	602235355	7XAOOE	1308390	2020	Yes	Yes
	602235108	CT4WDA	1235124	2018	Yes	Yes
	602235048	Y41I4N	1234950	2018	Yes	Yes
	602235089	7\$GNUE	1235099	2018	Yes	Yes
	602235537	4YB0TE	1310333	2020	Yes	Yes
	602235051	J61\$@C	1234962	2018	Yes	Yes
	602235177	AHG2\$3	1262515	2019	Yes	Yes
	602235084	4UJDKT	1235092	2018	Yes	Yes
	602235242	J1V7!4	1264412	2019	Yes	Yes
	602235338	3JMQM	1266759	2018	Yes	Yes
	602234947	JG7I3T	1228503	2017	Yes	Yes
	602235012	BUYQSZ	1234895	2018	Yes	Yes

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	602235143	39@KRD	1262230	2019	Yes	Yes
	602235099	S0I3HP	1235113	2018	Yes	Yes
	602235462	VQSTD	1309955	2020	Yes	Yes
	602235059	P3VO9P	1234983	2018	Yes	Yes
	602235554	4A3YN\$	1321081	2020	Yes	Yes
	602235401	VSW5FU	1309449	2020	Yes	Yes
	602235357	1XKHX	1308392	2020	Yes	Yes
	602235144	R1SS8P	1262247	2019	Yes	Yes
	602234998	\$!M2Y1	1234880	2018	Yes	Yes
	602235405	5AIO\$5	1309453	2020	Yes	Yes
	602235005	PG5AC6	1234886	2018	Yes	Yes
	602235452	7VAUY9	1309944	2020	Yes	Yes
	602234941	BY0F@4	1228497	2017	Yes	Yes
	602235146	518BYV	1262261	2019	Yes	Yes
	602234945	1\$A9WG	1228502	2017	Yes	Yes
	602234968	H1ZNKA	1228546	2017	Yes	Yes
	602235593	SIYAF6	1448795	2020	Yes	Yes
	602235147	LV8U10	1262277	2019	Yes	Yes
	602235343	4ME8P1	1308378	2020	Yes	Yes
	602235020	@!T\$8\$	1234903	2018	Yes	Yes
	602235042	NG!W7B	1234934	2018	Yes	Yes
	602235550	WRVG82	1321078	2020	Yes	Yes
	602235113	AHZHYJ	1237095	2017	Yes	Yes
	602234976	FBRMK	1228560	2017	Yes	Yes

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	602235179	LBHQSX	1262523	2019	Yes	Yes
	602234948	EB79C	1228504	2017	Yes	Yes
	602234970	BPLIOD	1228551	2017	Yes	Yes
	602235220	AFGV\$	1262677	2019	Yes	Yes
	602235603	F\$5!FM	1450510	2020	Yes	Yes
	602235239	3\$O\$ZK	1264402	2019	Yes	Yes
	602235037	ZWLUMV	1234927	2018	Yes	Yes
	602235292	!6OG38	1264595	2019	Yes	Yes
	602235254	8A3!\$A	1264442	2019	Yes	Yes
	602235350	LYAZW1	1308385	2020	Yes	Yes
	602235345	P3SNC\$	1308380	2020	Yes	Yes
	602235297	J@ER3	1264607	2019	Yes	Yes
	602234958	P164XE	1228524	2017	Yes	Yes
	602235180	Z4FZN	1262531	2019	Yes	Yes
	602235586	K7VK@0	1411779	2019	Yes	Yes
	602235115	!l86SM	1237130	2017	Yes	Yes
	602235244	4!OPHV	1264415	2019	Yes	Yes
	602235182	XK@OXQ	1262533	2019	Yes	Yes
	602235583	53ZQS\$	1411404	2020	Yes	Yes
	602235326	PXJIX6	1264677	2019	Yes	Yes
	602235393	9EUN8E	1309438	2020	Yes	Yes
	602235454	R0DP9O	1309946	2020	Yes	Yes
	602234952	EYWRX2	1228511	2017	Yes	Yes
	602235445	6JB79G	1309939	2020	Yes	Yes
	602235504	XA1LSM	1321064	2020	Yes	Yes

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	602235083	NSMZ1Z	1235091	2018	Yes	Yes
	602235149	5VYCT9	1262291	2019	Yes	Yes
	602235116	X3R96U	1237136	2017	Yes	Yes
	602235366	91@GIV	1309409	2020	Yes	Yes
	602235552	BDI2E!	1321079	2020	Yes	Yes
	602234916	ATOAFP	853604	2016	Yes	Yes
	602235555	VWXQO0	1321082	2020	Yes	Yes
	602235148	J@K4ST	1262288	2019	Yes	Yes
	602235240	UT0VJ	1264406	2019	Yes	Yes
	602235351	ONGL86	1308386	2020	Yes	Yes
	602234907	N!\$PM!	1224572	2014	Yes	Yes
	602235024	UEYS3Y	1234908	2018	Yes	Yes
	602235188	@0B7\$N	1262545	2019	Yes	Yes
	602235359	SVWSO!	1308430	2020	Yes	Yes
	602235426	9X@4S	1309936	2020	Yes	Yes
	602235034	TBSIM3	1234920	2018	Yes	Yes
	602235191	DTBSX4	1262551	2019	Yes	Yes
	602235014	UF1VDB	1234897	2018	Yes	Yes
	602235380	NUP\$\$	1309425	2020	Yes	Yes
	602235595	E\$4K\$G	1448831	2020	Yes	Yes
	602235383	IFIWQJ	1309428	2020	Yes	Yes
	602234979	YFCGTJ	1228570	2017	Yes	Yes
	602235612	K8J0N3	1455560	2017	Yes	Yes
	602235549	S9YW8N	1321077	2020	Yes	Yes
	602234993	9OYFJ7	1234875	2018	Yes	Yes
	602235580	!VRD0E	1370793	2020	Yes	Yes
	602235346	4!SO@B	1308381	2020	Yes	Yes
	602235150	FSUZB0	1262298	2019	Yes	Yes
	602235304	P893P	1264627	2019	Yes	Yes

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	602235518	HU@J@L	1310319	2020	Yes	Yes
	602235026	NO321H	1234910	2018	Yes	Yes
	602235440	859@TH	1309806	2020	Yes	Yes
	602235218	LEZ\$HZ	1262673	2019	Yes	Yes
	602235243	K2O389	1264414	2019	Yes	Yes
	602235192	0F47XQ	1262560	2019	Yes	Yes
	602235245	HFB57Q	1264419	2019	Yes	Yes
	602235471	B8RIWE	1309964	2020	Yes	Yes
	602235152	X3MH\$7	1262316	2019	Yes	Yes
	602235327	V\$L5MK	1264687	2019	Yes	Yes
	602235268	4LMH8U	1264475	2019	Yes	Yes
	602235248	ED4FXP	1264425	2019	Yes	Yes
	602235392	Q\$N\$BS	1309437	2020	Yes	Yes
	602235446	@@IPZ	1309940	2020	Yes	Yes
	602235151	J59NG3	1262314	2019	Yes	Yes
	602234919	9\$@RKM	1226099	2016	Yes	Yes
	602234904	JGY7!0	1224564	2014	Yes	Yes
	602235022	S2IKKZ	1234905	2018	Yes	Yes
	602234991	1CBUS@	1234871	2018	Yes	Yes
	602235590	\$VRCT@	1439463	2019	Yes	Yes
	602235093	AGMD1W	1235106	2018	Yes	Yes
	602234943	8DIV8T	1228499	2017	Yes	Yes
	602235246	4Y8!0	1264421	2019	Yes	Yes
	602235117	TKI4KR	1237139	2017	Yes	Yes
	602235365	CY5SQA	1309408	2020	Yes	Yes
	602235398	3NT3BF	1309446	2020	Yes	Yes

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	602235328	K2SPIQ	1264690	2019	Yes	Yes
	602235003	FI5T!O	1234884	2018	Yes	Yes
	602235543	0!Z5BV	1310338	2020	Yes	Yes
	602235295	UR763L	1264600	2019	Yes	Yes
	602235362	94DT@	1308468	2020	Yes	Yes
	602235251	IPBGL1	1264434	2019	Yes	Yes
	602235479	H!A15U	1321038	2020	Yes	Yes
	602235572	M91ULU	1321098	2020	Yes	Yes
	602235064	Y\$CW\$	1234997	2018	Yes	Yes
	602235183	KYVA@0	1262534	2019	Yes	Yes
	602235507	HGRY95	1321067	2020	Yes	Yes
	602235265	LUK9B	1264471	2019	Yes	Yes
	602235184	8T9C7Z	1262537	2019	Yes	Yes
	602235032	TOUGD8	1234918	2018	Yes	Yes
	602235469	079XN7	1309962	2020	Yes	Yes
	602235318	LXPQ\$	1264658	2019	Yes	Yes
	602235540	8W5GPU	1310336	2020	Yes	Yes
	602235501	85XAVX	1321061	2020	Yes	Yes
	602235225	JHH5II	1262698	2019	Yes	Yes
	602235307	G9REK	1264637	2019	Yes	Yes
	602235291	@KBHXT	1264594	2019	Yes	Yes
	602235399	GJ5R29	1309447	2020	Yes	Yes
	602235514	C@8QP!	1310315	2020	Yes	Yes
	602235187	TPO99O	1262544	2019	Yes	Yes
	602235153	P1AY0	1262323	2019	Yes	Yes
	602234981	IRX9H5	1333139	2017	Yes	Yes
	602235155	GXC!4@	1262335	2019	Yes	Yes

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	602235579	J15L1C	1370792	2020	Yes	Yes
	602234971	Y7QGEU	1228553	2017	Yes	Yes
	602235315	QWVG7M	1264654	2019	Yes	Yes
	602235535	WXVK\$	1310331	2020	Yes	Yes
	602235390	4WXAB\$	1309435	2020	Yes	Yes
	602234964	55RSB4	1228539	2017	Yes	Yes
	602235574	LEZ5FG	1321101	2020	Yes	Yes
	602235267	7O@4F7	1264474	2019	Yes	Yes
	602235492	AXR1@U	1321052	2020	Yes	Yes
	602235397	3JZF31	1309445	2020	Yes	Yes
	602235533	3A6OXU	1321073	2020	Yes	Yes
	602235596	AX@15J	1448834	2020	Yes	Yes
	602235256	016SBQ	1264445	2019	Yes	Yes
	602235464	PZGSTH	1309957	2020	Yes	Yes
	602235157	M\$P7OT	1262342	2019	Yes	Yes
	602234985	LYWKSU	1228581	2017	Yes	Yes
	602235342	6@S5IE	1266792	2019	Yes	Yes
	602235465	\$G4GW@	1309958	2020	Yes	Yes
	602235121	D!ZVRH	1241481	2018	Yes	Yes
	602234983	!5!RQ\$	1228579	2017	Yes	Yes
	602235436	9OP1LD	1309802	2020	Yes	Yes
	602235500	OXN0TB	1321060	2020	Yes	Yes
	602235159	OB3FWI	1262360	2019	Yes	Yes
	602235578	S0S\$9Y	1370791	2020	Yes	Yes
	602235414	3FA4U	1309462	2020	Yes	Yes
	602234940	CU8DQR	1228496	2017	Yes	Yes

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	602234908	NXH\$H	1411573	2019	Yes	Yes
	602235519	N@F6K	1310320	2020	Yes	Yes
	602234946	Q55Y30	853634	2016	Yes	Yes
	602235581	DWB0T9	1370794	2020	Yes	Yes
	602235258	SFKZW!	1264452	2019	Yes	Yes
	602235255	L1OQ0F	1264443	2019	Yes	Yes
	602235513	E8Z AHL	1310314	2020	Yes	Yes
	602234902	L2U8XX	1100480	2013	Yes	Yes
	602234962	8B0WH!	851986	2016	Yes	Yes
	602235511	D8ISH0	1310313	2020	Yes	Yes
	602235060	73EAP	1234984	2018	Yes	Yes
	602235068	EVNBAD	1235060	2018	Yes	Yes
	602234951	NBWD93	1228510	2017	Yes	Yes
	602235447	RJ379M	1309941	2020	Yes	Yes
	602235331	9FN3GT	1264715	2018	Yes	Yes
	602235416	U6PV3R	1309464	2020	Yes	Yes
	602235107	FLQ0\$R	1235123	2018	Yes	Yes
	602235057	QQ@LG1	1234978	2018	Yes	Yes
	602235062	O8FKJE	1234993	2018	Yes	Yes
	602234942	FGYCA5	1228498	2017	Yes	Yes
	602234989	JIDALW	1234086	2018	Yes	Yes
	602235394	9ZPSBF	1309439	2020	Yes	Yes
	602235457	XJD5CS	1309950	2020	Yes	Yes
	602235372	MRUDZH	1309415	2020	Yes	Yes
	602235334	7B@P5A	1264846	2017	Yes	Yes
	602235589	DW@YOT	1439461	2019	Yes	Yes
	602235072	QF!435	1235070	2018	Yes	Yes
	602235523	3BD73W	1310321	2020	Yes	Yes
	602235449	8WJ504	1309942	2020	Yes	Yes

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	602235075	@XET02	1235074	2018	Yes	Yes
	602235542	O!DM1G	1321074	2020	Yes	Yes
	602235565	V4E17S	1321091	2020	Yes	Yes
	602235577	T8XT!Z	1370790	2020	Yes	Yes
	602235377	RZIKPB	1309422	2020	Yes	Yes
	602234988	83LCU0	1229573	2017	Yes	Yes
	602235560	LNGC4S	1321087	2020	Yes	Yes
	602235434	@0U4\$7	1309800	2020	Yes	Yes
	602234944	QKDRQG	1228500	2017	Yes	Yes
	602235016	DYNVGH	1234900	2018	Yes	Yes
	602235190	DN7HX1	1262550	2019	Yes	Yes
	602235271	7TFBB3	1264480	2019	Yes	Yes
	602235082	JPXTZ3	1235089	2018	Yes	Yes
	602235573	HWN94	1321099	2020	Yes	Yes
	602235361	FAKCN	1308467	2020	Yes	Yes
	602235353	!\$B@D0	1308388	2020	Yes	Yes
	602235227	OYJB40	1262707	2019	Yes	Yes
	602235498	IHX\$F6	1321058	2020	Yes	Yes
	602235228	2B!V54	1262710	2019	Yes	Yes
	602235429	8IMQR	1309796	2020	Yes	Yes
	602235356	9LFWW6	1308391	2020	Yes	Yes
	602235247	5JG0NU	1264423	2019	Yes	Yes
	602235197	GIS\$P3	1262577	2019	Yes	Yes

Complete Student Roster

NAME	FFA ID	FFA.ORG INV CODE	AET ID	GRAD YEAR	COURSES SUBMITTED	FFA ROSTER SUBMITTED
	602235055	HFVF7	1234975	2018	Yes	Yes
	602234954	XSPI6R	1228519	2017	Yes	Yes
	602235418	Q2I6QI	1309466	2020	Yes	Yes
	602234992	T4!MLE	1234874	2018	Yes	Yes
	602235467	TOB\$IJ	1309960	2020	Yes	Yes
	602235424	4R3Z@G	1309472	2020	Yes	Yes
	602234996	G8!Y@!	1234878	2018	Yes	Yes
	602235193	TZNXQB	1262567	2019	Yes	Yes
	602235049	BNWF9U	1234951	2018	Yes	Yes
	602235274	8YXAE	1264490	2019	Yes	Yes
	602235438	FAX88Z	1309804	2020	Yes	Yes
	602235386	69USF!	1309431	2020	Yes	Yes
	602235202	AJIOCB	1262604	2019	Yes	Yes
	602235164	PSVX62	1262386	2019	Yes	Yes
	602234959	XKULR4	1228527	2017	Yes	Yes
	602235229	S4WUXR	1262712	2019	Yes	Yes
	602235196	\$G0DV	1262576	2019	Yes	Yes
	602235491	XG61DV	1321051	2020	Yes	Yes
	602235340	WOFJDA	1266762	2019	Yes	Yes
	602234990	MFOXFF	1234869	2018	Yes	Yes
	602234960	!HFSJA	1228529	2017	Yes	Yes
	602235487	UJ0LM8	1321047	2020	Yes	Yes
	602235528	PHGE03	1321072	2020	Yes	Yes
	602235203	P84U2E	1262606	2019	Yes	Yes

Complete Student Roster

NAME	FFA ID	FFA.ORG INV CODE	AET ID	GRAD YEAR	COURSES SUBMITTED	FFA ROSTER SUBMITTED
	602235463	8LVVXC	1309956	2020	Yes	Yes
	602235045	NMC31\$	1234941	2018	Yes	Yes
	602235461	2PMFY	1309954	2020	Yes	Yes
	602235198	4HIH0N	1262582	2019	Yes	Yes
	602235270	EN0FDF	1264478	2019	Yes	Yes
	602234955	GAHI65	1370787	2017	Yes	Yes
	602235257	AQF\$73	1264448	2019	Yes	Yes
	602235015	N!P6SH	1234898	2018	Yes	Yes
	602235548	74FHE\$	1310341	2020	Yes	Yes
	602235384	I5TNQ0	1309429	2020	Yes	Yes
	602235081	SO3C\$@	1132726	2018	Yes	Yes
	602235597	5@DCJ	1448841	2017	Yes	Yes
	602235249	LCG4TY	1264429	2019	Yes	Yes
	602235111	!MLMTG	1235324	2018	Yes	Yes
	602235400	2WL@JX	1309448	2020	Yes	Yes
	602235601	P88GPE	1449548	2020	Yes	Yes
	602235545	VTD8LD	1310339	2020	Yes	Yes
	602235332	LD104O	1264718	2018	Yes	Yes
	602235389	G0816P	1309434	2020	Yes	Yes
	602235105	HDUTNF	1235120	2018	Yes	Yes
	602235385	ASZGZN	1309430	2020	Yes	Yes
	602235301	SOYLII	1264617	2019	Yes	Yes
	602235546	ALQW@3	1321076	2020	Yes	Yes
	602235294	K7Q8R7	1264598	2019	Yes	Yes
	602235455	8K8KGA	1309947	2020	Yes	Yes
	602235607	KQC@LU	1450531	2020	Yes	Yes
	602235375	59RXYM	1309419	2020	Yes	Yes
	602235027	MC58P4	1234911	2018	Yes	Yes
	602235298	DECGAL	1264608	2019	Yes	Yes

Complete Student Roster

NAME	FFA ID	FFA ORG INV CODE	AET ID	GRAD YEAR	COURSES SUBMITTED	FFA ROSTER SUBMITTED
	602235250	SE@LO	1264431	2019	Yes	Yes
	602234905	PJY9TG	1197989	2014	Yes	Yes
	602235306	Y0CP\$J	1264630	2019	Yes	Yes
	602235520	OD!\$\$	1321070	2020	Yes	Yes
	602235317	VU\$OL2	1264657	2019	Yes	Yes
	602235204	12CX2J	1262618	2019	Yes	Yes
	602235544	9WOAY	1321075	2020	Yes	Yes
	602235437	RZ6MCS	1309803	2020	Yes	Yes
	602235007	3540SA	1145057	2018	Yes	Yes
	602235161	RZZMK	1262362	2019	Yes	Yes
	602234961	JRM8M	1228535	2017	Yes	Yes
	602235293	2MUHCD	1264596	2019	Yes	Yes
	602235091	J6!!5F	1235103	2018	Yes	Yes
	602235259	QGBR66	1264457	2019	Yes	Yes
	602235074	44SK1M	1235072	2018	Yes	Yes
	602235052	GDIIS6	1234966	2018	Yes	Yes
	602235269	@0DOPZ	1264476	2019	Yes	Yes
	602234920	E!CAD	852257	2016	Yes	Yes
	602235410	EMVXHE	1309458	2020	Yes	Yes
	602234950	WZMGIH	1228508	2017	Yes	Yes
	602235524	P@N\$9Y	1310322	2020	Yes	Yes
	602235606	VCR1MR	1450530	2020	Yes	Yes
	602235522	9V7S@H	1321071	2020	Yes	Yes
	602235329	Y\$S96W	1264699	2019	Yes	Yes
	602235602	425C!K	1450489	2019	Yes	Yes
	602234949	21AQWD	1228506	2017	Yes	Yes
	602235404	WB11T2	1309452	2020	Yes	Yes

Complete Student Roster

NAME	FFA ID	FFA.ORG INV CODE	AET ID	GRAD YEAR	COURSES SUBMITTED	FFA ROSTER SUBMITTED
	602235539	HL9RA!	1310335	2020	Yes	Yes
	602235517	DSGXR\$	1310318	2020	Yes	Yes
	602235344	XRDJU6	1308379	2020	Yes	Yes
	602235305	3OT@G6	1264629	2019	Yes	Yes
	602235576	HCPT8J	1370789	2020	Yes	Yes
	602235431	E0VZD1	1309937	2020	Yes	Yes
	602235322	BOWL9Z	1264671	2019	Yes	Yes
	602235233	H1SA	1262721	2019	Yes	Yes
	602235433	YLF5R1	1309799	2020	Yes	Yes
	602235061	SWEHAY	1234992	2018	Yes	Yes
	602235512	@VEZIR	1321069	2020	Yes	Yes
	602235047	9O2RJU	1234943	2018	Yes	Yes
	602235473	MLB2DW	1309967	2020	Yes	Yes
	602235100	78UTPU	1235116	2018	Yes	Yes
	602235275	\$@OVME	1264492	2019	Yes	Yes
	602235101	Y\$XVU6	1235117	2018	Yes	Yes
	602235209	4W3\$H9	1262644	2019	Yes	Yes
	602235029	G9P51F	1234913	2018	Yes	Yes
	602234966	7VILCR	1228541	2017	Yes	Yes
	602235210	ICW45\$	1262645	2019	Yes	Yes
	602235474	00JW31	1309814	2020	Yes	Yes
	602235534	!6!7BU	1310330	2020	Yes	Yes
	602235568	DAJHS5	1321094	2019	Yes	Yes
	602235364	KVQ9UC	1308470	2020	Yes	Yes
	602235264	DXWVC\$	1264470	2019	Yes	Yes
	602235262	CZ2T0X	1264467	2019	Yes	Yes
	602235232	FIN4Y4	1262720	2019	Yes	Yes

Complete Student Roster

NAME	FFA ID	FFA.ORG INV CODE	AET ID	GRAD YEAR	COURSES SUBMITTED	FFA ROSTER SUBMITTED
	602235163	KPOFDO	1262381	2019	Yes	Yes
	602235212	V@W\$WO	1262652	2019	Yes	Yes
	602234918	LXTMEX	1155075	2016	Yes	Yes
	602235556	KMBY12	1321083	2020	Yes	Yes
	602235106	D9X3!C	1235121	2018	Yes	Yes
	602235213	7LB5ZC	1262656	2019	Yes	Yes
	602234973	OUM!BV	1145059	2017	Yes	Yes
	602235018	3IH1AL	1145004	2018	Yes	Yes
	602235430	PHXY2S	1309797	2020	Yes	Yes
	602235333	@N1XL	1264728	2018	Yes	Yes
	602235526	4LYSO@	1310324	2020	Yes	Yes
	602235472	\$HS2DX	1309966	2020	Yes	Yes
	602235261	AGEX6Q	1264465	2019	Yes	Yes
			1495836	2019	Yes	Yes
	602235252	5D6F8M	1264435	2019	Yes	Yes
	602235263	OX!8BC	1264469	2019	Yes	Yes
	602235551	9!EI08	1310342	2020	Yes	Yes
	602234977	6A0H7G	1228561	2017	Yes	Yes
			1496609	2019	Yes	Yes
	602235310	RTSGAB	1264643	2019	Yes	Yes
	602234980	4OAD4V	1228574	2017	Yes	Yes
	602235368	WWVCVX	1309411	2019	Yes	Yes
	602235558	EKVZE9	1321085	2020	Yes	Yes
	602235175	7IXWXJ	1262509	2019	Yes	Yes
	602234984	WD4RQM	1145056	2017	Yes	Yes
	602234997	XMT2U	1234879	2018	Yes	Yes

NAME	FFA ID	FFA.ORG INV CODE	AET ID	GRAD YEAR	COURSES SUBMITTED	FFA ROSTER SUBMITTED
	602235168	V@ZUJS	1262443	2019	Yes	Yes
	602234982	08TCC4	1228575	2017	Yes	Yes
	602235503	KA3QUA	1321063	2020	Yes	Yes
	602235230	7K21@I	1262713	2019	Yes	Yes

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35. Travel Request



All FFA Trip Paperwork Bundles

-Field Trip off campus Request Form- Over nights has to be board approved. Please allow 8 weeks prior notice.

-Field Trip Form- Medical release form for each student

-Perkins Purchase Order (students)-when paying for students this only needs to go to the account clerk.

-Conference Requests (For teachers only) Perkins- This is for conference payment of ag teachers expenses such as registration, hotel, gas reimbursement, and meals. This document goes to principles secretary.

-Trip info- Information and details of event. FFA usually has a letter.

-Proof of Price- copy of registration or cost.

-ASB Fundraising Approval Form- Any money collected by ASB from students needs to have a fundraising form summited even if its not a fundraiser.

Jeremiah Perotti

26001 Briggs Rd. • Menifee, CA 92585 • Cell Phone: (805) 704-6981
E-Mail: Jeremiah.Perotti@puhsd.org Web: menifeeheritageffa.com

Date: 11/1/2017

For: PUHSD District Board Approval

Event: FFA State Leadership Conference - April 20-25, 2017

Dear PUHSD District Board:

Heritage FFA would like to participate with your approval in the annual FFA state conference this year with 36 kids. State Conference is an incredible and impactful trip for every FFA member who attends. I believe it is an experience of a lifetime for most of our students. Each of the four days at state conference is full of events that engage students in their common interest in agriculture and the FFA. Over 3,000 members from across the state travel each year to Fresno, CA to participate in this life-changing event. As an ag teacher I truly believe this trip is where students that are involved in our program really finally have there "ah ha" moment of how truly big and impactful FFA an the agriculture industry is. There they will celebrate great accomplishments as they recognize individuals that have taken hold of success through their proficiencies, CDEs teams, and scholarships. They will make connections with many Keynote Speakers, visiting National Officers, and our State Officer team as they present their retiring inspirational addresses. Along the way they will hear and applaud the performances of the State Band, Choir, Talent, and country music superstar, Dustin Lynch! They will meet face to face with agriculture companies, junior colleges, and Universities with area of our student's interests. They will tour Fresno State University where they will participate in agriculture workshops by college ag students from around the country. Time pending students may be able to experience one of the great wonders of California by getting to experience seeing some of the largest trees in the word in Sherman's Forrest just north of Fresno and south of the Yosemite. Finally, they will impact the future of our program as they will vote on important constitutional amendments to the CA FFA program and elect the new California State FFA Officer Team. This trip is constantly full of energy and passion for all that participate sun up to sun down every day of the trip. Each student will be challenged to make new relationships, meet their own potential, raise their own expectations, and embrace the opportunity at hand all while learning about agriculture, leadership, and having fun while doing it.

Also as part of this trip students will be able to compete in a career development event field day hosted by Fresno State University. Here we would be competing on a state level in the areas of Ornamental Horticulture judging, Vegetable Crop judging, the Best Informed Greenhand contest, Farm Records, Livestock Judging and Veterinary Science judging. Thank you for your consideration.

Sincerely,

Jeremiah Perotti

Heritage High Agriculture Teacher/ FFA Advisor

**HERITAGE HIGH SCHOOL
PURCHASE ORDER REQUISITION**

Date requested: 3/31/16
Date Needed: 4/6/16

Vendor: Motel 6
Ordering Address: 860 4th St. Pismo Beach, CA 93449

Phone # 805-979-9809 Fax #
Web id www.motel6.com

Quantity	Description	Unit Price	Total
6	Fridav Student Rooms with 4 kids	111.99	671.94
6	Saturdav Student Rooms with 4 kids	131.99	791.94
1	Fridav Student Rooms with 3 kids	108.99	108.99
1	Saturdav Student Rooms with 3 kids	128.99	128.99
14	.17 cent room tax per night per room	.17	2.38
	If check hotel recive by date 4/6/16		
	If credit card recive by date 4/21/16		

Teacher: Perotti _____	SUBTOTAL	\$ 1704.24
Department Head: Maddalena _____	TAX (12.00%)	\$ 204.51
Department: Agriculture _____	Room tax	\$ Included
Program: District Title One _____	GRAND TOTAL	\$ 1,908.75
Date needed: 4/6/16 _____		

APPROVED: _____
Principal's Signature

Standards Focus: Agriculture Carrier Development event state competition



PERRIS UNION HIGH SCHOOL DISTRICT
Field Trip/Off-Campus Activity Request Form
District-Sponsored Event – Attendance Voluntary

(Please complete all areas of this form and allow four (4) weeks for processing, allow eight (8) weeks if overnight.)

Purpose of Trip: _____
 During Instructional Time After School Saturday/Sunday/Holiday

Justify Trip in Relationship to Course of Study: _____

Trips during school hours must have a direct instructional relationship to classroom instruction.

Destination Name: _____

Destination Address: _____

Date(s) of Trip: _____ Departure Time: _____

Return Time: _____ Person in Charge: _____

Other Adults on Trip: _____

No. of Students: _____ No. of Adults: _____
 Cost Per Person: \$ _____ Total Cost: \$ _____

	Fund	School	Resource	PY	Goal	Function	Object	Amount
Source of Funding				0				\$
Other Source:								

Vehicle-Driver Registration for Transporting Students, Request for Student Transportation (District or Rental) forms, or Charter Contract Must be Attached Along with Appropriate Back-up.

Walking District Vehicle Site Vehicle Other _____
 Rental Vehicle Charter Carrier Private Vehicle

Requires Board approval (allow enough time for approval prior to the trip – about eight (8) weeks).

Check Appropriate Box:

Overnight Trip of _____ Night(s) Out-of-State Trip Foreign Country Trip

 Person in Charge (Printed)

 School Site (Printed)

 Person in Charge Signature

 Date

I have read and will abide by the Board Policy and Administrative Regulation 6153 pertaining to field trips.

 Principal or Designee

 Date

 Educational Services Authorized Signature

 Date

 Business Services Authorized Signature

 Date

 Date of Board Approval (if applicable)



PERRIS UNION HIGH SCHOOL DISTRICT

Field Trip/Off-Campus Activity Request Form

District-Sponsored Event – Attendance Voluntary

(Please complete all areas of this form and allow four (4) weeks for processing, allow eight (8) weeks if overnight.)

Purpose of Trip: _____

During Instructional Time

After School

Saturday/Sunday/Holiday

Justify Trip in Relationship to Course of Study: _____

Trips during school hours must have a direct instructional relationship to classroom instruction.

Destination Name: _____

Destination Address: _____

Date(s) of Trip: _____

Departure Time: _____

Return Time: _____

Person in Charge: _____

Other Adults on Trip: _____

No. of Students: _____

No. of Adults: _____

Cost Per Person: \$ _____

Total Cost: \$ _____

	Fund	School	Resource	PY	Goal	Function	Object	Amount
Source of Funding				0				\$
Other Source:								

Vehicle-Driver Registration for Transporting Students, Request for Student Transportation (District or Rental) forms, or Charter Contract Must be Attached Along with Appropriate Back-up.

Walking

District Vehicle

Site Vehicle

Other _____

Rental Vehicle

Charter Carrier

Private Vehicle

Requires Board approval (allow enough time for approval prior to the trip – about eight (8) weeks).

Check Appropriate Box:

Overnight Trip of _____ Night(s)

Out-of-State Trip

Foreign Country Trip

Person in Charge (Printed)

School Site (Printed)

Person in Charge Signature

Date

I have read and will abide by the Board Policy and Administrative Regulation 6153 pertaining to field trips.

Principal or Designee

Date

Educational Services Authorized Signature

Date

Business Services Authorized Signature

Date

Date of Board Approval (if applicable)



PERRIS UNION HIGH SCHOOL DISTRICT

CONFERENCE/WORKSHOP REQUEST & APPROVAL

CONFERENCE INFORMATION

Name of Conference MFE/ALA FFA Conference		Sponsor of Conference California State FFA event	
Date(s) of Conference - List all applicable 1/29/16 - 1/30/16	Location of Conference Doubletree Hotel Ontario, CA		Registration Deadline 12/15/15
Purpose/Objective of Attending the Conference Career Adv. Program and Agr. Workshop/Conference		Essential Program Component (EPC)	

CONFERENCE PARTICIPANT INFORMATION

Names: Last, First (Please Print)	Site/Department	Signature	Date
Morgan, Morgan	HHS	[Signature]	11/18/15
Evly, Stephen	HHS	[Signature]	11/18/15

PLEASE ATTACH FLYER OR COMPLETED REGISTRATION FORM FOR EACH PARTICIPANT

PAYMENT INFORMATION - REGISTRATION ONLY

Vendor Name (check payable to) California FFA	Vendor Number 18526	Instructions (mark all that apply)						
Vendor Address P.O. Box 4600 Brentwood, CA 95132 13220 West Stockton Blvd.	Payment Amount \$ 200.00	<input type="checkbox"/> Payment required in advance <input type="checkbox"/> Return check to Requestor <input type="checkbox"/> Registration cost paid by Requestor <input type="checkbox"/> Other:						
Amount		Funding Lines to be Charged						
		Fund	School	Resource	PY	Goal	Function	Object
		06	304	3551	0	3801	1100	5200

NOTE: To request hotel costs be paid by the district in advance, please attach a separate "Direct Payment" form.

ESTIMATED COST INFORMATION

Registration	200.00
Lodging	-
Air Travel	-
Car Rental	-
Mileage	miles @ 0.555 per mile
Meals - cost breakdown (itemized receipts will be required)	included
Breakfast	meal(s) @ \$10 max \$ -
Lunch	meal(s) @ \$15 max \$ -
Dinner	meal(s) @ \$25 max \$ -
Miscellaneous - (Parking, Transportation, etc.)	-
TOTAL ESTIMATED COST	\$ 200.00

APPROVALS

[Signature]	Date
Principal/Division Head	11/18/15
[Signature]	Date
Categorical (if required)	12-1-15
[Signature]	Date
Assistant Superintendent	12/13/15

Business Office Use Only

Approved for Payment	Vendor #
[Signature]	117967
Date	Claim #
	12-13-15
	Date Paid:

INSTRUCTIONS TO CONFERENCE PARTICIPANTS

- Complete this request form and the conference registration form.
- Obtain approval from your Principal/Division Head.
- Submit to the applicable department for Essential Program Component (EPC) approval as follows:
 - SACS Function codes 1000-3999 - Ed Services, Functions 4000 - 7399 and 7500-8999 - Business Services, Functions 7400-7499 - Human Resources
- Request must be received in **Accounts Payable** at least **15 working days** in advance. If this cannot be met due to late notice of a conference date, the requestor may pay for the registration and submit a Conference/Workshop Expense Claim. Requests received with insufficient processing time **will be returned**. Please note, the request form is still required even if the registration is paid by the requestor.
- Retain the goldenrod copy for your records. After approval and processing, the pink and yellow copies will be returned. The yellow copy is required for processing a Conference/Workshop Expense Claim.



PERRIS UNION HIGH SCHOOL DISTRICT

CONFERENCE/WORKSHOP REQUEST & APPROVAL

CONFERENCE INFORMATION

Name of Conference FFA State Leadership Conf		Sponsor of Conference CA State FFA Assoc.	
Date(s) of Conference - List all applicable 4/22/16 - 4/26/16		Location of Conference Fresno State University	Registration Deadline 3/1/16
Purpose/Objective of Attending the Conference Supervision of students/transportation		Essential Program Component (EPC) 9.2.1	

CONFERENCE PARTICIPANT INFORMATION

Names: Last, First (Please Print)	Site/Department	Signature	Date
Perotti, Breniah	HHS Ag	[Signature]	1/21/16
Rushing, Daina	HHS Ag	[Signature]	2/2/16
Marotos, Maggie	HHS Ag	[Signature]	2/2/16
Daly, Stephen	HHS Ag	[Signature]	2/2/16
Rushing, Josh	District Volunteer	[Signature]	2-2-16

(PLEASE ATTACH FLYER OR COMPLETED REGISTRATION FORM FOR EACH PARTICIPANT)

PAYMENT INFORMATION - REGISTRATION ONLY

Vendor Name (check payable to) California Assoc. FFA	Vendor Number 18526	Instructions (mark all that apply)						
Vendor Address FFA P.O. Box 460 Galt, CA 95632	Payment Amount \$500-	<input checked="" type="checkbox"/> Payment required in advance <input type="checkbox"/> Return check to Requestor <input type="checkbox"/> Registration cost paid by Requestor <input type="checkbox"/> Other:						
	Amount	Funding Lines to be Charged						
		Fund	School	Resource	PY	Goal	Function	Object
	\$500	016	304	355D	0	3801	1000	5200

NOTE: To request hotel costs be paid by the district in advance, please attach a separate "Direct Payment" form.

ESTIMATED COST INFORMATION

Registration	5x100	500
Lodging	157.83x4 Rooms x 4 nights	1,725.28
Air Travel		
Car Rental	(1 private vehicle)	
Mileage	600 miles @ 0.555 per mile	333.00
Meals - cost breakdown (itemized receipts will be required)		
Breakfast	25 meal(s) @ \$10 max	\$ 250-
Lunch	25 meal(s) @ \$15 max	\$ 375-
Dinner	25 meal(s) @ \$25 max	\$ 625-
Miscellaneous - (Parking, Transportation, etc.)		450
TOTAL ESTIMATED COST		4,258.28

APPROVALS

[Signature]	2/2/16
Principal/Division Head	Date
[Signature]	2/26/16
Categorical (if required)	Date
[Signature]	3/2/16
Assistant Superintendent	Date

Business Office Use Only

[Signature]	Vendor #
Approved for Payment	Claim # 119432
2/2/16	Date Paid: 3-2-16
Date	

INSTRUCTIONS TO CONFERENCE PARTICIPANTS

- Complete this request form and the conference registration form.
- Obtain approval from your Principal/Division Head.
- Submit to the applicable department for Essential Program Component (EPC) approval as follows:
SACS Function codes 1000-3999 - Ed Services, Functions 4000 - 7399 and 7500-8999 - Business Services, Functions 7400-7499 - Human Resources
- Request must be received in **Accounts Payable** at least **15 working days** in advance. If this cannot be met due to late notice of a conference date, the requestor may pay for the registration and submit a Conference/Workshop Expense Claim. Requests received with insufficient processing time **will be returned**. Please note, the request form is still required even if the registration is paid by the requestor.
- Retain the goldenrod copy for your records. After approval and processing, the pink and yellow copies will be returned. The yellow copy is required for processing a Conference/Workshop Expense Claim.



PERRIS UNION HIGH SCHOOL DISTRICT

CONFERENCE/WORKSHOP REQUEST & APPROVAL

CONFERENCE INFORMATION

Name of Conference		Sponsor of Conference	
Date(s) of Conference - List all applicable		Location of Conference	Registration Deadline
Purpose/Objective of Attending the Conference			

CONFERENCE PARTICIPANT INFORMATION

Names: Last, First (Please Print)	Site/Department	Signature	Date

PLEASE ATTACH FLYER OR COMPLETED REGISTRATION FORM FOR EACH PARTICIPANT

PAYMENT INFORMATION - REGISTRATION ONLY

Vendor Name (check payable to)	Vendor Number	Instructions (mark all that apply)							
		<input type="checkbox"/> Payment required in advance <input type="checkbox"/> Return check to Requestor <input type="checkbox"/> Registration cost paid by Requestor <input type="checkbox"/> Other: _____							
Vendor Address	Payment Amount	Funding Lines to be Charged							
		Amount	Fund	School	Resource	FY	Goal	Function	Object

NOTE: To request hotel costs be paid by the district in advance, please attach a separate "Direct Payment" form.

ESTIMATED COST INFORMATION

Registration	
Lodging	
Air Travel	
Car Rental	
Mileage	miles @ 0.54 per mile
Meals - cost breakdown (itemized receipts will be required)	
Breakfast	meal(s) @ \$10 max
Lunch	meal(s) @ \$15 max
Dinner	meal(s) @ \$25 max
Miscellaneous - (Parking, Transportation, etc.)	
TOTAL ESTIMATED COST	

APPROVALS

Principal/Division Head	Date
Categorical (if required)	Date
Assistant Superintendent	Date
Business Office Use Only	
Approved for Payment	Vendor #
Date	Claim #
	Date Paid:

INSTRUCTIONS TO CONFERENCE PARTICIPANTS

- Complete this request form and the conference registration form.
- Obtain approval from your Principal/Division Head.
- Submit to the applicable department for Essential Program Component (EPC) approval as follows:
SACS Function codes 1000-3999 - Ed Services, Functions 4000 - 7399 and 7500-8999 - Business Services, Functions 7400-7499 - Human Resources
- Request must be received in Accounts Payable at least 15 working days in advance. If this cannot be met due to late notice of a conference date, the requestor may pay for the registration and submit a Conference/Workshop Expense Claim. Requests received with insufficient processing time will be returned. Please note, the request form is still required even if the registration is paid by the requestor.
*ain the goldenrod copy for your records. After approval and processing, the pink and yellow copies will be returned. The yellow copy is wired for processing a Conference/Workshop Expense Claim.



ANNUAL EVENTS FIELD TRIP/EXCURSION CONSENT

PERRIS UNION HIGH SCHOOL DISTRICT

Dear Parent/Guardian: Your student, as a member of the Class/Club/Organization listed below, will have the opportunity to participate in multiple field triplexursions. Your consent is required for your child to participate in each of these activities. Rather than submit a single consent form for each field triplexursion, this consent form is used for the various activities as listed on the following page(s) of this form. Should additional activities be planned that are not listed, another form will be required.

Please complete and return this form to: _____

Student Name:		School:	
ANNUAL EVENTS FIELD TRIP/EXCURSION INFORMATION (additional activities listed on reverse)			
Sponsoring Class/Club/Organization:			
Season/Duration of Events:			
Name of Person in Charge:		Contact Telephone#	

HEALTH INFORMATION

In the event of illness or injury, I do hereby consent to whatever x-ray, examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care are considered necessary in the best judgment of the attending physician, surgeon, or dentist and performed by or under the supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services.

Health Needs

My child has a special medical/health need, including allergies and/or medication (Please provide details or special instructions below.)

Emergency Contact Information:

(In the event of an emergency, please list the names and telephone numbers below in the order you wish them to be called.)

1. _____
2. _____

PARENTAL / GUARDIAN CONSENT

I fully understand that participants are to abide by all rules and regulations governing conduct during these trips. Any violation of these rules and regulations may result in that individual being sent home at the expense of his/her parent/guardian.

As stated in California Education Code Section 35330. I understand that I hold the Perris Union High School District, its officers, agents and employees, harmless from any and all liability or claims, which may arise out of or in connections with my child's participation in these activities.

See reverse side for annual events/field trips/excursions

Signature of Parent/Guardian

Date

Signature of Student

Date



ANNUAL EVENTS FIELD TRIP/EXCURSION CONSENT

PERRIS UNION HIGH SCHOOL DISTRICT

Dear Parent/Guardian: Please sign the specific activities you wish your child to participate in.

Name of Event/Activity:			
Destination Name:			
Destination Address:			
Departure Time:	a.m./p.m.	Return Time:	a.m./p.m.
Departure Location:			
Return Location:			
Method of Transportation:	<input type="checkbox"/> District Bus <input type="checkbox"/> District Vehicle <input type="checkbox"/> Walking <input type="checkbox"/> Charter Bus <input type="checkbox"/> Rental Vehicle <input type="checkbox"/> Other _____ <input type="checkbox"/> Private Vehicle (Requires the completion of Private Vehicle Consent Form.)		
Special Instructions/Additional Information:			
Signature of Parent/Guardian _____			

Name of Event/Activity:			
Destination Name:			
Destination Address:			
Departure Time:	a.m./p.m.	Return Time:	a.m./p.m.
Departure Location:			
Return Location:			
Method of Transportation:	<input type="checkbox"/> District Bus <input type="checkbox"/> District Vehicle <input type="checkbox"/> Walking <input type="checkbox"/> Charter Bus <input type="checkbox"/> Rental Vehicle <input type="checkbox"/> Other _____ <input type="checkbox"/> Private Vehicle (Requires the completion of Private Vehicle Consent Form.)		
Special Instructions/Additional Information:			
Signature of Parent/Guardian _____			

Name of Event/Activity:			
Destination Name:			
Destination Address:			
Departure Time:	a.m./p.m.	Return Time:	a.m./p.m.
Departure Location:			
Return Location:			
Method of Transportation:	<input type="checkbox"/> District Bus <input type="checkbox"/> District Vehicle <input type="checkbox"/> Walking <input type="checkbox"/> Charter Bus <input type="checkbox"/> Rental Vehicle <input type="checkbox"/> Other _____ <input type="checkbox"/> Private Vehicle (Requires the completion of Private Vehicle Consent Form.)		
Special Instructions/Additional Information:			
Signature of Parent/Guardian _____			

Name of Event/Activity:			
Destination Name:			
Destination Address:			
Departure Time:	a.m./p.m.	Return Time:	a.m./p.m.
Departure Location:			
Return Location:			
Method of Transportation:	<input type="checkbox"/> District Bus <input type="checkbox"/> District Vehicle <input type="checkbox"/> Walking <input type="checkbox"/> Charter Bus <input type="checkbox"/> Rental Vehicle <input type="checkbox"/> Other _____ <input type="checkbox"/> Private Vehicle (Requires the completion of Private Vehicle Consent Form.)		
Special Instructions/Additional Information:			
Signature of Parent/Guardian _____			

Name of Event/Activity:			
Destination Name:			
Destination Address:			
Departure Time:	a.m./p.m.	Return Time:	a.m./p.m.
Departure Location:			
Return Location:			
Method of Transportation:	<input type="checkbox"/> District Bus <input type="checkbox"/> District Vehicle <input type="checkbox"/> Walking <input type="checkbox"/> Charter Bus <input type="checkbox"/> Rental Vehicle <input type="checkbox"/> Other _____ <input type="checkbox"/> Private Vehicle (Requires the completion of Private Vehicle Consent Form.)		
Special Instructions/Additional Information:			
Signature of Parent/Guardian _____			

Name of Event/Activity:			
Destination Name:			
Destination Address:			
Departure Time:	a.m./p.m.	Return Time:	a.m./p.m.
Departure Location:			
Return Location:			
Method of Transportation:	<input type="checkbox"/> District Bus <input type="checkbox"/> District Vehicle <input type="checkbox"/> Walking <input type="checkbox"/> Charter Bus <input type="checkbox"/> Rental Vehicle <input type="checkbox"/> Other _____ <input type="checkbox"/> Private Vehicle (Requires the completion of Private Vehicle Consent Form.)		
Special Instructions/Additional Information:			
Signature of Parent/Guardian _____			

PERRIS UNION HIGH SCHOOL DISTRICT Request for Student Transportation

Confirmation # _____

Athletic Activity

Instruction: Please fill out form completely and forward form to the Business Services retain school copy (gold). Please allow three (3) weeks for scheduling.



Field Trip Activity

Instruction: Please fill out form completely and forward form to the Business Services Department - Department - retain school copy (gold). Please allow four (4) weeks for scheduling.

Site Requesting Trip: _____

Department: _____

Instructional Purpose of Trip: _____

Date of Trip: _____

Destination Name: _____

Destination Address:

(Please provide complete address)

Destination Telephone Number: _____

Pick Up Location (be specific): _____

Departure Time: _____

(Please allow plenty of time for travel time, as well as time for rest and eating stops.)

Date/Time Arriving Destination: _____

Total Students to be Transported: _____

Date/Time Departing Destination: _____

Total Faculty to be Transported: _____

Date/Time Expected Back to School: _____

Additional Storage Space Required for Equipment Needs? Yes No

Send Invoice To (Name, Address, Phone #): _____

Will Have Lunch Away From School? Yes No

If yes, provide address of lunch stop: _____

Estimated Cost of Trip? \$ _____

Person in Charge of Trip: _____

Budget Program/Code:

 / / / 0 / / /

Fund School Resource PY Goal Function Object

Requested By: _____

Phone Number: _____

Please explain how trip is to be financed, if not in the budget:

Number of Buses Required: _____

Principal or Designee Signature: _____

Date: _____

Business Services Authorized Signature: _____

Date: _____

The Principal is ultimately responsible and a site program will be charged if Business Services is unable to collect from the invoiced agency.

Special Information Regarding This Trip:

Please indicate any unusual requirements which will necessitate side trips at destination, all equipment to be transported, or other information pertinent to serving your needs.

For Office Use Only

Mileage Finish: _____

Total Mileage: _____

Mileage Start: _____

Total Charge: \$ _____

WHITE - Transportation

YELLOW-Confirmation

PINK-Business

GOLD-School

REVISED 7/01/11



TRANSPORTATION EXEMPTION FORM
Perris Union High School District

It is hereby requested that _____ be exempt from utilizing school transportation. I, the parent/guardian, accept full responsibility for transporting my child to and from the following event(s): *All events must be listed separately with location and date.*

EVENT	LOCATION	DATE
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Parent Signature

Date

Student Name (please print)



36. CATA Membership Card

513
CALIFORNIA AGRICULTURAL
TEACHERS' ASSOCIATION

SERVING AGRICULTURE BY TEACHING
2015/2016 ACTIVE MEMBER

Last Name	First Name	Email	School	Paid
Region: Southern Region			Section: RIV	
Baker	Jody	jbaker@hemetusd.org	Hemet HS	<input checked="" type="checkbox"/>
Campbell	John	jcampbell@hemetusd.org	West Valley HS-Hemet	<input checked="" type="checkbox"/>
Cerda	Noe	ncerda@cvusd.us	Coachella Valley HS	<input type="checkbox"/>
Cousins	Douglas	douglas.cousins@puhsd.org	Perris UHS	<input type="checkbox"/>
Daly	Stephen	stephen.daly@puhsd.org stephenfdaly@gmail.com	Heritage HS	<input checked="" type="checkbox"/>
DeBoor	Chelsye	chelsyedeboor@gmail.com chelsye.deboor@puhsd.org	Perris UHS	<input checked="" type="checkbox"/>
Diaz	Francisco	francisco.diaz@cvusd.us fjdiaz21@hotmail.com	Coachella Valley HS	<input type="checkbox"/>
Dick	Robin	rdick@hemetusd.org	West Valley HS-Hemet	<input checked="" type="checkbox"/>
Encinias	Vanessa	vanessa.encinias@cvusd.us vencinias@earthlink.net	Coachella Valley HS	<input checked="" type="checkbox"/>
Finnicum-Helferi	Kelsey	grl4x4@msn.com kelsey_finnicum@jUSD.k12.ca.us	Rubidoux HS	<input checked="" type="checkbox"/>
Foster	DeAnn	deann.foster@cvusd.us	Coachella Valley HS	<input checked="" type="checkbox"/>
Fuller	Rhonda	rhonda_fuller@jUSD.k12.ca.us	Rubidoux HS	<input checked="" type="checkbox"/>
Gheen	Danelle	dogheen@gmail.com dgheen@hemetusd.org	West Valley HS-Hemet	<input checked="" type="checkbox"/>
Grundmeyer	Robin	rgrundmeyer@cnusd.k12.ca.us	Norco HS	<input checked="" type="checkbox"/>
Hendrickson	Tiffany	thendrickson@hemetusd.org tiffany.e.hendrickson@gmail.com	Hemet HS	<input type="checkbox"/>
Hively	Timothy	tttim@earthlink.net timothy.hively@alvord.k12.ca.us	Norte Vista HS	<input checked="" type="checkbox"/>
Kapus	Jerilyn	jkapus@hemetusd.org	Hemet HS	<input checked="" type="checkbox"/>
Lawson	Hayley	hlawson@hemetusd.org	Hemet HS	<input checked="" type="checkbox"/>
Leuschner	Kurt	kleuschner@collegeofthedesert.edu	College of the Desert	<input type="checkbox"/>
Lindsey	Carole	caroleann_lindsey@yahoo.com clindsey@cnusd.k12.ca.us	Norco HS	<input checked="" type="checkbox"/>
Lopez-Barreras	Cesar	lopez.cesar.r@gmail.com cesar.lopezbarreras@desertsands.us	Indio HS	<input checked="" type="checkbox"/>
Macy	Ross	ross.macy@cnusd.k12.ca.us rossmacy@gmail.com	Norco HS	<input checked="" type="checkbox"/>
Maddalena	Chris	chris.maddalena@puhsd.org	Heritage HS	<input checked="" type="checkbox"/>
Maratsos	Maggie	maggie.maratsos@gmail.com maggie.maratsos@puhsd.org	Heritage HS	<input checked="" type="checkbox"/>
McBride	Melissa	melissa.mcbride@desertsands.us	Indio HS	<input checked="" type="checkbox"/>
McNaul	Charlynn	charlynn.mcnaul@puhsd.org mgmcjr@msn.com	Perris UHS	<input type="checkbox"/>
Mosqueda	Rafael	rmosqueda@hemetusd.org	Hemet HS	<input checked="" type="checkbox"/>
Mosqueda	Sara	smosqueda@hemetusd.org	Hemet HS	<input checked="" type="checkbox"/>
Nachreiner	William	williamnachreiner@yahoo.com william.nachreiner@alvord.k12.ca.us	Norte Vista HS	<input checked="" type="checkbox"/>
Nering	Aaron	aaron.nering@puhsd.org	Perris UHS	<input checked="" type="checkbox"/>
Nordstrom	Marlisa	marlisa_nordstrom@jUSD.k12.ca.us marlisanordstrom22@gmail.com	Jurupa Valley HS	<input checked="" type="checkbox"/>
Perotti	Jeremiah	jeremiah.perotti@puhsd.org	Heritage HS	<input checked="" type="checkbox"/>
Place	Jeffrey	jplace@collegeofthedesert.edu	College of the Desert	<input type="checkbox"/>
Powell	Mamie	mamiep@earthlink.net mamie.powell@desertsands.us	Indio HS	<input checked="" type="checkbox"/>
Proxmire	Jennah	jennah.proxmire@leusd.k12.ca.us	Elsinore UHS	<input checked="" type="checkbox"/>
Putnam	Tracy	tracy.putnam@alvord.k12.ca.us tputnam41@msn.com	Norte Vista HS	<input checked="" type="checkbox"/>
Recht	Jane	jrecht@hemetusd.org	Hamilton School	<input checked="" type="checkbox"/>

CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION MEMBERSHIP APPLICATION

NAME: _____
Last
First
MI

HOME ADDRESS: _____

CITY/STATE/ZIP CODE: _____

TELEPHONE NUMBER: _____ CELL: _____

WORK NUMBER: _____ FAX: _____

E-MAIL ADDRESS: _____

CATA REGION: _____ CATA SECTION: _____ SCHOOL: _____

CATA has my permission to distribute my home address and telephone number to other ag teachers. Yes _____ No _____ Signature: _____

Regular Dues - \$140	_____
Ag Teachers less than 1/2 time (FTE) - \$70	_____
Installment Billing – at least \$26*	_____
Associate - \$15	_____
New Teacher - \$70	_____
Life Membership - \$1,400.00	_____
Optional - ACTE Dues - \$80	_____
Optional - NAAE Dues - \$60	_____
SUB TOTAL DUES	_____
Optional - Contribution to CATA Scholarship Fund	_____
\$10 _____ \$25 _____ \$50 _____ \$100 _____ Other _____	_____
TOTAL (Please make check payable to CATA.)	_____

Important Tax Notice to CATA Members

Contributions or gifts to CATA are not deductible as charitable contributions for income tax purposes. However, CATA dues may be tax deductible as an ordinary and necessary business expense. Please consult your tax advisor.

Charge my dues to: VISA _____ Master Card _____

Card # _____ Expiration Date _____ CVS _____

Signature: _____

Installment dues are \$140 + service charge of \$16	= Total \$ 156
Installment dues for New Teachers are \$70 + service charge of \$8	= Total \$ 78
Service charge is for Installment Dues ONLY	

Please note that members electing to pay monthly are agreeing to pay the full amount whether or not they decide to pay off their dues early.

Signature: _____

Mail to: California Agricultural Teachers' Assn.
P.O. Box 186
Galt, CA 95632-0186

Receipt No. _____
Member Card No. _____
01.02.01
Rev: 2015

CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION MEMBERSHIP APPLICATION

NAME: _____
Last
First
MI

HOME ADDRESS: _____

CITY/STATE/ZIP CODE: _____

TELEPHONE NUMBER: _____ CELL: _____

WORK NUMBER: _____ FAX: _____

E-MAIL ADDRESS: _____

CATA REGION: _____ CATA SECTION: _____ SCHOOL: _____

CATA has my permission to distribute my home address and telephone number to other ag teachers. Yes _____ No _____ Signature: _____

Regular Dues - \$140	_____
Ag Teachers less than 1/2 time (FTE) - \$70	_____
Installment Billing – at least \$26*	_____
Associate - \$15	_____
New Teacher - \$70	_____
Life Membership - \$1,400.00	_____
Optional - ACTE Dues - \$80	_____
Optional - NAAE Dues - \$60	_____
SUB TOTAL DUES	_____
Optional - Contribution to CATA Scholarship Fund	_____
\$10 _____ \$25 _____ \$50 _____ \$100 _____ Other _____	_____
TOTAL (Please make check payable to CATA.)	_____

Important Tax Notice to CATA Members

Contributions or gifts to CATA are not deductible as charitable contributions for income tax purposes. However, CATA dues may be tax deductible as an ordinary and necessary business expense. Please consult your tax advisor.

Charge my dues to: VISA _____ Master Card _____

Card # _____ Expiration Date _____ CVS _____

Signature: _____

Installment dues are \$140 + service charge of \$16	= Total \$ 156
Installment dues for New Teachers are \$70 + service charge of \$8	= Total \$ 78
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Please note that members electing to pay monthly are agreeing to pay the full amount whether or not they decide to pay off their dues early.

Signature: _____

Mail to: California Agricultural Teachers' Assn.
P.O. Box 186
Galt, CA 95632-0186

Receipt No. _____
Member Card No. _____

01.02.01
Rev: 2015



37. Professional Development Report

Name: Jeremiah Perotti

SALARY PLACEMENT
TRANSCRIPT WORKSHEET

11/16/16

BA: CAL POLY -SLO - Agr-12/8/07

MA:

COLLEGE	COURSES	DATES	QTR	SEM	CUM	PLACE
CalPoly-SLO	481 416 418 420 415 410 438 520 522 424 440 441 513 500 440 513 580 831 832	win08-sum09	64.00	42.67	42.67	09/10 C3/R1
Chapman	BTSA 1 Yr		0.00	8.00	50.67	
CalPoly-SLO	Fall09	805	1.00	0.67	51.33	
				0.00	51.33	
				0.00	51.33	
				0.00	51.33	
				0.00	51.33	
				0.00	51.33	
				0.00	51.33	
				0.00	51.33	
				0.00	51.33	
				0.00	51.33	
				0.00	51.33	
				0.00	0.00	
				0.00	0.00	

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B School Year 14-15 School Heritage High School

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES						
	Maddalena	Rushing	Macy	Maratsos	Perotti		
Fall Region Meeting	O	X	O	X	X		
Region In-service Day	X	X	O	X	X		
Spring Region Meeting	X	X	O	X	X		
Section In-service*	X	X	O	X	X		
Section In-service*	O	X	O	X	X		
Section In-service*	O	X	O	X	X		
Section In-service*	O	X	O	X	X		
Summer Conference	O	O	O	X	X		
University AgEd Skills Week							
Professional Development **	X	X		X	X		

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

- 1 Maddalena - Pacific Poultry Breeders, Poultry Show - Stockton, Victorville Bantan Club, Turkey Farms Tour
- 2 Maratsos - New Professionals, Riverside Spring In-service Tours
- 3 Perotti, Rushing - Riverside Spring In-service Tours
- 4 _____
- 5 _____



PERRIS UNION HIGH SCHOOL DISTRICT

CONFERENCE/WORKSHOP REQUEST & APPROVAL

CONFERENCE INFORMATION

Name of Conference <i>New Professionals Institute for Ag teachers</i>		Sponsor of Conference <i>CA Dept of Ed Professional Development</i>	
Date(s) of Conference - List all applicable <i>December 3rd, 4th 2009</i>	Location of Conference <i>Fresno, CA</i>	Registration Deadline <i>ASAP</i>	
Purpose/Objective of Attending the Conference <i>provide New Ag teachers with skills that benefit roles of teachers & mentors</i>		Essential Program Component (EPC)	

CONFERENCE PARTICIPANT INFORMATION

Names: Last, First (Please Print)	Site/Department	Signature	Date
<i>Perotti, Jeremiah</i>	<i>HHS / Ag Sci</i>	<i>[Signature]</i>	<i>12/1/09</i>

PLEASE ATTACH FLYER OR COMPLETED REGISTRATION FORM FOR EACH PARTICIPANT

PAYMENT INFORMATION - REGISTRATION ONLY

Vendor Name (check payable to) <i>Cal Poly</i>	Vendor Number	Instructions (mark all that apply)						
Vendor Address <i>Cal Poly - Bob Cummings Education and Comm. Dept.</i>	Payment Amount <i>\$100</i>	<input checked="" type="checkbox"/> Payment required in advance <input type="checkbox"/> Return check to Requestor <input type="checkbox"/> Registration cost paid by Requestor <input type="checkbox"/> Other:						
Cal Poly State University 93407	Amount	Fund	School	Resource	PY	Goal	Function	Object
	<i>\$100.-</i>	<i>06</i>	<i>304</i>	<i>7010</i>	<i>0</i>	<i>1130</i>	<i>1000</i>	<i>5200</i>
	<i>00-2</i>	<i>03</i>	<i>304</i>	<i>0001</i>	<i>0</i>	<i>1130</i>	<i>1000</i>	<i>5200</i>

NOTE: To request hotel costs be paid by the district in advance, please attach a separate "Direct Payment" form.

ESTIMATED COST INFORMATION

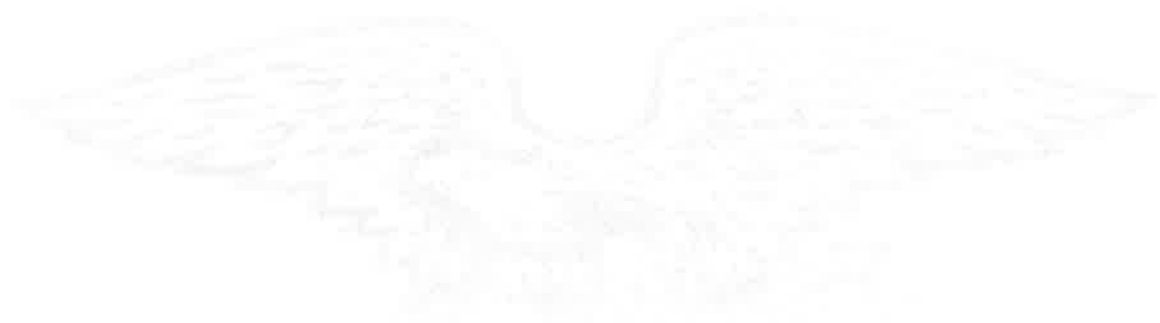
Registration	<i>\$100</i>
Lodging <i>AT TEACHERS EXPENSE BY AG DEPARTMENT</i>	
Air Travel	
Car Rental	
Mileage <i>589 miles @ .55 per mile</i>	<i>323.95</i>
Meals - cost breakdown (itemized receipts required)	
Breakfast <i>2 meal(s) @ \$10 max</i>	<i>20</i>
Lunch <i>2 meal(s) @ \$15 max</i>	<i>30</i>
Dinner <i>2 meal(s) @ \$25 max</i>	<i>50</i>
Miscellaneous - (Parking, Transportation, etc.)	
TOTAL ESTIMATED COST	<i>523.95</i>

APPROVALS

<i>[Signature]</i>	<i>12-2-09</i>
Principal/Division Head	Date
Categorical (if required)	Date
<i>[Signature]</i>	<i>12/2/09</i>
Assistant Superintendent	Date
Business Office Use Only	
Approved for Payment <i>[Signature]</i>	Vendor # <i>21526</i>
Date <i>12/9/09</i>	Claim # <i>73542</i>
	Date Paid: <i>12-15-09</i>

INSTRUCTIONS TO CONFERENCE PARTICIPANTS

1. Complete this request form and the conference registration form.
2. Obtain approval from your Principal/Division Head.
3. Submit to the applicable department for Essential Program Component (EPC) approval as follows:
SACS Function codes 1000-3999 - Ed Services, Functions 4000 - 7399 and 7500-8999 - Business Services, Functions 7400-7499 - Human Resources
4. Request must be received in **Accounts Payable** at least **15 working days** in advance. If this cannot be met due to late notice of a conference date, the requestor may pay for the registration and submit a Conference/Workshop Expense Claim. Requests received with insufficient processing time **will be returned**. Please note, the request form is still required even if the registration is paid by the requestor.
5. Retain the goldenrod copy for your records. After approval and processing, the pink and yellow copies will be returned. The yellow copy is required for processing a Conference/Workshop Expense Claim.



38. Five-Year Acquisition List



Five Year Facility and Equipment Plan

2015-2016

1. Purchase 2 more farrowing crates
2. Continue to landscape Ag area and campus with shrubs/trees.
3. Install raised garden beds.

2016-2017

1. Purchase lab additional equipment
2. Install chicken brooder house
3. Purchase new van

2017-2018

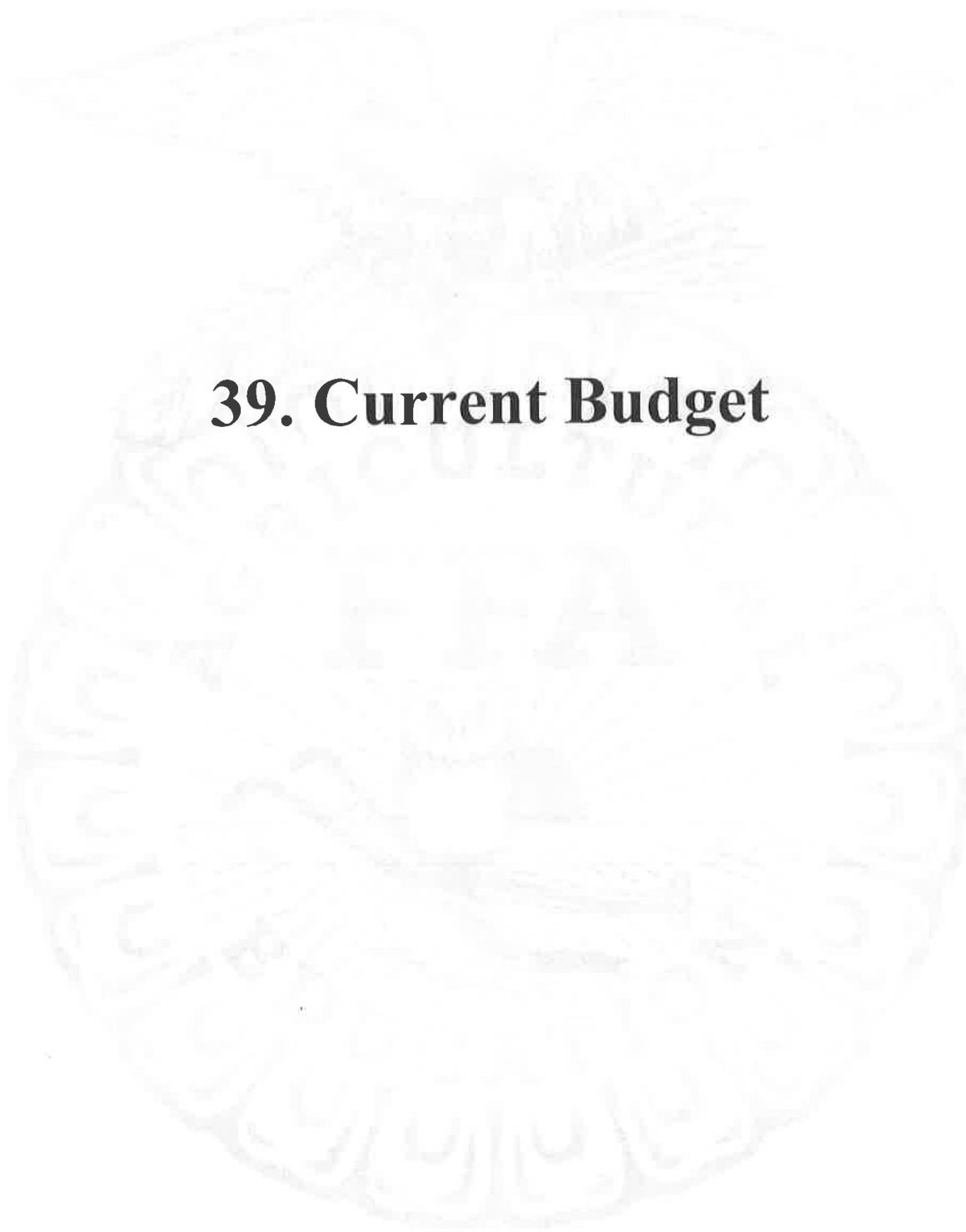
1. Continue to purchase lab equipment
2. Purchase rabbit breeding supplies
3. Purchase new landscape supplies and equipment
4. Build farrowing barn.

2018-2019

1. Purchase additional Port-a-Huts
2. Replace original incubator.
3. New Aquaculture tanks, pumps and equipment.

2019-2020

1. Replace worn rabbit cages & supplies
2. Replace battery brooders as needed.



39. Current Budget

Heritage Ag Budget 2015-2016

<u>Description</u>	<u>Income</u>	<u>Expenses</u>
AIG	18,000	
Matching	18,000	
Office Depot		500
Mayesh Flowers & Supplies		5,000
Stater Bros		300
Costco		1,500
Home Depot		2,000
Jeffers		500
Fuel		6,000
Dan's Feed		500
Dr. Moss Veterinarian		500
Star Milling		2,000
Temecula Pipe		500
Valley Vet		1,500
Reimbursement Maddalena		1,000
Paper mart Floral		500
Sequoia Floral		1,000
Prestige Golf carts maintenance		500
<u>FFA Leadership packets approx. 800@8.50</u>		<u>6,800</u>
	36,000	30,600

Balance of 5,400 AIG TBD semester 2

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
REPORT OF EXPENDITURES

(Due Date: To be received in Regional Supervisor's Office by October 15)


Funding Year: 2015-2016

Heritage High School

Perris Union High School District

(School Site)

(District)


 Signature of Agriculture Teacher
 Responsible for the Program

Audrey Parada - Accounting Technician
 Name/Title of Person Preparing Report

Telephone Number: 951-943-6369 xt 80215

PART A Account No. 4000 does not require matching of each item but subtotal on Column C must at least equal the subtotal Column B unless a waiver of matching has been approved. Accounts 5000 and 6000 require matching for each line item unless a waiver of matching has been approved.

Line	Acct. No.	Classification	A Description of Item for Which Funds Were Expended	B Incentive Grant Funds	C Matching Funds
1	4000	Books & Supplies		14,053.21	93,976.84
2			Subtotal for 4000	14,053.21	93,976.84
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Travel & Conference	1,268.62	21,564.03
4			2. Repairs	473.38	552.08
5			3. Professional Svcs	50.78	2,170.03
6			4.		
7			5.		
8			Subtotal for 5000	1,792.78	24,286.14
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1.		
10			2.		
11			3.		
12			4.		
13			Subtotal for 6000		
14			Total for 4000-6000 Lines 2,8,13	15,845.99	118,262.98 #####

TOTAL Incentive Grant Allocation: \$15,845.99

California Department of Education
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2016-17 APPLICATION FOR FUNDING**


(Due Date: To be received in Regional Supervisor's Office by June 30, 2016)

DATES OF PROJECT DURATION - JULY 1, 2016, TO JUNE 30, 2017

Heritage FFA
 (School Site)

Perris Union High School District
 (District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent

Signature of Agriculture Teacher Responsible for the Program

Title
Signature of Principal

Contact Phone Number: 951-940-5447

Date of Approval of Local Agency Board:

Funds Requested - Part I
 Part II
 Part III
 Part IV
 Total

	\$5,000.00
	\$6,320.00
	\$10,000.00
	\$0.00
	\$21,320.00

Number of Different Agriculture Teachers at Site:

5

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	x	
2. Leadership and Citizenship Development	x	
3. Practical Application of Occupational Skills	x	
4. Qualified and Competent Personnel	x	
5. Facilities, Equipment, and Materials	x	
6. Community, Business, and Industry Involvement	x	
7. Career Guidance	x	
8. Program Promotion	x	
9. Program Accountability and Planning	x	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	
Three Teachers or More	\$5,000	\$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2015-16 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	790	\$6,320.00

PART III - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
- * Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- * Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site:

5

List the Names of the Agriculture Teachers:

Jeremiah Perotti

Maggie Maratsos

Chris Maddalena

Stephen Daly

Shaina Rushing

6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	0	\$0.00
Criterion 11A - Year-Round Employment	5	\$10,000.00
Criterion 11B - Project Supervision Period	0	\$0.00
TOTAL FUNDS REQUESTED PART IV		\$10,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$7,500 (funds requesting) in space to the right.

RT V - FINANCIAL SCHEDULE

Part A

Line	Acct. No.	Classification	A	B	C
			Description of Item for Which Funds Will be Expended	Incentive Grant Funds	Matching Funds
1	4000	Books & Supplies		7,120.00	7,120.00
2			Subtotal for 4000	\$7,120.00	\$7,120.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. CATA Conferences	6,000.00	6,000.00
4			2. R2 Registration	3,200.00	3,200.00
5			3. Fuel	4,000.00	4,000.00
6			4.		
7			5.		
8			6.		
8			Subtotal for 5000	\$13,200.00	\$13,200.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. Farm	1,000.00	1,000.00
10			2.		
11			3.		
12			4.		
13			5.		
13			Subtotal for 6000	\$1,000.00	\$1,000.00
4			Total for 4000-6000 Lines 2, 8, 13	\$21,320.00	\$21,320.00

TOTAL 2016-17 Incentive Grant Allocation:

\$21,320.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

Line	Acct No.	Classification	A	B	C
			Description of Item for Which Funds Were Expended	Incentive Grant Funds	Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries		
16	1000	Salaries	Teachers' Salaries for Project Supervision Period		
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		\$0.00

TOTAL Amount of Waiver Requested:

California Department of Education
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2015-16 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by June 30, 2015)

DATES OF PROJECT DURATION - JULY 1, 2015, TO JUNE 30, 2016

Heritage

Perris Union High School

(School Site)

(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Mary Savage
 Signature of Authorized Agent

[Signature]
 Signature of Agriculture Teacher Responsible for the Program

Asst. Supt / Educational Service
 Title

[Signature]
 Signature of Principal

Contact Phone Number: 951.940.5447

Date of Approval of Local Agency Board:

Funds Requested - Part I

\$5,000.00

Part II

\$5,416.00

Part III

\$8,000.00

Part IV

\$0.00

Total

\$18,416.00

Number of Different Agriculture Teachers at Site:

5

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	x	
2. Leadership and Citizenship Development	x	
3. Practical Application of Occupational Skills	x	
4. Qualified and Competent Personnel	x	x
5. Facilities, Equipment, and Materials	x	
6. Community, Business, and Industry Involvement	x	
7. Career Guidance	x	
8. Program Promotion	x	
9. Program Accountability and Planning	x	5,000

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	
Three Teachers or More	\$5,000	\$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2014-15 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	677	\$5,416.00

PART III - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
- * Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- * Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site:

4

List the Names of the Agriculture Teachers:

Chris Maddalena

Maggie Maratsos

Jeremiah Perotti

Ross Macy 40%

Shaina Rushing

6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio		\$0.00
Criterion 11A - Year-Round Employment	4	\$8,000.00
Criterion 11B - Project Supervision Period		\$0.00

TOTAL FUNDS REQUESTED PART IV

\$8,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$7,500 (funds requesting) in space to the right.

PART V - FINANCIAL SCHEDULE

Part A

Line	Acct. No.	Classification	A Description of Item for Which Funds Will be Expended	B Incentive Grant Funds	C Matching Funds
1	4000	Books & Supplies		15,416.00	15,416.00
2			Subtotal for 4000	\$15,416.00	\$15,416.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. 4,000	2,000.00	2,000.00
4			2.		
5			3.		
6			4.		
			5.		
7			6.		
8			Subtotal for 5000	\$2,000.00	\$2,000.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. 2000	1,000.00	1,000.00
10			2.		
11			3.		
			4.		
12			5.		
13			Subtotal for 6000	\$1,000.00	\$1,000.00
14			Total for 4000-6000 Lines 2, 8, 13	\$18,416.00	\$18,416.00

TOTAL 2015-16 Incentive Grant Allocation:

\$18,416.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

Line	Acct No.	Classification	A Description of Item for Which Funds Were Expended	B Incentive Grant Funds	C Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries		
16	1000	Salaries	Teachers' Salaries for Project Supervision Period		
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		\$0.00

TOTAL Amount of Waiver Requested:

California Department of Education
 AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 VARIANCE REQUEST FORM

Variance Request for Funding Year: 2014-2015

District: Perris Union High School

School Site: Heritage High School

Principal - Print Name: Julie Zewald

Principal - Signature: [Signature]

Ag Teacher - Print Name: Reganah Perotti

Ag Teacher - Signature: [Signature]

1. Standard and criterion for which variance is requested:
 Standard Number: 4D
 Criterion Number: _____

2. Reasons why the criterion is not being met at this time (use additional pages if needed):

Ag meeting time. We were not allowed to meet monthly or more during our PLC time at school. We had to go to Sci PLC where we did not work on ag dept duties as a team. If the particular Monday was taken up by AFFA event or school training we could not meet. This was hard for both Ag to meet and for admin to get all our trainings done. We need to be our own department to correct this problem.

3. Steps to be taken in order to meet this criterion (use additional pages if needed):

	STEPS	TIMELINE
A.	_____	_____
B.	_____	_____
C.	_____	_____
D.	_____	_____
E.	_____	_____

Regional Supervisor - Print Name: _____

Regional Supervisor - Signature: _____

SSC (Title I) Request Addendum

Teacher Requesting Funds (First and Last Name)	Department Requesting Funds	Vendor Name and Detailed Project Description	SPSA Goal (SPSA Goal Number and Page Number)	Rationalization for SPSA Goal Aligning with Project	Amount Requested (Not to Exceed)
Jeremiah Perotti	Agriculture	<p>Vendor Name: -Motel 6 Morro Bay, CA</p> <p>Project Description: CA FFA State Finals Carrier Tech Field Day where we compete in different carrier related events against the rest of CA FFA programs for chance at a state title and to represent CA at nationals in our respected areas. Areas competing in are as follows: -Vet Science -Horticulture -Vegetable Crop -Livestock -Best informed Greenhand</p> <p>-Visit and learn about Cal Poly San Luis Obispo State University</p>	Goal 1 - Pg.17	Science, Carrier Tech, student leadership events and competitions to help prepare students for college and future carriers in science and agriculture.	<p>-Motel 6 Morro Bay, CA 5/6/16 - 5/8/16 6 rooms @ 278.14 = \$1668.84</p> <p>Sum= \$1668.84 10% Tax= \$166.89 Total= \$1835.73</p>

Approved at _____ SSC Meeting

NOT Approved at _____ SSC Meeting

**HERITAGE HIGH SCHOOL
PURCHASE ORDER REQUISITION**

Date requested: 7/23/15
Date Needed: ASAP

Vendor: Motel 6
Ordering Address: 298 Atascadero Rd. Morro Bay, CA 93442

Phone # 805-979-9808 Fax #
Web id www.Motel6.com

Quantity	Description	Unit Price	Total
6	2 double beds each for students for two nights 5/6/16 -5/8/16	278.14	1668.84
	Reservations and payment due ASAP		

Teacher: Perotti
Department Head: Perotti
Department: ag
Program:

SUBTOTAL	\$ 1668.84
TAX (8%)	\$ Included
SHIPPING	\$ 0
GRAND TOTAL	\$ 1668.84

APPROVED: _____
Principal's Signature

Standards Focus:

Lowest Price of Any National Chain



Morro Bay

298 Atascadero Rd
Morro Bay, CA 93042
(805) 979-9609

Arrive	Depart	Nights	Adults
05/06/16	05/08/16	2	4

Best Available Rate

Average Nightly Rate	\$143.98
Taxes	\$34.16
Total (including Taxes)	\$278.14

Address: Suite, Apt., Floor, etc.

City: State/Province: Country: Postal Code: Phone Number:

Email Address: Guest Comments or Room Preference (optional):



Credit Card: CorporatePlus Code

Reserve Your Room



AI G 11-12

Trans Date	Trans ID	Resource	PY	Goal	Object	Object Code Description	Adopted Budget	Revised Budget	Revenue / Expenditures	Encumbrances	Document Number	Reference
7/1/2011	BS00000001	7010	0	1130	4300	MATERIALS AND SUPPLIES	7,950.00	0	0	0	0	ADOPTED BUDGET
7/1/2011	BS00000001	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	7,950.00	0	0	0	REVISED BUDGET
7/1/2011	BS00000001	7010	0	1130	4330	FUEL	1,890.00	0	0	0	0	ADOPTED BUDGET
7/1/2011	BS00000001	7010	0	1130	4330	FUEL	0	1,890.00	0	0	0	REVISED BUDGET
7/1/2011	BS00000001	7010	0	1130	4360	FOOD PURCHASES	0	450	0	0	0	REVISED BUDGET
7/1/2011	BS00000001	7010	0	1130	4360	FOOD PURCHASES	450	0	0	0	0	ADOPTED BUDGET
7/1/2011	BS00000001	7010	0	1130	5200	TRAVEL AND CONFERENCES	3,515.00	0	0	0	0	ADOPTED BUDGET
7/1/2011	BS00000001	7010	0	1130	5200	TRAVEL AND CONFERENCES	0	3,515.00	0	0	0	REVISED BUDGET
7/1/2011	BS00000001	7010	0	1130	5630	REPAIRS	0	405	0	0	0	REVISED BUDGET
7/1/2011	BS00000001	7010	0	1130	5630	REPAIRS	405	0	0	0	0	ADOPTED BUDGET
7/1/2011	BS00000001	7010	0	1130	5817	TRANSPORTATION SERVICES	0	315	0	0	0	REVISED BUDGET
7/1/2011	BS00000001	7010	0	1130	5817	TRANSPORTATION SERVICES	315	0	0	0	0	ADOPTED BUDGET
7/14/2011	FT00000042	7010	0	1130	4360	FOOD PURCHASES	0	950	0	0	0	R0014016, 14018, 14021
7/14/2011	FT00000042	7010	0	1130	5200	TRAVEL AND CONFERENCES	0	-950	0	0	0	R0014016, 14018, 14021
7/19/2011	AP00000011	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	33.75	0	0	RL STOCKFARM
8/2/2011	AP00000019	7010	0	1130	5200	TRAVEL AND CONFERENCES	0	0	500	0	0	PUHSD REVOLVING CASH

8/25/2011	BR000 00018	7010	0	1130	4393	AWARD ADJUSTMENTS - TO BE DI	0	3,411.00	0	0	0	INCREASE BUDGET TO REFLECT 11/12 AWARD
8/26/2011	AP000 00036	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	33.75	0	0	RL STOCKFARM
8/26/2011	BR000 00022	7010	0	1130	4399	CARRY OVER	0	293	0	0	0	BUDGET REALIGNMENT
8/29/2011	FT0000 0242	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	3,704.00	0	0	0	BUDGET REALIGNMENT PER LISA SALAZAR 8/29/11
8/29/2011	FT0000 0242	7010	0	1130	4393	AWARD ADJUSTMENTS - TO BE DI	0	-3,411.00	0	0	0	BUDGET REALIGNMENT PER LISA SALAZAR 8/29/11
8/29/2011	FT0000 0242	7010	0	1130	4399	CARRY OVER	0	-293	0	0	0	BUDGET REALIGNMENT PER LISA SALAZAR 8/29/11
9/7/2011	AP000 00042	7010	0	1130	5200	TRAVEL AND CONFERENCES	0	0	282.5	0	0	CATA
9/9/2011	AP000 00044	7010	0	1130	5200	TRAVEL AND CONFERENCES	0	0	300	0	0	CALIFORNIA ASSOCIATION FFA
9/12/2011	AP000 00045	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	22.53	0	0	HOME DEPOT /GECF
9/14/2011	AP000 00047	7010	0	1130	5200	TRAVEL AND CONFERENCES	0	0	139.4	0	0	FIRST BANKCARD
9/16/2011	AP000 00049	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	24.51	0	0	MAYESH WHOLESAL FLOWERS
9/16/2011	AP000 00049	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	196.01	0	0	INLAND WHOLESAL, INC
9/16/2011	AP000 00049	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	100.38	0	0	MAYESH WHOLESAL FLOWERS
9/21/2011	AP000 00052	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	33.75	0	0	RL STOCKFARM
9/22/2011	BR000 00057	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	-897	0	0	0	REDUCE BUDGET TO MATCH 11/12 AWARD
9/23/2011	AP000 00054	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	102.14	0	0	INLAND WHOLESAL, INC
9/26/2011	BR000 00061	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	-179	0	0	0	REDUCE BUDGET TO MATCH 11/12 AWARD & CARRYOVER

9/26/2011	AP000 00055	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	456	0 85726	RUSS RAMSEY
9/28/2011	AP000 00057	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	54.93	0 85789	HOME DEPOT /GECF
9/28/2011	AP000 00057	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	70.36	0 85790	INLAND WHOLESAL, INC
9/29/2011	AP000 00058	7010	0	1130	4360	FOOD PURCHASES	0	0	3.24	0 85817	STATER BROS. MARKET
9/29/2011	AP000 00058	7010	0	1130	4360	FOOD PURCHASES	0	0	17.69	0 85830	STATER BROS. MARKET
9/30/2011	AP000 00059	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	43.33	0 85869	HOME DEPOT /GECF
10/5/2011	AP000 00062	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	33.75	0 85983	RL STOCKFARM
10/13/2011	AP000 00065	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	154.46	0 86086	MAYESH WOLESAL FLOWERS
10/13/2011	AP000 00065	7010	0	1130	5200	TRAVEL AND CONFERENCES	0	0	100	0 86120	CALIFORNIA ASSOCIATION FFA
10/13/2011	AP000 00065	7010	0	1130	5200	TRAVEL AND CONFERENCES	0	0	125	0 86135	CAL POLY STATE UNIVERSITY
10/25/2011	AP000 00072	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	4.02	0 86395	MADDALENA, CHRIS
11/1/2011	AP000 00076	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	33.75	0 86544	RL STOCKFARM
11/1/2011	FT0000 0815	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	-95	0	0	BUDGET REALIGNMENT
11/1/2011	FT0000 0829	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	-500	0	0	R0014681
11/1/2011	FT0000 0815	7010	0	1130	5630	REPAIRS	0	95	0	0	BUDGET REALIGNMENT
11/1/2011	FT0000 0829	7010	0	1130	5630	REPAIRS	0	500	0	0	R0014681
11/4/2011	AP000 00079	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	139.43	0 86646	OFFICE DEPOT

11/10/2011	AP000 00083	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	51.48	0 86768	INLAND WHOLESale, INC
11/10/2011	AP000 00083	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	9.87	0 86766	MAYESH WOLESALE FLOWERS
11/10/2011	AP000 00083	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	2,587.50	0 86776	CALIFORNIA ASSOCIATION FFA
11/14/2011	AP000 00084	7010	0	1130	5817	TRANSPORTATION SERVICES	0	0	266	0 86612	HEMET UNIFIED SCHOOL DIST.
11/15/2011	AP000 00085	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	267.84	0 86656	HOME DEPOT /GECF
11/29/2011	AP000 00093	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	26.78	0 87066	INLAND WHOLESale, INC
11/29/2011	AP000 00093	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	329.9	0 87065	MAYESH WOLESALE FLOWERS
11/29/2011	AP000 00093	7010	0	1130	4360	FOOD PURCHASES	0	0	208.14	0 87068	COSTCO WHOLESale #455
11/29/2011	AP000 00093	7010	0	1130	4360	FOOD PURCHASES	0	0	17.3	0 87060	STATER BROS. MARKET
12/5/2011	AP000 00096	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	137.66	0 87153	OFFICE DEPOT
12/12/2011	AP000 00101	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	26.4	0 87361	MAYESH WOLESALE FLOWERS
12/15/2011	AP000 00104	7010	0	1130	5630	REPAIRS	0	0	536.51	0 87442	RACEWAY FORD
1/10/2012	AP000 00114	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	67.5	0 87740	RL STOCKFARM
1/12/2012	FT0000 1282	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	111.41	0	COPY PAPER CHARGE 10/28/11
1/17/2012	AP000 00117	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	81.69	0 87827	HOME DEPOT /GECF
1/19/2012	AP000 00119	7010	0	1130	5200	TRAVEL AND CONFERENCES	0	0	480	0 87888	CALIFORNIA ASSOCIATION FFA
1/20/2012	AP000 00120	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	196.1	0 87958	MAYESH WOLESALE FLOWERS

2/2/2012	AP000 00128	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	33.75	0 88249	RL STOCKFARM
2/3/2012	AP000 00129	7010	0	1130	5200	TRAVEL AND CONFERENCES	0	0	90	0 88279	CALIFORNIA ASSOCIATION FFA
2/7/2012	AP000 00130	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	236.3	0 88333	MAYESH WOLESALE FLOWERS
2/7/2012	AP000 00130	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	22.33	0 88332	INLAND WHOLESAL, INC
2/7/2012	AP000 00130	7010	0	1130	4360	FOOD PURCHASES	0	0	10.49	0 88335	STATER BROS. MARKET
2/29/2012	FT0000 1682	7010	0	1110	4300	MATERIALS AND SUPPLIES	0	-919	0	0	R0015241
2/29/2012	FT0000 1684	7010	0	1110	4300	MATERIALS AND SUPPLIES	0	919	0	0	REVERSE FT1682
2/29/2012	FT0000 1685	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	-919	0	0	R0015241
2/29/2012	FT0000 1682	7010	0	1130	4310	TECHNOLOGY SUPPLIES	0	400	0	0	R0015241
2/29/2012	FT0000 1685	7010	0	1130	4310	TECHNOLOGY SUPPLIES	0	400	0	0	R0015241
2/29/2012	FT0000 1684	7010	0	1130	4310	TECHNOLOGY SUPPLIES	0	-400	0	0	REVERSE FT1682
2/29/2012	FT0000 1685	7010	0	1130	4410	NON-CAPITALIZED EQUIPMENT -	0	519	0	0	R0015241
2/29/2012	FT0000 1684	7010	0	1130	4410	NON-CAPITALIZED EQUIPMENT -	0	-519	0	0	REVERSE FT1682
2/29/2012	FT0000 1682	7010	0	1130	4410	NON-CAPITALIZED EQUIPMENT -	0	519	0	0	R0015241
3/2/2012	AP000 00144	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	33.75	0 88838	RL STOCKFARM
3/2/2012	AP000 00144	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	267.05	0 88834	MAYESH WOLESALE FLOWERS
3/2/2012	AP000 00144	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	105.25	0 88831	CALIFORNIA ASSOCIATION FFA

4/3/2012	AP000 00162	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	275.7	0 89421	OFFICE DEPOT
4/3/2012	AP000 00162	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	33.75	0 89430	RL STOCKFARM
4/4/2012	FT0000 2024	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	375	0	0	R0015478, 15477
4/4/2012	FT0000 2024	7010	0	1130	4360	FOOD PURCHASES	0	-375	0	0	R0015478, 15477
4/12/2012	AP000 00168	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	368.5	0 89542	MAYESH WOLESALE FLOWERS
4/12/2012	AP000 00168	7010	0	1130	4310	TECHNOLOGY SUPPLIES	0	0	399.44	0 89572	DIGITAL NETWORKS GROUP, INC.
4/12/2012	AP000 00168	7010	0	1130	4410	NON-CAPITALIZED EQUIPMENT -	0	0	518.82	0 89572	DIGITAL NETWORKS GROUP, INC.
4/13/2012	AP000 00169	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	162.47	0 89622	HOME DEPOT /GECF
4/25/2012	AP000 00177	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	31.51	0 89879	MAYESH WOLESALE FLOWERS
4/26/2012	AP000 00178	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	25.78	0 89912	HOME DEPOT /GECF
4/26/2012	AP000 00178	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	10.76	0 89913	HOME DEPOT /GECF
4/27/2012	FT0000 2367	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	451	0	0	BUDGET REALIGNMENT R15546
4/27/2012	FT0000 2367	7010	0	1130	4360	FOOD PURCHASES	0	-451	0	0	BUDGET REALIGNMENT R15546
5/7/2012	AP000 00183	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	157.72	0 90040	NATIONAL FFA ORGANIZATION
5/10/2012	AP000 00186	7010	0	1130	5200	TRAVEL AND CONFERENCES	0	0	48.81	0 90139	SHAINA LEACH RUSHING
5/10/2012	AP000 00186	7010	0	1130	5200	TRAVEL AND CONFERENCES	0	0	71.57	0 90127	MACY, ROSS A
5/15/2012	AP000 00189	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	74.57	0 90196	HOME DEPOT /GECF

5/15/2012	AP000 00189	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	80.31	0	90193	0	90193	STATER BROS. MARKET
5/15/2012	AP000 00189	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	380.3	0	90191	0	90191	MAYESH WOLESALE FLOWERS
5/15/2012	AP000 00189	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	72.45	0	90194	0	90194	STATER BROS. MARKET
5/16/2012	AP000 00190	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	33.75	0	90222	0	90222	RL STOCKFARM
5/21/2012	AP000 00193	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	152	0	90299	0	90299	INLAND WHOLESale, INC
5/21/2012	AP000 00193	7010	0	1130	4360	FOOD PURCHASES	0	0	59.79	0	90289	0	90289	COSTCO WHOLESale #455
6/4/2012	AP000 00200	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	33.75	0	90616	0	90616	RL STOCKFARM
6/4/2012	AP000 00200	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	207.44	0	90613	0	90613	MAYESH WOLESale FLOWERS
6/4/2012	AP000 00200	7010	0	1130	5200	TRAVEL AND CONFERENCES	0	0	741.28	0	90588	0	90588	PUHSD REVOLVING CASH
6/5/2012	FT0000 2651	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	-314	0	0	0	0	0	BUDGET REALIGNMENT
6/5/2012	FT0000 2651	7010	0	1130	5200	TRAVEL AND CONFERENCES	0	314	0	0	0	0	0	BUDGET REALIGNMENT
6/7/2012	AP000 00203	7010	0	1110	5200	TRAVEL AND CONFERENCES	0	0	1,295.00	0	90700	0	90700	SOTHERN CALIFORNIA SCHOOL OF FLORAL DESIGN, INC
6/11/2012	FT0000 2681	7010	0	1110	5200	TRAVEL AND CONFERENCES	0	1,295.00	0	0	0	0	0	BUDGET REALIGNMENT
6/11/2012	FT0000 2681	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	-376	0	0	0	0	0	BUDGET REALIGNMENT
6/11/2012	FT0000 2681	7010	0	1130	4330	FUEL	0	-919	0	0	0	0	0	BUDGET REALIGNMENT
6/12/2012	AP000 00204	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	13.51	0	90709	0	90709	HOME DEPOT /GECF
6/13/2012	FT0000 2705	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	13	0	0	0	0	0	BUDGET REALIGNMENT

6/13/2012	FT0000 2705	7010	0	1130	4330	FUEL	0	-13	0	0	BUDGET REALIGNMENT
6/18/2012	AP000 00207	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	132.95	0 90944	MAYESH WOLESALE FLOWERS
6/19/2012	AP000 00208	7010	0	1130	4300	MATERIALS AND SUPPLIES	0	0	32.17	0 90997	JEREMIAH MATHEW PEROTTI

Heritage High School

ACTIVITY COLLECTION REPORT /DEPOSITS

Activity: _____ Date: _____

Name of Trust Account: _____

Activity Receipt Beginning # _____

Ending # _____

Total amount of all activity receipts or
Activity group receipt being turned in: _____

PROOF OF COLLECTION:

Denominations	# Bills or coins	Total Amount
\$100	100	
\$50	50	
\$20	20	
\$10	10	
\$5	5	
\$1	1	
\$0.50	.50	
\$0.25	.25	
\$0.10	.10	
\$0.05	.05	
\$0.01	.01	
Other	other	
Sub-total	<u>Sub-total=</u>	

Checks _____ No. of Checks _____ Amount _____

Sub-total money turned in: _____

Beginning cash: _____

Total to be deposited: _____

Signature of club advisor turning in report: _____

Signature of 2nd person verifying the cash: _____

Verified by ASB bookkeeper: _____

Master Receipt# _____

Date: _____



FUNDRAISING APPROVAL FORM

PERRIS UNION HIGH SCHOOL DISTRICT

SCHOOL SITE: _____

PROPOSED EVENT: _____

REQUESTING CLUB/ORGANIZATION: _____

CLUB ADVISOR: _____ PHONE EXT: _____

CLUB/EVENT CONTACT PERSON: _____

DESCRIPTION of the EVENT: _____

DATE(s) & TIME(s) OF THE EVENT: _____

PRE-SALE DATES: _____ N/A

LOCATION OF THE EVENT: _____

CHAPERONES: _____

Is food being served? ** Yes No (If yes, allow additional time for event approval)

Is a Purchase Order needed? Yes No (Please attach necessary quotes)

Names of any companies where product will be purchased (may not apply to all events) _____

Will a Contract with an outside agency be used? Yes (attach contract for approval by Purchasing) No

Is Insurance Required? Yes (attach ins. for approval by Purchasing) No

Are district facilities or equipment being used? Yes (attach COPY of the use of facilities form) No

Is event off campus? Yes (attach copy of approved field trip request) No

Is transportation required? Yes (attach approved transport. request form) No

Has the Assistant Principal been contacted regarding security? If so... Yes (how many? _____) (date requested _____) N/A

Custodians required? Yes (submit PO to cover cost for Security and/or Custodian) No

Is this event on the school events calendar? Yes No Date added: _____

Has the fundraiser type been board approved? Yes No (cannot be approved without board approval)

Fundraising Event Profit Form attached (required for approval)

APPROVAL SIGNATURES:

Club Officer _____

Date Signed _____

Club Advisor _____

Date Signed _____

ASB Advisor _____

Date Signed _____

Principal/Designee _____

Date Signed _____

Nutrition Services** _____

Date Signed _____

Business Office _____

Date Signed _____



40. Budget Description

Budget Description

Ag. Incentive Grant

Matched by the district (usually using Perkins funding)

Cannot be used for salaries, books, or substitutes

Cannot cover travel out of state

Examples:

- Travel (hotel, mileage, meals)
- Conference registration
- Class and farm materials and supplies
- FFA expenses (banquet, meetings, activities, supplies)

Perkins

Cannot be single-use or consumable supplies

Cannot be used for travel out of state

Examples:

- Travel (hotel, but not meals)
- Conference registration (for students or staff) and substitute coverage
- Depreciable property or outlay items
- Materials or equipment to be used for extended times

PUHSD Funds

For student project use

Decided on allotment from district or school site

Examples:

- Equipment or consumable materials or supplies
- Conference registration and travel costs

School General Fund

School site decision

Usually small because of other funding sources

Examples:

- Office supplies

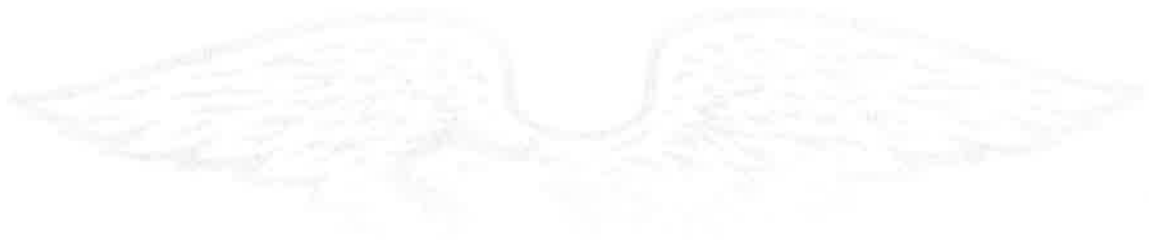
FFA / ASB Funds

School account managed by students, monitored by advisors

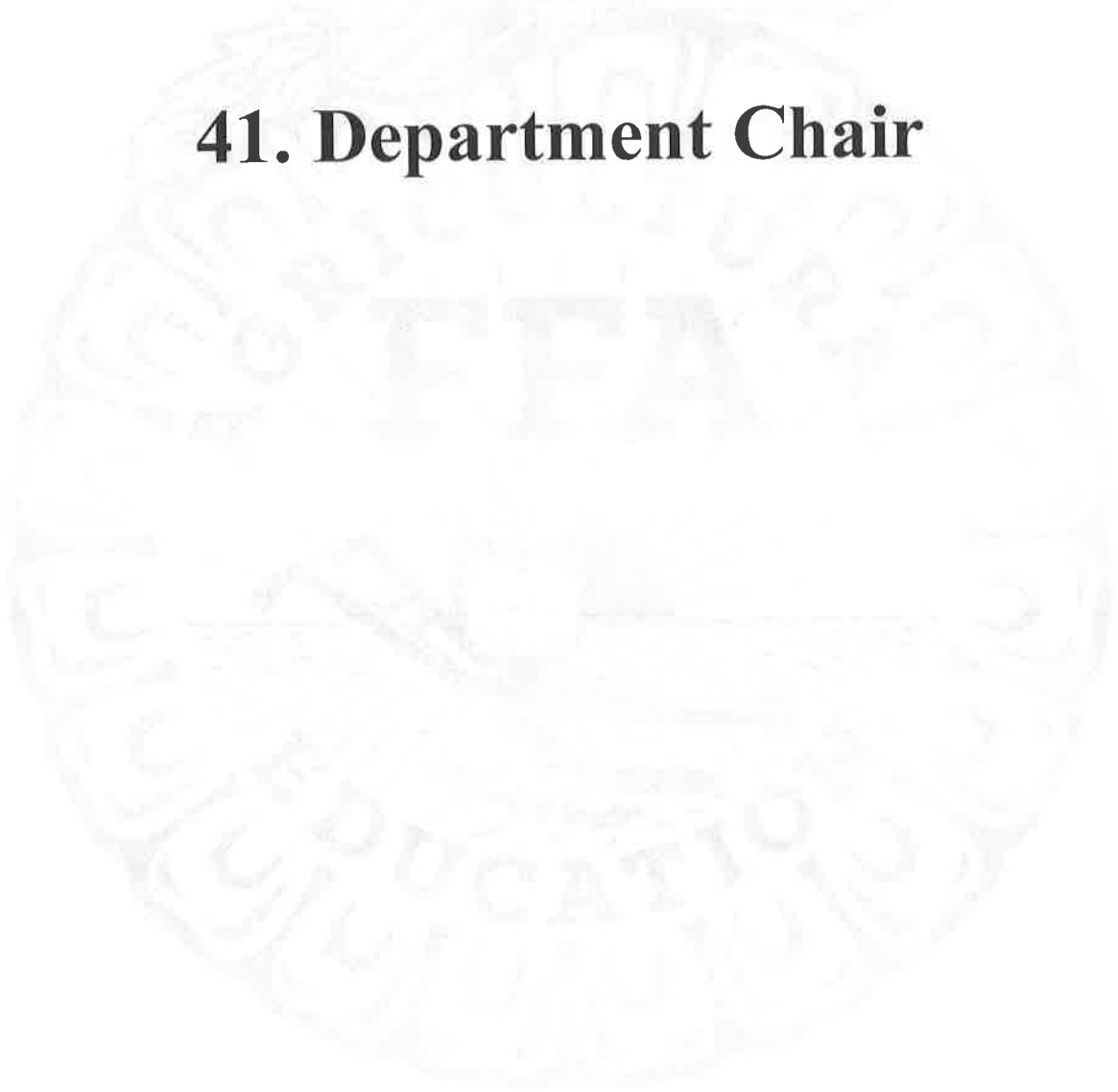
Fundraising and general FFA costs

Examples:

- Banquet food and awards
- Scrapbook supplies
- Meals during contests
- FFA meeting supplies



41. Department Chair



Department Chair

Having a department chair is new to our department. We have only had a paid department position as of the 2015-2016 school year. We have always fallen under the umbrella of science and have gone to the general science PLC meetings on Monday's. As we still fall under the normal science department the department chair position does not have to do the regular job duties that a normal staff department chair does except for the staff leadership department chair meetings once a month. The department chair does not have to go to the district PLC meetings.

The job duties of the agriculture department chair has to take care of all Agriculture Incentive Grant duties including filling the application to keeping track of all open purchase orders and purchase requisitions. The department chair also takes care of all conference paperwork for any and all CATA or professional development events. The department chair also in charge of filling all activity request forms or any other paperwork for district approval for student travel or finances coming from the district.

The department chair is not responsible for any Perkins or FFA "ASB" account funds. All Perkins funds are each teachers responsibly as they each have to fill out a detailed district application of items wanted for approval. All FFA paperwork goes through the agriculture teacher responsible for the FFA account finances.



AGREEMENT

BETWEEN

PERRIS UNION HIGH SCHOOL DISTRICT

AND

PERRIS SECONDARY EDUCATORS ASSOCIATION

July 1, 2015 – June 30, 2018

the timing of employees' salary payments.

*Additional days may be assigned by the District but any such assignments beyond the normal work year shall be subject to approval of both the unit member and his/her supervisor, and will be paid at the per diem rate. Supervisors will make a good faith effort to equitably assign additional days to all counselors at their respective sites.

2. Department Chair Salary Schedule

Ratios shall be based upon the unit member's placement on the salary schedule.

<u>Number of Members In the Department</u>	<u>Ratio</u>
2-7	1.020
8-15	1.030
16 +	1.040

- A. A "member" is a unit member who teaches two (2) or more courses in any department.
- B. The District shall determine the number and makeup of departments.
- C. Department Chairs shall be paid monthly after Board approval and payroll processing.
- D. Selection of Department chairs shall be in accordance with the district's teacher handbook.

3. Agricultural Teachers

A supplementary contract of up to thirty (30) days based upon the per diem placement on the Salary Schedule may be offered based upon program needs as determined by the District (some of which may be weekend and holidays as assigned by the Principal). This position will submit to its supervisor a proposed calendar listing the additional days of service. In selecting these proposed days of service, employees should consider the need to be available to students, parents and staff. The calendar should be submitted at least two weeks prior to the beginning of their work year and must be approved in writing by their supervisor and the Assistant Superintendent of Human Resources or Designee. The calendar may be changed by mutual written consent. The days selected will not change the timing of employees' salary payments.

4. AVID Coordinators

Effective July 1, 2004, coordinators at sites with three (3) or fewer sections of AVID on the master schedule will get a stipend of seven percent (7%) of the C/3-1 salary schedule.

Coordinators at sites with four (4) or more sections of AVID on the master schedule will

All FFA Trip Paperwork Bundles

-Field Trip off campus Request Form- Over nights has to be board approved. Please allow 8 weeks prior notice.

-Field Trip Form- Medical release form for each student

-Perkins Purchase Order (students)-when paying for students this only needs to go to the account clerk.

-Conference Requests (For teachers only) Perkins- This is for conference payment of ag teachers expenses such as registration, hotel, gas reimbursement, and meals. This document goes to principles secretary.

-Trip info- Information and details of event. FFA usually has a letter.

-Proof of Price- copy of registration or cost.

-ASB Fundraising Approval Form- Any money collected by ASB from students needs to have a fundraising form summited even if its not a fundraiser.

Jeremiah Perotti



26001 Briggs Rd. • Menifee, CA 92585 • Cell Phone: (805) 704-6981
E-Mail: Jeremiah.Perotti@puhsd.org Web: menifeeheritageffa.com

Date: 3/16/2015

For: PUHSD District Board Approval

Event: San Luis Obispo FFA State Finals- May 2nd, 2015

Dear PUHSD District Board:

Heritage FFA would like to participate, with your approval, in the annual FFA State Judging Finals this year, with 18 kids and 3 advisors. California Polytechnic State University, San Luis Obispo is the host to over 20 different FFA Career Development Events at the end of each year that challenge students in the areas of their interest; students can compete for a state title during this contest. The contests that we would like to participate in are as follows: Ornamental Horticulture judging, Vegetable Crop judging, the Best Informed Greenhand contest, and Veterinary Science judging. Along the way, students also get to tour one of the best agriculture colleges in the country, and see multiple programs in agriculture that they could one day study.

Sincerely,

Jeremiah Perotti

Heritage High Agriculture Teacher/ FFA Advisor



FUNDRAISING APPROVAL FORM

PERRIS UNION HIGH SCHOOL DISTRICT

SCHOOL SITE: HHS

PROPOSED EVENT: State FFA Finals

REQUESTING CLUB/ORGANIZATION: FFA

CLUB ADVISOR: Ferotti PHONE EXT: _____

CLUB/EVENT CONTACT PERSON: Ferotti

DESCRIPTION of the EVENT: Career Development Event
teams state finals contest.

DATE(s) & TIME(s) OF THE EVENT: May 1st - 3rd

PRE-SALE DATES: ASAP N/A

LOCATION OF THE EVENT: Cal Poly San Luis Obispo

CHAPERONES: Ferotti Maratsos

Macey

Is food being served? Yes No (If yes, allow additional time for event approval)

Is a Purchase Order needed? Yes No (Please attach necessary quotes)

Names of any companies where product will be purchased (may not apply to all events) _____

Will a Contract with an outside agency be used? Yes (attach contract for approval by Purchasing) No

Is Insurance Required? Yes (attach ins. for approval by Purchasing) No

Are district facilities or equipment being used? Yes (attach COPY of the use of facilities form) No

Is event off campus? Yes (attach copy of approved field trip request) No ago

Is transportation required? Yes (attach approved transport. request form) No

Has the Assistant Principal been contacted regarding security? If so... Yes (how many? _____) (date requested _____) N/A

Custodians required? Yes (submit PO to cover cost for Security and/or Custodian) No

Is this event on the school events calendar? Yes No Date added: June 2014

Has the fundraiser type been board approved? Yes No (cannot be approved without board approval)

Fundraising Event Profit Form attached (required for approval)

APPROVAL SIGNATURES:

Club Officer <u>[Signature]</u>	Date Signed _____
Club Advisor <u>[Signature]</u>	Date Signed <u>April 24 2015</u>
ASB Advisor _____	Date Signed _____
Principal/Designee _____	Date Signed _____
Nutrition Services** _____	Date Signed _____
Business Office _____	Date Signed _____



PERRIS UNION HIGH SCHOOL DISTRICT
Field Trip/Off-Campus Activity Request Form
District-Sponsored Event – Attendance Voluntary

(Please complete all areas of this form and allow four (4) weeks for processing, allow eight (8) weeks if overnight.)

Purpose of Trip: CA FFA State Finals
 During Instructional Time After School Saturday/Sunday/Holiday

Justify Trip in Relationship to Course of Study:
Carrier development and leadership

Trips during school hours must have a direct instructional relationship to classroom instruction.

Destination Name: Cal Poly San Luis Obispo CA State University

Destination Address: 1 grand ave. Cal Poly State Univ. SLO, CA 93407

Date(s) of Trip: 5/1/15 - 5/3/15 Departure Time: 8/1 - 7:30 am

Return Time: 5/3 - 5pm Person in Charge: Perotti

Other Adults on Trip: Rushing Maratsos

No. of Students: 18 No. of Adults: 3
 Cost Per Person: \$ 539.94 Total Cost: \$ 2,552.76
Adults (539.94) Students (51.83) plus gas/Adult meals

	Fund	School	Resource	PY	Goal	Function	Object	Amount
Source of Funding				0				\$
Other Source:								

Vehicle-Driver Registration for Transporting Students, Request for Student Transportation
(District or Rental) forms, or Charter Contract Must be Attached Along with Appropriate Back-up.

Walking District Vehicle Rental Vehicle
 Charter Carrier Private Vehicle

Requires Board approval (allow enough time for approval prior to the trip – about eight (8) weeks).
 Check Appropriate Box:

Overnight Trip of 2 Night(s) Out-of-State Trip Foreign Country Trip

Jeremiah Perotti
 Person in Charge (Printed)

[Signature]
 Person in Charge Signature

HHS
 School Site (Printed)

3/16/15
 Date

I have read and will abide by the Board Policy and Administrative Regulation 6153 pertaining to field trips.

 Principal or Designee

 Date

 Educational Services Authorized Signature

 Date

 Business Services Authorized Signature

 Date

 Date of Board Approval (if applicable)



PERRIS UNION HIGH SCHOOL DISTRICT

CONFERENCE/WORKSHOP REQUEST & APPROVAL

CONFERENCE INFORMATION

Name of Conference CA F.F.A. - State Finals		Sponsor of Conference CA FFA Association	
Date(s) of Conference - List all applicable 5/2/2015	Location of Conference Cal Poly Univ San Luis Obispo	Registration Deadline 4/20/15	
Purpose/Objective of Attending the Conference Supervision of students & Prof. Dev.		Essential Program Component (EPC)	

CONFERENCE PARTICIPANT INFORMATION

Names: Last, First (Please Print)	Site/Department	Signature	Date
Perotti, Jeremiah	HHS - Ag	[Signature]	3/16/15
Rosario, SAANZA	HHS - Ag		
Maragos, Maggie	HHS - Ag	[Signature]	3/16/15
Macy, Ross	HHS - Ag	[Signature]	3/16/15

PLEASE ATTACH FLYER OR COMPLETED REGISTRATION FORM FOR EACH PARTICIPANT

PAYMENT INFORMATION - REGISTRATION ONLY

Vendor Name (check payable to) Motel 6	Vendor Number	Instructions (mark all that apply)						
Vendor Address 1433 Calle. Joaquin San Luis Obispo CA 93405 (805) 549-9595	Payment Amount 539.94	<input type="checkbox"/> Payment required in advance <input type="checkbox"/> Return check to Requestor <input type="checkbox"/> Registration cost paid by Requestor <input type="checkbox"/> Other:						
Amount		Funding Lines to be Charged						Object
		Fund	School	Resource	PY	Goal	Function	5200

NOTE: To request hotel costs be paid by the district in advance, please attach a separate "Direct Payment" form.

ESTIMATED COST INFORMATION

Registration		—
Lodging 3 rooms @ \$179.98		539.94
Air Travel		—
Car Rental (mileage for 3 vehicles)		—
Mileage 1600 miles @ 10/yr per mile		1650.00
Meals - cost breakdown (itemized receipts will be required)		
Breakfast 6 meal(s) @ \$10 max		\$ 60.00
Lunch 9 meal(s) @ \$15 max		\$ 135.00
Dinner 6 meal(s) @ \$25 max		\$ 150.00
Miscellaneous - (Parking, Transportation, etc.)		1,534.94
TOTAL ESTIMATED COST		

APPROVALS

Principal/Division Head	Date
Categorical (if required)	Date
Assistant Superintendent	Date
Business Office Use Only	
Approved for Payment	Vendor #
Date	Claim #
	Date Paid:

INSTRUCTIONS TO CONFERENCE PARTICIPANTS

- Complete this request form and the conference registration form. Obtain approval from your Principal/Division Head. Submit to the applicable department for Essential Program Component (EPC) approval as follows:
SACS Function codes 1000-3999 - Ed Services, Functions 4000 - 7399 and 7500-8999 - Business Services, Functions 7400-7499 - Human Resources
- Request must be received in **Accounts Payable** at least **15 working days** in advance. If this cannot be met due to late notice of a conference date, the requestor may pay for the registration and submit a Conference/Workshop Expense Claim. Requests received with insufficient processing time **will be returned**. Please note, the request form is still required even if the registration is paid by the requestor.
- Retain the goldenrod copy for your records. After approval and processing, the pink and yellow copies will be returned. The yellow copy is required for processing a Conference/Workshop Expense Claim.



Jeremiah Perotti <jeremiah.perotti@puhsd.org>

Fwd: Reservation Confirmation Notice - 138MS85905

1 message

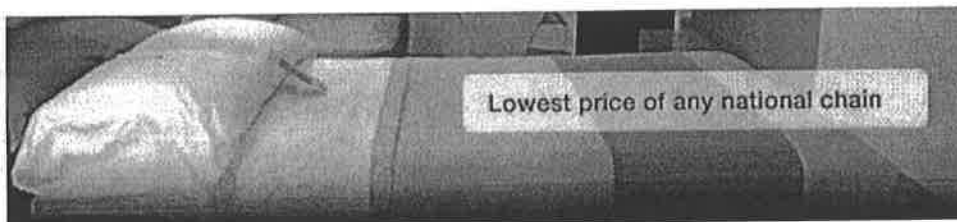
Maggie Maratsos <maggie.maratsos@puhsd.org>
To: Jeremiah Perotti <jeremiah.perotti@puhsd.org>

Mon, Mar 16, 2015 at 2:49 PM

Maggie Maratsos
Agriculture Teacher / FFA Advisor
Heritage High School

----- Forwarded message -----

From: <online@motel6.com>
Date: Mon, Mar 16, 2015 at 11:34 AM
Subject: Reservation Confirmation Notice - 138MS85905
To: maggie.maratsos@puhsd.org



Motel 6 Reservation Confirmation

Confirmation Number: 138MS85905

**SAN LUIS OBISPO
NORTH, CA #0138**

US 101/SR 1 AT
LOS OSOS VALLEY
RD MODERN
ROOMS - MID
1433 CALLE
JOAQUIN
SAN LUIS OBISPO
CA 93405
Phone: 805-549-
9595
Fax: 805-544-2826

Guest Name: MARGARET MARATSOS
Arrival Date: Friday, May 1, 2015
Departure Date: Sunday, May 3, 2015
Arrival Time: LATE - Visa
Number of Adults: 1
Number of Rooms: 1
Room Description: 2 FULL BEDS | MODERN
Preferences:

Preferences or Special Requests are accommodated on availability. Please check with the Guest Service Representative upon check-in. To change your selection, contact the property directly prior to check in or on arrival.

Motel Information
Map & Driving
Directions
View/Cancel
Reservation

Rate Information
Total:

\$179.98 USD

*(Per Room/Entire Stay) Tax is not included and should be added upon check-in. Your reservation rate is based on the information above. Any modification may result in an adjustment to the rate quoted.

Book another room



Jeremiah Perotti <jeremiah.perotti@puhsd.org>

Fwd: Reservation Confirmation Notice - 138MS85903

1 message

Maggie Maratsos <maggie.maratsos@puhsd.org>
To: Jeremiah Perotti <jeremiah.perotti@puhsd.org>

Mon, Mar 16, 2015 at 2:49 PM

Maggie Maratsos
Agriculture Teacher / FFA Advisor
Heritage High School

----- Forwarded message -----

From: <online@motel6.com>
Date: Mon, Mar 16, 2015 at 11:34 AM
Subject: Reservation Confirmation Notice - 138MS85903
To: maggie.maratsos@puhsd.org



Motel 6 Reservation Confirmation

Confirmation Number: 138MS85903

**SAN LUIS OBISPO
NORTH, CA #0138**

US 101/SR 1 AT
LOS OSOS VALLEY
RD MODERN
ROOMS - MID
1433 CALLE
JOAQUIN
SAN LUIS OBISPO
CA 93405
Phone: 805-549-
9595
Fax: 805-544-2826

Guest Name:	MARGARET MARATSOS
Arrival Date:	Friday, May 1, 2015
Departure Date:	Sunday, May 3, 2015
Arrival Time:	LATE - Visa
Number of Adults:	1
Number of Rooms:	1
Room Description:	2 FULL BEDS MODERN
Preferences:	

Preferences or Special Requests are accommodated on availability. Please check with the Guest Service Representative upon check-in. To change your selection, contact the property directly prior to check in or on arrival.

Motel Information
Map & Driving
Directions
View/Cancel
Reservation

Book another room

Rate Information
Total:

\$179.98 USD

*(Per Room/Entire Stay) Tax is not included and should be added upon check-in. Your reservation rate is based on the information above. Any modification may result in an adjustment to the rate quoted.



Jeremiah Perotti <jeremiah.perotti@puhsd.org>

Fwd: Reservation Confirmation Notice - 138MS85904

1 message

Mon, Mar 16, 2015 at 2:49 PM

Maggie Maratsos <maggie.maratsos@puhsd.org>
To: Jeremiah Perotti <jeremiah.perotti@puhsd.org>

Maggie Maratsos
Agriculture Teacher / FFA Advisor
Heritage High School

----- Forwarded message -----

From: <online@motel6.com>
Date: Mon, Mar 16, 2015 at 11:34 AM
Subject: Reservation Confirmation Notice - 138MS85904
To: maggie.maratsos@puhsd.org



Motel 6 Reservation Confirmation

Confirmation Number: 138MS85904

**SAN LUIS OBISPO
NORTH, CA #0138**

US 101/SR 1 AT
LOS OSOS VALLEY
RD MODERN
ROOMS - MID
1433 CALLE
JOAQUIN
SAN LUIS OBISPO
CA 93405
Phone: 805-549-
9595
Fax: 805-544-2826

Guest Name:	MARGARET MARATSOS
Arrival Date:	Friday, May 1, 2015
Departure Date:	Sunday, May 3, 2015
Arrival Time:	LATE - Visa
Number of Adults:	1
Number of Rooms:	1
Room Description:	2 FULL BEDS MODERN
Preferences:	

Preferences or Special Requests are accommodated on availability. Please check with the Guest Service Representative upon check-in. To change your selection, contact the property directly prior to check in or on arrival.

Rate Information

Total:

\$179.98 USD

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Motel Information
Map & Driving
Directions
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Reservation

Book another room

at this property?

Booking clean, comfortable accommodations at affordable prices is easier than ever before. Simply visit www.motel6.com or call us at 1-800-4MOTEL6 for the best rates of any national chain. We'll Leave the Light On For You.

Cancellation Policy

Your reservation will be held based on your arrival time as shown above. If you should need to change or cancel please notify us by 6 PM PACIFIC TIME on the arrival date to avoid billing to the credit card. Please contact the Reservation Center or the motel directly for assistance.

Thank you for choosing Motel6. We look forward to serving your lodging needs.

Sincerely,

Motel6, Inc.
Reservation Center.
(800) 4MOTEL6
(800) 466-8356

Reservations: 800-4-MOTEL6 (800-466-8356) or Reserve Online
En Espanol (Spanish): 1-877-467-7224

March 4, 2015



TO: FFA Advisors
FROM: Greg Beard, Regional Supervisor
South Coast Region
SUBJECT: FFA State Finals – May 2, 2015

Date: Saturday, May 2, 2015

Time: Line Up – Before 7:45 a.m. **SHARP!**

Place: California Polytechnic State University - San Luis Obispo

REGISTRATION: Deadline to register to avoid late fees is 4/20/15. Entries are required by chapter. Please complete the form electronically with your students' names under the contest information. If you need to make a substitution after submitting your list of contestants prior to Friday, April 24th, please contact Donetta Rosson by email at drosson@calpoly.edu. Substitutions made after April 24th will be corrected at general line-up. An entry is considered official when the entry form and money (purchase orders are acceptable) have been received. **Full payment must be received or a hard copy of a purchase order must be on file in order for the chapter to compete and/or have their "cards tabulated".**

Please register online at the following web site: <http://calaged.csuchico.edu/registration>

The registration late fee, as outlined in the Curricular Code, has been included on the registration information.

- I. Teams whose entries are received at least 14 days in advance will be charged the established fee per team. (by April 20, 2015)
- II. Teams whose entries are received from 8 to 13 days prior to the State Finals will be charged three times the established fee per team. (by April 23, 2015)
- III. Teams whose entries are received within 7 days of the State Finals will be charged five times the established fee per team. (April 24, 2015 and after)
- IV. Entry forms will not be considered complete if payment is not received with the complete entry form. If both the entry form and payment is not received by the due dates listed above, the chapter will be assessed the appropriate late fee.

After the on-line registration date has closed on 4/24/15, teams may only register the day of the contest at the "line-up" location. Teams will be charged five times the established fee per team and must pay the total amount due in order for the team(s) to compete.

CONTEST LINE-UP LOCATIONS: Light Horse and Ornamental Horticulture are to report to parking lot H-12 across from the Beef Pavilion. Dairy and Land will line up at the Dairy Unit. Floriculture will line up in parking lot H-2A (across from the library). Poultry will line up at Poultry Unit parking lot ([click here to link to Cal Poly map](#)). Marketing Plan and Ag Issues will meet on the lawn outside of Building 22. All others (including Livestock) will line up in lot H-16, the parking lot just past the Farm Shop, on the right hand side of the road.

AWARDS - All awards will be presented in the Rec Center Gym at 5:30 p.m. (Doors open at 5:00 p.m.)

SPECIFIC CONTEST INFORMATION

PARTICIPATION BY ALTERNATES: The CATA Curricular Activities Code allows all the teams entering the Cal Poly State FFA Finals to have teams which consist of four members with the three highest scores counting as the team score. Teams with less than three team members will not be allowed to compete.

The following contests are an exception to the above rule: **Ag Issues** (3-5 members), **Marketing Plan** (limited to 3 members), **Best Informed Greenhand** (3-5 members) and **Marketing (Cooperative Marketing)** allows partial teams (1-5 members). **Milk Quality and Dairy Foods** must have four members in order to compete.

The **Ag Issues** and **Marketing Plan** Contests require that three hard copies of the portfolio/plan must be received by Greg Beard at the address below Friday, April 24, 2015.

Cuesta College will host the **Ag Welding** CDE. Registration information can be found at:
<http://www.calaged.csuchico.edu/registration>

Floriculture CDE: The Floriculture CDE will begin Friday night to determine the 24 teams that will compete the following morning. Additional Floriculture CDE specifics will be sent out prior to the contest date.

Livestock CDE: There will be no Livestock coaches meeting on Friday evening.

Agricultural Mechanics CDE: Only the top 24 teams will be eligible to compete at the State Finals CDE. Check the "aged.calpoly.edu" website to view a current eligibility listing.

The 2015 Ag. Mechanics CDE will consist of the following sub-contests:

- Arc Welding Skills
- Written/Tools & Materials Identification test
- Problem Solving/Plan Interpretation
- Electrical Skills
- Cold Metal/Sheet Metal Fabrication/Tool Sharpening
- Plumbing Skills
- Electrical Motors & Controls

Appendix I of the latest curricular code lists the minimum tools required for each sub-contest. Since the sub-contests will take place simultaneously, a separate set of tools should be assembled for each. A few additional considerations are listed below.

For the Arc Welding Skills portion:

NOTE: The arc welding sub-contest will be held in the engineering building (Building #41A). Each team should assemble TWO boxes of tools. One box should include all tools needed for arc welding and be delivered to the South side of building #41A on Saturday morning. The second box should include all tools needed for the remaining events. This box can be delivered to building #8, as in previous years. A campus map is available at

<http://maps.calpoly.edu/>

The welding lab is equipped with Miller XMT 300 and Dynasty 200 machines.

For the Plumbing Skills portion:

Pipe vises/work benches will be provided by Cal Poly.

For Cold Metal/Sheet Metal Fabrication/Tool Sharpening portion:

Bench grinders will be provided by Cal Poly.

For Electrical Motors & Controls portion:

Teams should bring a **second** Multi-Meter (in addition to one required for the Electrical Skills portion).

P L E A S E R E M E M B E R

1. Register electronically at <http://calaged.csuchico.edu/registration> by **Friday, April 20, 2015 to avoid late fees.** Make checks payable to **California Association FFA** and send to:

Greg Beard
Agricultural Education and Communication Department
Cal Poly State University
San Luis Obispo, CA 93407

2. Be at the line up **before 7:45 a.m.!!!**
3. **APPROPRIATE DRESS:** Judging contest dress code as stated on page 2 and 3 of the 2014-15 CATA CURRICULAR ACTIVITIES CODE **is required.**

GOOD LUCK TO YOU AND YOUR TEAMS!



**HERITAGE HIGH SCHOOL
PURCHASE ORDER REQUISITION**

Date requested: 3/16/15
Date Needed: 5/02/15

Vendor: Motel 6
Ordering Address: 1433 Calle Joaquin
San Luis Obispo CA 93405

Phone # 805-549-9595 Fax #
Web id Motel6.com

Quantity	Description	Unit Price	Total
4	Hotel student rooms	191.98	767.92

Teacher: Perotti SUBTOTAL 767.92
 Department Head: none TAX (8.75%) \$ 0
 Department: Science SHIPPING 0
 Program: ag GRAND TOTAL \$ 767.92

APPROVED: _____
Principal's Signature

Standards Focus:



Jeremiah Perotti <jeremiah.perotti@puhsd.org>

Fwd: Reservation Confirmation Notice - 138MS85899

1 message

Maggie Maratsos <maggie.maratsos@puhsd.org>
To: Jeremiah Perotti <jeremiah.perotti@puhsd.org>

Mon, Mar 16, 2015 at 2:50 PM

Maggie Maratsos
Agriculture Teacher / FFA Advisor
Heritage High School

----- Forwarded message -----

From: <online@motel6.com>
Date: Mon, Mar 16, 2015 at 11:34 AM
Subject: Reservation Confirmation Notice - 138MS85899
To: maggie.maratsos@puhsd.org



Motel 6 Reservation Confirmation

Confirmation Number: 138MS85899

**SAN LUIS OBISPO
NORTH, CA #0138**

US 101/SR 1 AT
LOS OSOS VALLEY
RD MODERN
ROOMS - MID
1433 CALLE
JOAQUIN
SAN LUIS OBISPO
CA 93405
Phone: 805-549-
9595
Fax: 805-544-2826

Guest Name:	MARGARET MARATSOS
Arrival Date:	Friday, May 1, 2015
Departure Date:	Sunday, May 3, 2015
Arrival Time:	LATE - Visa
Number of Adults:	2
Number of Rooms:	1
Room Description:	2 FULL BEDS MODERN
Preferences:	

Preferences or Special Requests are accommodated on-availability. Please check with the Guest Service Representative upon check-in. To change your selection, contact the property directly prior to check in or on arrival.

Motel Information
Map & Driving
Directions
View/Cancel
Reservation

Rate Information
Total:

\$191.98 USD

*(Per Room/Entire Stay) Tax is not included and should be added upon check-in. Your reservation rate is based on the information above. Any modification may result in an adjustment to the rate quoted.

Book another room



Jeremiah Perotti <jeremiah.perotti@puhsd.org>

Fwd: Reservation Confirmation Notice - 138MS85900

1 message

Maggie Maratsos <maggie.maratsos@puhsd.org>
To: Jeremiah Perotti <jeremiah.perotti@puhsd.org>

Mon, Mar 16, 2015 at 2:50 PM

Maggie Maratsos
Agriculture Teacher / FFA Advisor
Heritage High School

----- Forwarded message -----

From: <online@motel6.com>
Date: Mon, Mar 16, 2015 at 11:34 AM
Subject: Reservation Confirmation Notice - 138MS85900
To: maggie.maratsos@puhsd.org



Motel 6 Reservation Confirmation

Confirmation Number: 138MS85900

**SAN LUIS OBISPO
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Directions
View/Cancel
Reservation

Book another room

Rate Information
Total:

\$191.98 USD

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Jeremiah Perotti <jeremiah.perotti@puhsd.org>

Fwd: Reservation Confirmation Notice - 138MS85901

1 message

Maggie Maratsos <maggie.maratsos@puhsd.org>
To: Jeremiah Perotti <jeremiah.perotti@puhsd.org>

Mon, Mar 16, 2015 at 2:49 PM

Maggie Maratsos
Agriculture Teacher / FFA Advisor
Heritage High School

----- Forwarded message -----

From: <online@motel6.com>
Date: Mon, Mar 16, 2015 at 11:34 AM
Subject: Reservation Confirmation Notice - 138MS85901
To: maggie.maratsos@puhsd.org



Motel 6 Reservation Confirmation

Confirmation Number: 138MS85901

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Fax: 805-544-2826

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Reservation

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Book another room



Jeremiah Perotti <jeremiah.perotti@puhsd.org>

Fwd: Reservation Confirmation Notice - 138MS85902

1 message

Maggie Maratsos <maggie.maratsos@puhsd.org>
To: Jeremiah Perotti <jeremiah.perotti@puhsd.org>

Mon, Mar 16, 2015 at 2:49 PM

Maggie Maratsos
Agriculture Teacher / FFA Advisor
Heritage High School

----- Forwarded message -----

From: <online@motel6.com>
Date: Mon, Mar 16, 2015 at 11:34 AM
Subject: Reservation Confirmation Notice - 138MS85902
To: maggie.maratsos@puhsd.org



Motel 6 Reservation Confirmation

Confirmation Number: 138MS85902

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NORTH, CA #0138**

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Phone: 805-549-
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Sincerely,

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Reservation Center.
(800) 4MOTEL6
(800) 466-8356

Reservations: 800-4-MOTEL6 (800-466-8356) or Reserve Online
En Espanol (Spanish): 1-877-467-7224

**HERITAGE HIGH SCHOOL
PURCHASE ORDER REQUISITION**

Date requested: 3/16/15
Date Needed: 4/20/15 Receive by

Vendor:

California Association FFA

Ordering Address:

Agriculture Education and Communication Department
Cal Poly State University
San Luis Obispo, CA 93407
Attn: Greg Beard

Phone #

805-756-2803

Fax #

Web id

www.aged.calpoly.edu

Quantity	Description	Unit Price	Total
1	Best Informed Greenhand Team Registration	35	35
1	OH Team Registration	35	35
1	Veg Crop Team Registration	40	40
1	Vet Sci Team Registration "Perkins"	55	55

Teacher: Perotti

SUBTOTAL 165

Department Head: none

TAX (8.75%) \$ 0

Department: Science

SHIPPING 0

Program: ag

GRAND TOTAL \$ 165

APPROVED: _____

Principal's Signature

Standards Focus: Carrier development and agriculture leadership

Jeremiah Perotti



26001 Briggs Rd. • Menifee, CA 92585 • Cell Phone: (805) 704-6981
E-Mail: Jeremiah.Perotti@puhsd.org Web: menifeeheritageffa.com

Date: 3/16/2015

For: PUHSD District Board Approval

Event: San Luis Obispo FFA State Finals- May 2nd, 2015

Dear PUHSD District Board:

Heritage FFA would like to participate, with your approval, in the annual FFA State Judging Finals this year, with 18 kids and 3 advisors. California Polytechnic State University, San Luis Obispo is the host to over 20 different FFA Career Development Events at the end of each year that challenge students in the areas of their interest; students can compete for a state title during this contest. The contests that we would like to participate in are as follows: Ornamental Horticulture judging, Vegetable Crop judging, the Best Informed Greenhand contest, and Veterinary Science judging. Along the way, students also get to tour one of the best agriculture colleges in the country, and see multiple programs in agriculture that they could one day study.

Sincerely,

Jeremiah Perotti

Heritage High Agriculture Teacher/ FFA Advisor

Fee List for: 2015 Cal Poly State FFA Judging Finals - 5/2/2015

Contest/Event	Team			Participant		
	Fee	Late Fee After	Very Late Fee After	Fee	Late Fee After	Very Late Fee After
Ag Issues	35	65	85	0	0	0
Ag Mechanics	50	80	100	0	0	0
Agronomy	35	65	85	0	0	0
Best Informed Greenhand	35	65	85	0	0	0
Dairy Cattle Judging	35	65	85	0	0	0
Farm Business Management	35	65	85	0	0	0
Farm Record Book	35	65	85	0	0	0
Floriculture	80	110	130	0	0	0
Forestry	35	65	85	0	0	0
Land Judging	40	70	90	0	0	0
Light Horse Judging	40	70	90	0	0	0
Livestock Judging	80	110	130	0	0	0
Marketing	35	65	85	0	0	0
Marketing Plan	35	65	85	0	0	0
Meat Judging	80	110	130	0	0	0
Milk Quality & Dairy Foods	55	85	105	0	0	0
Ornamental Horticulture	35	65	85	0	0	0
Poultry Judging	50	80	100	0	0	0
Vegetable Crop Judging	40	70	90	0	0	0
Vet Science Judging	55	85	105	0	0	0

Please contact the host school for questions about event registration. Additional Help.

Site developed and maintained by Mike Spiess, College of Agriculture, Chico State.

Page last modified: 12/30/2011

SLO State Finals list of Students

- 1 Ashley Reilly - Vet
- 2 Amber Thompsen- Vet
- 3 Faith Baker- Vet
- 4 Allyson Schwartz- Vet
- 5 Jolene Anderson- Vet
- 6 Jared Brandt- OH
- 7 Makaela Van De Grugt- BIG
- 8 Kelsi Cisney-Big
- 9 Megan Alexander- BIG
- 10 Dakota Sims- BIG
- 11 Jenna Julson-BIG
- 12 Haley Wilcox- Veg
- 13 Catherin Moore- Veg
- 14 Karla Monroy- Veg
- 15 Dakota Dickey- Veg
- 16 Kailani Kaohou- OH
- 17 Sean Randall- OH
- 18 Anthony Wright- OH



42. Chart of Responsibilities

Area of Responsibilities	Teacher					Comments
	Daly	Maddalena	Maratsos	Perotti	Rushing	
I. Departmental						
Department Chair				x		
Incentive Grant Application				x		
Incentive Grant Report				x		
Trip Board approval letters				x		
Teacher Conference Requests				x		
Activity Requests				x		
Perkins Mini grants	x	x	x	x	x	
Transportation Requests				x		
Purchase Requisitions				x		
FFA ASB Account	Daly	Maddalena	Maratsos	Perotti	Rushing	
-Club paperwork				x		
- PO's				x		
-Minutes				x		
8th grade recruiting	Daly	Maddalena	Maratsos	Perotti	Rushing	
- Bell Middle			x	x		
-Mountain Shadows	x				x	
- Chase Middle			x	x		
-Open House table	x	x	x	x	x	
-Haun Middle	x				x	
-Menifee Middle	x			x		
- 8th grade orientation	x	x	x	x	x	
Budget Preparation				x		
Course approval process	x	x	x	x	x	
School Leadership Monthly Meetings				x		
Equipment purchase/Maintenance				x		
Award Orders					x	
Ordering Supplies				dept	ffa	
R2's				x		
Graduate Follow-up		x				
Scholarship Application				x		
II. FFA Activities	Daly	Maddalena	Maratsos	Perotti	Rushing	
Officer Training				x		
Elections				x		
Newsletter				x		
Ordering Supplies				x	x	
Banquet	x	x	x	x	x	
FFA Meetings	x	x	x	x	x	
Judging Teams	Daly	Maddalena	Maratsos	Perotti	Rushing	
-Nursery/ Landscape			x			
- Co-Ops		x				
- Parli-Pro			x		x	
- Vegetable Crop Judging					x	
-Best Informed GH				x		
-Vet Science				x		
-Livestock Judging				x		
- Opening/Closing	Daly	Maddalena	Maratsos	Perotti	Rushing	

Novice	x			x		
Advanced			x			
Officers					x	
Speech Contests	Daly	Maddalena	Maratsos	Perotti	Rushing	
- Creed				x		
- Impromptu			x			
- Prepared					x	
-Extemporaneous			x			
-Job Interview	x					
Fund Raisers	Daly	Maddalena	Maratsos	Perotti	Rushing	
- Geese	x	x	x	x	x	
Entries to Fair				x		
Awards and Degrees	Daly	Maddalena	Maratsos	Perotti	Rushing	
-Greenhand Degrees					x	
-Chapter Degrees				x	awards	
-State Degree				x		
- American Degrees				x		
Proficiency Awards	Daly	Maddalena	Maratsos	Perotti	Rushing	
-Local			x	x		
-Sectional/State			x	x		
Officer Applications	Daly	Maddalena	Maratsos	Perotti	Rushing	
-Chapter Office				x		
-Sectional Office				x		
- Regional				x		
-State				x		
Web page				x		
Facebook				x		
Twitter	x					
Instagram	x					
FFA Week				x		
Field Days	Daly	Maddalena	Maratsos	Perotti	Rushing	
-El Capitan	x		x			
- Fallbrook	x		x	x	x	
- Heritage	x		x	x	x	
-Norte Vista	x		x	x	x	
-Indio	x	x	x	x	x	
-Pomona	x	x	x	x	x	
-Davis	x		x	x		
- Fresno	x		x	x	x	
-SLO	x		x	x	x	
FFA Points Tabulations				x		
FFA Conferences	Daly	Maddalena	Maratsos	Perotti	Rushing	
-Greenhand				x		
-MFE	x					
-ALA	x					
-State				x		
-SLE				x		
III. Projects SAE	Daly	Maddalena	Maratsos	Perotti	Rushing	
Beef				x		

Sheep					x	
Swine				x		
Goats	x					
Poultry		x				
Rabbits		x				
Dairy					x	
Horticulture			x			



43. Substitute Teacher Procedures & Plans



Human Resources

Absence Management

Contracts

Complaints and Procedures

Farms

District Calendars

Employment Opportunities

Employee Manual

Job Descriptions

Substitute Handbooks

Salary Schedules

Home Human Resources Absence Management

Absence Management

Employee Absence Reporting System and Substitute Management

On Tuesday, August 2, 2016, AESOP relaunched as Absence Management and updated their look in order to give our users a cleaner, more streamlined process of recording and managing absences and finding substitutes. This new interface will not change the functionality of the system in any way. Everything "under the hood" is still the same and your login and password will remain the same.

The Absence Management system will be available to employees and substitutes 24 hours a day, 7 days a week. All employees are required to report any and all absences through Absence Management.



Log In to Absence Management

v.weather.weatherbus.com

November 2016							December 2016							January 2017						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4						1	2			2	3	4	5	6	
	7	8	9	10	11			5	6	7	8	9			9	10	11	12	13	
	14	15	16	17	18			12	13	14	15	16			16	17	18	19	20	
	21	22	23	24	25			19	20	21	22	23			23	24	25	26	27	
	28	29	30					26	27	28	29	30			30	31				

Absences
 Closed Day
 In-Service Day

Create Absence 0 Scheduled Absences 2 Past Absences

Please select a date Need more options? [Advanced Mode](#)

<p>November 2016</p> <p>SUN MON TUE WED THU FRI SAT</p> <p>1 2 3 4</p> <p>7 8 9 10 11</p> <p>14 15 16 17 18</p> <p>21 22 23 24 25</p> <p>28 29 30</p> <p>18</p> <p><small>Helpful Hint:</small> You can select multiple days individually or click and-drag to select a range of dates.</p>	<p>Substitute Required <input checked="" type="checkbox"/> Yes</p> <p>Absence Reason <input type="text" value="Select One"/></p> <p>Time <small>(Please enter a valid time range using the 10:00 AM format.)</small></p> <p>Full Day <input type="checkbox"/></p> <p>07:30 AM to 03:10 PM</p> <p>Notes to Administrator <small>(not viewable by Substitute)</small></p> <p>Notes to Substitute</p>
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Mr. Perotti

Substitute Lesson Plan

Rules of the classroom:

- Any person who insist to talk during the period, take their name down for me and I will deal with them on my return.
- Please remind students that any work that is done while a sub is in the classroom is worth double points on my return.
- All work done will be collected when I return.
- Last class puts chairs on top of tables at the end of the day.
- All assignments are on Haiku (online)
ISN= Interactive science notebook

For each day the student's work is listed on their haiku page for my class. We have written down all the assignments for the week already. I will stamp all work on my return for students if complete. As a rule of thumb they should have a right side page and an activity done on the left side.

Earth Science Periods 1-4

Agenda:

Thurs-ISN 33 ch 6.3 Draw/color 2 things you learn from the video
on Geysers (SUB EXTRA CREDIT)
ISN 34 ch 6.3 2 notes per Heading pg. 171-174

Fri- ISN 35 ch 6.3 Questions 1-5 & Draw the difference between
Stalactites and Stalagmites
ISN 36 ch 6.3 2 notes per Heading pg 175-179

•
Ag Leadership Period 5

Agenda: These students will be working on Open/Closing Ceremonies. These are some of our best kids and they all know what they should be doing. They should make three or four teams and be practicing in their groups for the contest next week. There class in not online.

Plant / Animal Periods 6

Agenda: what the students see on Haiku.

Thurs- ISN 21- Please go to uploads and do the "Call of the Quail assignment" using the FFA New Horizons magazines in my classroom

Friday- Groups 5-6 present opening/ closing speech in front of class

•
Ag Mechanics Periods 7

Agenda:

Thrs- ISN 13- Please watch the video: table top &
list out the the items needed to make the concrete
project. Then write out the steps to complete the
project IN DETAIL!!! (Sub)

Fri- ISN 14- Please watch the video: Fireplace &
list out the the items needed to make the concrete
project. Then write out the steps to complete the
project IN DETAIL!!! (Sub)

Any questions feel free to call me on my cell 805-704-6981

Please take a few notes on any problems you have with any students and I will deal with them on my return. THANK YOU!!!!

Heritage High School

Mr. Perotti

Substitute Lesson Plan

Rules of the class room:

- There is no hat or head gear worn at any time.
- There is no I-pods or cell phones allowed. In the case that someone is using one take their name and I will be happy to deal with it on my return.
- No one is to leave the classroom at the end of the period in tell you dismiss them. This requires each student to be sitting in there seat and waiting for your release.
- Any person who insist to talk during the period, take their name down for me and I will deal with them on my return.
- Please remind students that any work that is done while a sub is in the classroom is worth a lot of points so they need to stay on task.
- All work done will be collected on Wednesday.

Lesson:

10/15/09

- Today the kids will be watching a DVD. The DVD is of the show Dirty Jobs and they need to watch the Pig Farmer episode.
- While the episode is playing each student needs to come up with a 15 facts about pigs from the movie and list them on a piece of paper and turn in at the end of period.

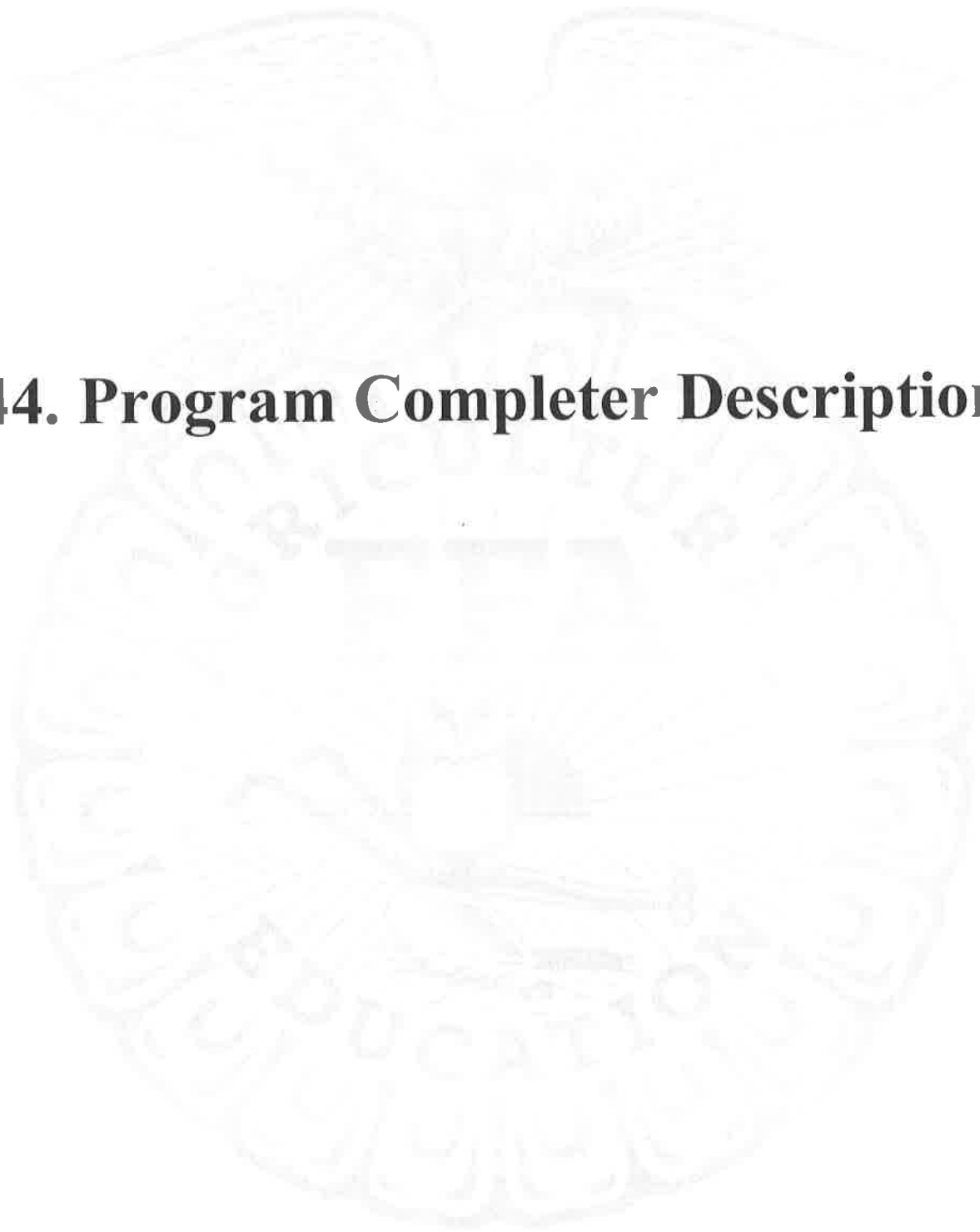
Working the DVD player:

One turn on the Projector with the gray remote by pressing power. Second make sure my computer is on. Third Access my computer by using a code that they gave you in your packet. Fourth once the vide starts to play you have to drag the picture over to the right to go up onto the screen.

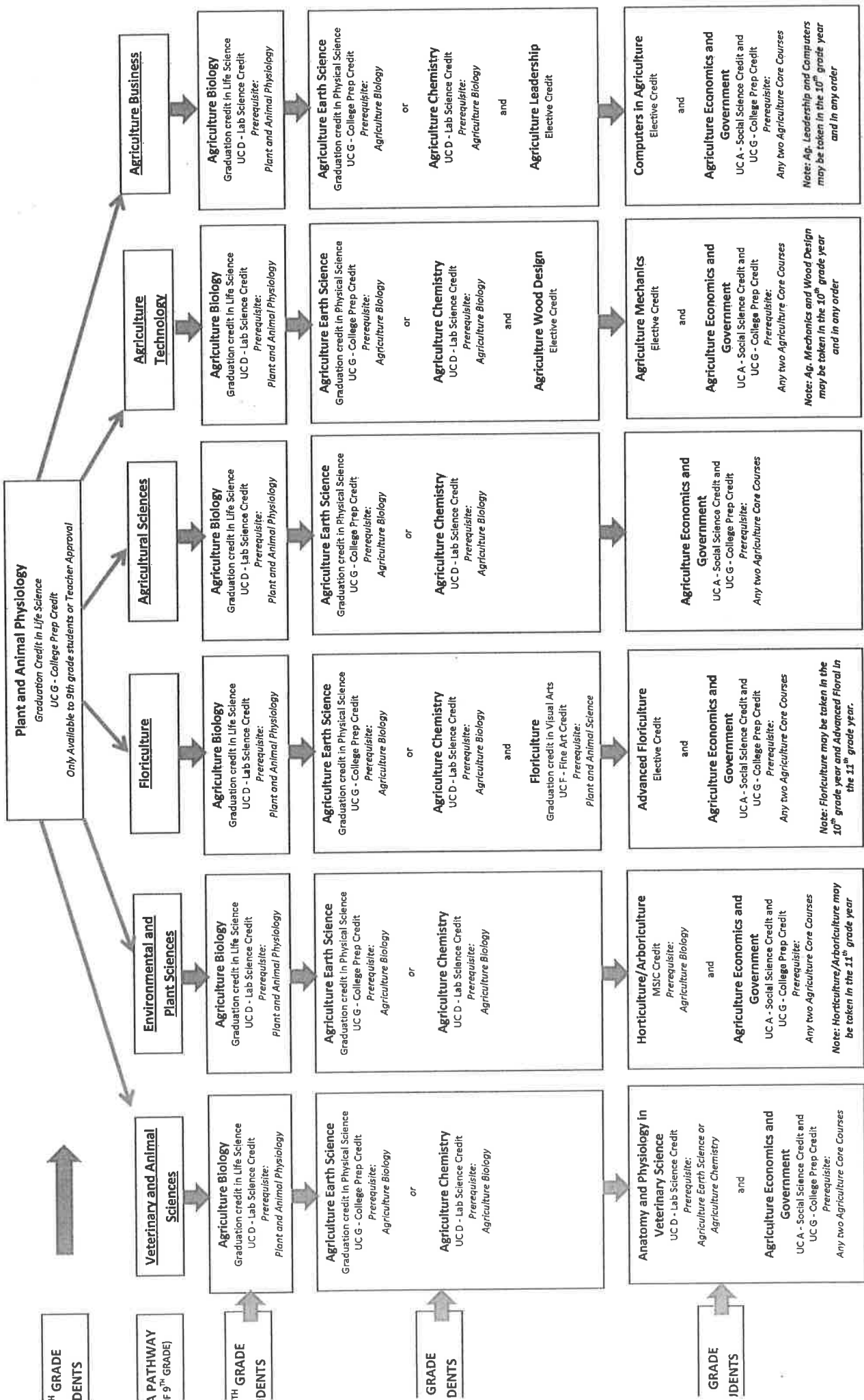
Contact:

- If you have any questions feel free to call me at 805-704-6981.
- I would appreciate if you would take a few quick notes on my class's behavior so I can address it when I get back.

44. Program Completer Description



PERRIS UNION HIGH SCHOOL DISTRICT AGRICULTURE PROGRAM PATHWAYS



TARGETED OCCUPATIONS

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

Agriculture Production

Crop Production

Jobs

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

Animal Production

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

Agriculture Mechanics

Mechanics

Jobs

Equipment Operator, Parts Person, Shop Foreman,

Equipment Operator

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

Ornamental Horticulture

Greenhouse Management

Nursery & Turf Operator

Landscape

Floriculture

Agribusiness/Computers

Agribusiness

Jobs

Greenhouse Worker, Foreman
Maintenance, Propagator,
Tissue Culture

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

Grounds Worker, Gardening
Business, Garden Store Sales

Floral Design, Floral Sales,
Floral Delivery

Jobs

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

L.
**Proficiency Standards for
Program Completers**

Plant & Animal Science

_____ has complete coursework in the study and practice in Agriculture Science and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

Competency Level

- _____ Basic Animal Science
- _____ Anatomy and Physiology of domestic livestockAnimals
- _____ Livestock Breeding and Genetics
- _____ Handling Livestock
- _____ Livestock Nutrition and Feeds
- _____ Animal Health
- _____ Beef Cattle
- _____ Swine
- _____ Sheep
- _____ Beef, Swine, and Sheep veterinary practices
- _____ Dairy Cattle and Dairy Cattle veterinary practices
- _____ Livestock Evaluation and Selection
- _____ Livestock Products
- _____ Poultry veterinary practices
- _____ Basic Plant Science
- _____ Plant Classification Systems
- _____ Areas of Crop Production
- _____ Vegetable Crops
- _____ Tree Crops
- _____ Forage Crop Production
- _____ Vine and Small Fruit Crops
- _____ Land Preparation and Planting
- _____ Soils
- _____ Fertilizers
- _____ Irrigation and Drainage
- _____ Harvesting
- _____ Identification of Crops, Products, and By-Products
- _____ Agricultural Production Services
- _____ Agricultural Production Records
- _____ Marketing Agricultural Products
- _____ Financing Agricultural Production

- _____ Intelligently discuss theories on the origins of life.
- _____ Describe the characteristics of living organisms.

- _____ Describe the characteristics of plant and animal cells with respect to their structure.
- _____ Compare and contrast the roles of meiosis and mitosis in cellular reproduction.
- _____ Understand heredity, Mendelian Genetics, terminology and apply this to animal inheritance.
- _____ Distinguish between historical and modern taxonomy systems and understand the evolutionary relationships among domestic plants and animals.
- _____ Understand the structural and functional similarities and differences among major animal, plant and protist phyla.
- _____ identify and understand the major organ systems of animals.
- _____ Recognize the structure and function of ecosystems, populations, and communities and the impact of human society on the natural and agricultural environment.
- _____ Describe the three cycles that involve abiotic and biotic factors. And explain their interrelationships and importance to the biosphere.
- _____ Identify the environmental and genetic factors that influence variation among organisms.
- _____ Demonstrate basic laboratory techniques including the use of microscopes, slides, microorganism examination, and the dissection of representative plants and animals of various species.

Certifying Instructor

Course Grade

Date

Proficiency Standards

Students are to be graded on their ability to accomplish or perform different tasks.

- Rating Scale:
- 4 – Skilled or can work independently
 - 3 – Moderately skilled or can perform with limited help
 - 2 – Limited skill, requires instruction and close supervision
 - 1 – No exposure, no experience or knowledge in this area

Rating

Agriculture I

- _____ A. To identify the importance of production agriculture.
- _____ B. Identify the seven basic agricultural career areas.
- _____ C. Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills.
- _____ D. Demonstrate an understanding of the Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers.
- _____ E. Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.
- _____ F. Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals.
- _____ G. Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction.
- _____ H. Demonstrate an understanding of the terminology associated with each species of livestock.
- _____ I. Identify the common crops grown and understand their importance to California Agriculture.
- _____ J. Identify plant parts and explain their functions for a variety of common agriculture plants.
- _____ K. Explain the factors involved in plant growth and general production practices.
- _____ L. Students will understand and perform basic tractor operations and maintenance. Identify basic parts of common agriculture equipment.
- _____ M. Identify basic parts of common agriculture equipment.
- _____ N. Demonstrate proper safety techniques used in the agricultural industries and in the classroom setting.

Certificate of Skills

Plant & Animal Science



This is to certify that _____ was
Enrolled in the *Agricultural Science Courses* at
Heritage High School and is a *Program Completer*.

*To be a program completer the student has
demonstrated the skills and knowledge listed on the
reverse side of this certificate.*

Instructor Signature

Date

Agriculture Biology

_____ has complete coursework in the study and practice in Agriculture Science and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

Competency Level

- _____ Basic Animal Science
- _____ Anatomy and Physiology of domestic livestockAnimals
- _____ Livestock Breeding and Genetics
- _____ Handling Livestock
- _____ Livestock Nutrition and Feeds
- _____ Animal Health
- _____ Beef Cattle
- _____ Swine
- _____ Sheep
- _____ Beef, Swine, and Sheep veterinary practices
- _____ Dairy Cattle and Dairy Cattle veterinary practices
- _____ Livestock Evaluation and Selection
- _____ Livestock Products
- _____ Poultry veterinary practices
- _____ Basic Plant Science
- _____ Plant Classification Systems
- _____ Areas of Crop Production
- _____ Vegetable Crops
- _____ Tree Crops
- _____ Forage Crop Production
- _____ Vine and Small Fruit Crops
- _____ Land Preparation and Planting
- _____ Soils
- _____ Fertilizers
- _____ Irrigation and Drainage
- _____ Harvesting
- _____ Identification of Crops, Products, and By-Products
- _____ Agricultural Production Services
- _____ Agricultural Production Records
- _____ Marketing Agricultural Products
- _____ Financing Agricultural Production
- _____ Understands the nature of scientific inquiry and incorporate the use of the scientific method in laboratory investigations that pertain to biological and agricultural principles.

- _____ is familiar with the theory of cell biology and its application to the organization of all living organisms.
- _____ Can identify and understand the process of cellular and organism growth and reproduction.
- _____ Can recognize the diversity of life and the interrelationships among all organisms.
- _____ Understands the role of genetics in organism variation and adaptation.
- _____ Understands the role of genetics as it pertains to the development of multi cellular organisms and appreciate how encoded genes specify the characteristics of living organisms.
- _____ Has acquired biological and agricultural research vocabulary and the reading, writing, and critical thinking skills pertaining to scientific inquiry.
- _____ Understands the stability in an ecosystem is a balance between competing effects.
- _____ Understands fundamental cellular and systemic functions and processes.
- _____ Recognizes the interrelationships between biotic and physical factors to energy flow in the biosphere.
- _____ Can intelligently discuss theories on the origins of life.
- _____ Can describe the characteristics of living organisms.
- _____ Can describe the characteristics of plant and animal cells with respect to their structure and chemistry.
- _____ Can compare and contrast the roles of meiosis and mitosis in cellular And organism reproduction.
- _____ Can define the chromosome theory of heredity, Mendelian genetics, Gene- enzyme relationships, and apply this knowledge to animal inheritance.
- _____ Can distinguish between historical and modern taxonomy systems and scientific nomenclature that demonstrate evolutionary relationships among plants and animals.
- _____ Can identify the structural and functional similarities and differences among the major animal, plant, and protist phyla.
- _____ Can analyze the major organ systems of animals and understand their function.

- _____ Can recognize the structure and function of ecosystems, populations and communities and the impact of human society on the natural and agricultural environment.
- _____ Can describe the three cycles that involve biotic and abiotic factors: nitrogen, carbon-oxygen, and water and explain the importance of their interrelationships to the biosphere.
- _____ Can identify the environmental and genetic factors that influence variation among organisms.
- _____ Can demonstrate basic laboratory techniques including the use of microscopes, microscope slide preparation, maintenance and examination of micro-organism cultures, tests, demonstrating fundamental biochemical reactions, dissection of representatives of plant and animal phyla, and the sharpening of interpretive skills.

Proficiency Standards

Students are to be graded on their ability to accomplish or perform different tasks.

- Rating Scale:
- 4 – Skilled or can work independently
 - 3 – Moderately skilled or can perform with limited help
 - 2 – Limited skill, requires instruction and close supervision
 - 1 – No exposure, no experience or knowledge in this area

Rating

Agriculture I

- _____ A. To identify the importance of production agriculture.
- _____ B. Identify the seven basic agricultural career areas.
- _____ C. Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills.
- _____ D. Demonstrate an understanding of the Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers.
- _____ E. Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.
- _____ F. Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals.
- _____ G. Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction.
- _____ H. Demonstrate an understanding of the terminology associated with each species of livestock.
- _____ I. Identify the common crops grown and understand their importance to California Agriculture.
- _____ J. Identify plant parts and explain their functions for a variety of common agriculture plants.
- _____ K. Explain the factors involved in plant growth and general production practices.
- _____ L. Students will understand and perform basic tractor operations and maintenance. Identify basic parts of common agriculture equipment.
- _____ M. Identify basic parts of common agriculture equipment.
- _____ N. Demonstrate proper safety techniques used in the agricultural industries and in the classroom setting.

Certificate of Skills

Agriculture Biology



*This is to certify that _____ was
Enrolled in the Agricultural Science Courses at
Heritage High School and is a Program Completer.*

*To be a program completer the student has
demonstrated the skills and knowledge listed on the
reverse side of this certificate.*

Instructor Signature

Date

Agriculture Earth & Physical Science

_____ has complete coursework in the study and practice in Agriculture Science and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

Competency Level

- _____ Basic Animal Science
- _____ Areas of Crop Production
- _____ Vegetable Crops
- _____ Tree Crops
- _____ Forage Crop Production
- _____ Vine and Small Fruit Crops
- _____ Land Preparation and Planting
- _____ Soils
- _____ Fertilizers
- _____ Irrigation and Drainage
- _____ Harvesting
- _____ Identification of Crops, Products, and By-Products
- _____ Agricultural Production Services
- _____ Agricultural Production Records
- _____ Marketing Agricultural Products
- _____ Financing Agricultural Production

- _____ Students will apply the scientific method to solve a problem.
- _____ Students will design an experiment and articulate a conclusion.
- _____ Students will demonstrate safe lab practices and care of equipment.
- _____ Students will write lab reports and present them to class.
- _____ Students will diagram an atom using the Bohr model.
- _____ Students will identify elements utilizing their properties and characteristics.
- _____ Students will depict the relationship between the state of matter and matter.
- _____ Students will balance chemical equations.
- _____ Students will utilize ph paper to test solutions and identify acids and bases.

- _____ Students will solve equations using $v=d/t$ to arrive at velocity, distance, or time.
- _____ Students will solve equations using $F=ma$ to calculate force, mass, or acceleration.
- _____ Students will diagram the transfer of heat energy to mechanical energy.
- _____ Students will simulate the direction of an object's motion with respect to momentum.
- _____ Students will develop models showing the relationship between force, work and power.
- _____ Students will represent graphically how plate tectonics drives the earth's process.
- _____ Students will draw, label, and interpret the "Ring of Fire".
- _____ Students will collect samples and interpret the rock cycle and various rock types.
- _____ Students will identify minerals.
- _____ Students will classify soils.
- _____ Students will trace the path of energy as solar radiation.
- _____ Students will chart weather tidal influences and predict climactic changes.
- _____ Students will label and describe parts of the sun, planets and solar system.
- _____ Students will lead a meeting, class discussion and group activity.
- _____ Students will sketch California's natural resource base and relate its productive capabilities.
- _____ Students will keep accurate records of field visits labs, and SAE's.
- _____ Students will complete science research including agriculture and career investigations.

Certificate of Skills

Agriculture Earth & Physical



*This is to certify that _____ was
Enrolled in the Agricultural Science Courses at
Heritage High School and is a Program Completer.*

*To be a program completer the student has
demonstrated the skills and knowledge listed on the
reverse side of this certificate.*

Instructor Signature

Date

Floral Design

_____ has completed
Courses of study and practice in Floral Design and has attained a competency
level of: (n/a) not applicable; (0) does not meet basic standards;
(1) basic; (2) good; or (3) excellent as certified by instructor in the following skill
areas:

Competency Level

_____ Identify and use the principles of design to discuss, analyze, and
write about visual aspects in the environment and in works of art,
including their own.

_____ Describe the principles of design as used in works of art, focusing
on dominance and subordination.

_____ Research and analyze the work of an artist and write about the
artist's distinctive style and its contribution to the meaning of the work.

_____ Analyze and describe how the composition of a work of art is
affected by the use of a particular principle of design

_____ Analyze the material used by a given artist and describe how its
use influences the meaning of the work.

_____ Compare and contrast similar styles of works of art done in
electronic media with those done with materials traditionally used in the
visual arts.

_____ Solve a visual arts problem that involves the effective use of the
elements of art and the principles of design.

_____ Prepare a portfolio of original two-and three-dimensional works of
art that reflects refined craftsmanship and technical skills.

_____ Develop and refine skill in the manipulation of digital imagery.

_____ Review and refine observational drawing skills.

_____ Create an expressive composition, focusing on dominance and
subordination.

_____ Create two or three-dimensional work of art that addresses a social issue.

_____ Identify similarities and differences in the purposes of art created in selected cultures.

_____ Identify and describe the role and influence of new technologies on contemporary works of art.

_____ Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

_____ Discuss the purposes of art in selected contemporary cultures.

_____ Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

_____ Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

_____ Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

_____ Articulate the process and rationale for refining and reworking one of their own works of art.

_____ Employ the conventions of art criticism in writing and speaking about works of art.

Certifying Instructor

Course Grade

Date

Floral Design

Students are to be graded on their ability to accomplish or perform different tasks.

Rating Scale:

- 4 – Skilled or can work independently
- 3 – Moderately skilled or can perform with limited help
- 2 – Limited skill, requires instruction and close supervision
- 1 – No exposure, no experience or knowledge in this area

Rating

Agriculture I

- _____ 1. Students will write an art evaluation on one of the below:
Ikebana Design, Vincent Van Gogh, Pablo Picasso, Edouard Monet, Klaus Wagner, Gregor Lersch, Els and George Hazenberg, Georgia O'Keeffe, Pierre Renoir
- _____ 2. Students will research and write a description of the historical symbolism of specific flowers and foliage.
- _____ 3. Students will choose a flower or foliage, find the symbolism and from it create a floral design.
- _____ 4. Evaluation of art examples from various time periods
- _____ 5. Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.
- _____ 6. Create a visual presentation on history of Floral Design
- _____ 7. Project on floral art history and specific art periods including: European Period, Impressionistic Era, Oriental Influence, and American Styles
- _____ 8. Create a two and three dimensional visual display of floral art: Freeform Expression, Geometric Mass, Art Deco, Art Nouveau, and Modern Contemporary through the use of various media
- _____ 9. Practicum using a given theme: two dimensional layouts, three-dimensional arrangements, fresh and dry cut flower designs, and container arrangements
- _____ 10. Identify plant parts and explain their functions for a variety of common agriculture plants.
- _____ 11. Complete a floral art three-dimensional Critique Sheet for historical periods

Certificate of Skills

The Art & History of Floral Design



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Heritage High School and is a Program Completer.*

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demonstrated the skills and knowledge listed on the
reverse side of this certificate.*

Instructor Signature

Date

1. Harvest and Distribution

- A. Describe the world flower market and the position the United States maintains in this market.
- B. Discuss the important processes of harvesting, grading, bunching, and conditioning flowers to ensure optimum quality and longevity for the final consumer.
- C. Explain the various methods of packing and shipping flowers.
- D. Outline the traditional distribution channel for flowers and describe changes that are taking place in the movement of product from growers to final consumers.
- E. Summarize the floral industry's advertising and promotion programs.

2. Wedding Flowers

- A. Describe the importance of promotion and advertising to attract prospective brides-to-be.
- B. Specify the importance of the wedding consultation appointment and the

necessity for a floral consultant to be knowledgeable about wedding flowers and professional in helping a bride-to-be select appropriate flowers for her wedding.

Describe how to conduct a bridal consultation and explain the various floral pieces that are listed on a wedding order form.

Describe the most popular bouquet styles.

Describe general approaches to planning and presenting flowers for the ceremony and reception decorations.

List the fundamental design techniques that are important in creating wedding flowers.

Construct a simple colonial bouquet and a simple cascade bouquet using foam bouquet holders.

Construct a cake top in a cake-top holder.

Describe the importance of servicing weddings that require professional attention at the ceremony and the reception.

3. Sympathy Flowers

Identify various sympathy floral designs, tributes, and funeral-related terminology.

Describe the significant construction techniques in creating sympathy designs.

List ways a professional retail flower shop can develop a positive working relationship with funeral directors.

Identify concerns that limit the growth of the sympathy flower business.

Characterize how to conduct a consultation with a family ordering flowers for their deceased loved one.

Construct a variety of floral designs including a tied flat spray, a pedestal arrangement, an easel spray and a simple casket spray.

4. Contemporary Design Styles and Techniques

1. Specify what constitutes a contemporary floral design.
3. Demonstrate proficiency in advanced arrangement techniques.
2. Define, sketch, or construct the various contemporary, advanced, classic, naturalistic, linear, and modernistic design styles discussed.

5. Retail Flower Shop

- A. Identify the primary functions of a retail flower shop.

Differentiate the major classifications of retail flower operations.

Explain the characteristics of store location options.

Characterize the principle responsibilities of employees.

Summarize the key management responsibilities required for a successful and profitable flower shop.

Describe product presentation and the importance of window and store display.

Identify the primary goals of display.

Describe the sequence of taking information for a telephone order.

6. Career Portfolio

Goal: The students will create portfolio with work examples associated with employment skills and expectations.

1. Resume
2. Cover letter
3. Job application
4. Work Samples
5. Work Critiques
6. Design Styles

7. Introduction to Careers and Continuing Education

1. Describe various employment opportunities in a retail flower shop.
2. Outline the skills and experience required to work in specialized areas of floral design.
3. Identify other career opportunities within the wholesale and production areas of the floral industry.
4. Describe the importance of continuing education in floral design.
5. Identify numerous career options within the floral industry.
6. Describe and distinguish between the different trade organizations and the opportunities each provides.
7. List some of the many trade publications, design workshops, and educational programs available to increase the knowledge and skills of a floral designer.

8. Introduction to FFA

Goal: The students will demonstrate knowledge and understanding of National FFA Associations as they pertain to premier leadership, personal growth, and career success for life.

- 1.** Demonstrate knowledge about the FFA.
- 2.** Participate in leadership activities and FFA events.

Certificate of Skills

Advanced Floral Design



*This is to certify that _____ was
Enrolled in the Agricultural Science Courses at
Heritage High School and is a Program Completer.*

*To be a program completer the student has
demonstrated the skills and knowledge listed on the
reverse side of this certificate.*

Instructor Signature

Date

FFA GRADUATION SASHES

(KEEP THIS SHEET AS YOUR REQUIREMENT CHECK OFF SHEET)

DEAR PARENT/GUARDIAN:

THE HERITAGE HIGH SCHOOL AGRICULTURE DEPARTMENT IS DESIGNED TO BE A FOUR-YEAR CAREER TECHNICAL COLLEGE PREP SCIENCE PATHWAY. THE PURPOSE OF THIS LETTER IS TO INFORM YOU OF THE SPECIFIC REQUIREMENTS FOR COMPLETION OF THIS PROGRAM. STUDENTS WHO QUALIFY ARE ELIGIBLE TO WEAR AN FFA SASH DURING GRADUATION IF THEY CHOOSE TO PURCHASE ONE THROUGH OUR CHAPTER. PLEASE COMPLETE THE ATTACHED FORM AND RETURN IT WITH YOUR CHILD BY NO LATER THAN MAY 1ST.

HERITAGE HIGH SCHOOL AGRICULTURE PROGRAM PATHWAY SASH REQUIREMENTS

COURSES REQUIRED	STUDENTS MUST BE ENROLLED IN 8 SEMESTERS OF AGRICULTURE COURSES TO BE ELIGIBLE.
YEARS REQUIRED	STUDENTS MUST BE ENROLLED IN AGRICULTURE COURSES AT LEAST 3 YEARS BEGINNING SOPHOMORE YEAR.
GRADES	<u>STUDENTS MUST HAVE A CUMULATIVE GPA OF 3.0 IN ALL OF THEIR AGRICULTURE COURSES COMBINED.</u>

APPLICATION CHECK LIST AND STEPS TO BE COMPLETED BY MAY 10TH:

___ PARENT INFO AND SIGNATURE APPLICATION

___ OFFICIAL TRANSCRIPT OF AGRICULTURE CLASSES COMPLETED AND AGRICULTURE GPA SIGNED BY YOUR COUNCILOR.

___ TURN IN ALL PAPERWORK TO MR. PEROTTI AND IF YOU QUALIFY YOU WILL BE GIVEN SASH CONSENT FORM FOR ASB

___ TURN IN \$20 DOLLARS TO ASB. YOU WILL NOT BE ALLOWED TO PAY WITHOUT TEACHER CONSENT FORM.

FFA GRADUATION SASHES

(TURN THIS SHEET IN TO MR. PEROTTI)

CHILDS NAME (PRINT):

I UNDERSTAND THAT THIS AWARD IS BASED ON MY STUDENTS COMBINED GPA ACROSS ALL AGRICULTURE CLASSES WHILE HERE AT HERITAGE INCLUDING THOSE THAT THEY ARE CURRENTLY ENROLLED IN. IN THE EVENT THAT MY CHILD'S CUMULATIVE GPA IN HIS/HER AGRICULTURE CLASSES FALL BELOW A 3.0 AVERAGE BEFORE GRADUATION, MY CHILD WILL NOT RECEIVE HIS/ HER SASH, AND THE MONEY WILL BE REFUNDED. THE COST OF THE SASH IS \$20, IN CASH ONLY, AND CAN BE PAID TO THE ASB ACCOUNTANT ONLY AFTER TUNING IN AN AGRICULTURE TRANSCRIPT AND THIS SIGNATURE PAGE TO MR. PEROTTI. IF YOU HAVE ANY QUESTIONS REGARDING THIS, PLEASE FEEL FREE TO CONTACT ME DIRECTLY. THIS ENTIRE PROCESS MUST BE COMPLETED BY MAY 10TH 2013 TO RECEIVE A SASH.

I ALSO UNDERSTAND THAT IF THERE ARE ANY QUESTIONS OR CONCERNS, I CAN CONTACT MR. PEROTTI AT 325- 5447 EXT. 20227 OR JEREMIAH.PEROTTI@PUHSD.ORG.

PARENT SIGNATURE

PLEASE PRINT NAME

DATE

PLEASE RETURN THIS COMPLETED FORM TO MR. PEROTTI ALONG WITH SIGNED OFFICIAL AG TRANSCRIPT SIGNED FROM YOUR COUNCILOR.

JEREMIAH PEROTTI

HERITAGE HIGH SCHOOL/AGRICULTURE EDUCATOR

JEREMIAH.PEROTTI@PUHSD.ORG

PHONE: 951 325 5447 EXT. 20227

Item Sales Report

All Sales - From July 1, 2015 May 10, 2016

Date	Num	Student ID	Last	First	Gr	Product	Effective Date	Price	Qty	Rem	Item Total	Payments	Credits	Amount Due
03/10/2016	1495	289452	Dailey	Jaimene	12	Sashes	03/10/2016	\$ 20.00	1	0	\$ 20.00	\$ 20.00	0.00	\$ 0.00
03/11/2016	1515	289308	Nogues	Mary	12	Sashes	03/11/2016	20.00	1	0	20.00	20.00	0.00	0.00
03/14/2016	1553	288608	Reilly	Ashley	12	Sashes	03/14/2016	20.00	1	0	20.00	20.00	0.00	0.00
03/14/2016	1562	289473	Ornelas Munoz	Jocelyn	12	Sashes	03/14/2016	20.00	1	0	20.00	20.00	0.00	0.00
03/16/2016	1593	288382	Frahn	Christian	12	Sashes	03/16/2016	20.00	1	0	20.00	20.00	0.00	0.00
03/17/2016	1609	289652	Esquivel	Jhoana	12	Sashes	03/17/2016	20.00	1	0	20.00	20.00	0.00	0.00
04/05/2016	1773	289410	Dickey	Dakoda	12	Sashes	04/05/2016	20.00	1	0	20.00	20.00	0.00	0.00
04/07/2016	1874	289580	Monroy	Karla	12	Sashes	04/07/2016	20.00	1	0	20.00	20.00	0.00	0.00
04/25/2016	2354	290797	Shank	Gabriella	12	Sashes	01/01/2016	20.00	1	0	20.00	20.00	0.00	0.00
04/26/2016	2396	289421	Sumaya	Albert	12	Sashes	01/01/2016	20.00	1	0	20.00	20.00	0.00	0.00
04/29/2016	2757	288348	Brandt	Jared	12	Sashes	01/01/2016	20.00	1	0	20.00	20.00	0.00	0.00
05/02/2016	2892	289474	Moore	Catherine	12	Sashes	01/01/2016	20.00	1	0	20.00	20.00	0.00	0.00
05/05/2016	3019	289590	Botello Villasenor	Ismael	12	Sashes	01/01/2016	20.00	1	0	20.00	20.00	0.00	0.00
13											\$ 260.00	\$ 260.00	\$ 0.00	\$ 0.00



45. Reimbursement Process

Teacher Reimbursement

Agriculture teachers are reimbursed for expenses incurred for FFA, SAE, and approved professional development activities.

The process of reimbursement is as follows:

1. Approval of conference or activity
2. Requisition through district office or ASB cashier must be submitted beforehand, and minutes requesting funds must be approved by the voting FFA membership
3. Original or copied receipts must be attached to the requisition
4. Each expenditure on district requisitions need to be itemized by date and cost
5. Payment through the district takes approximately 30 to 90 days, and payment from the ASB account funds typically takes about 30 days



CLASS/CLUB MEETING MINUTES

Perris Union High School District

School Site: HHS Class / Club: FFA

Meeting Date: 10/27/16 Meeting Time: 2:50 Location: J103

The meeting was called to order by: Haley Wilcox At (time): 2:55

The minutes of the meeting dated: 10/26/16, were read and approved (or corrected and approved)

Meeting Attendees: (or ATTACH SIGN IN SHEET)

Name of Attendee	Title
Haley Wilcox	President
Anthony Wright	VP
Kailani Kodha	VP
Cora Lawrence	Secretary
Jenna Julson	Treasurer
Nelsi Cisney	Reporter
Michael Sumaya	Sentinel

The following Purchase Orders and/or Club Account expenses were approved:

Vendor	Amount	Purpose
California FFA	\$ 10.00	Registration
Jeremiah Perotti	\$1,000.00	Reimbursement
Chris Maddalena	\$1,500.00	Reimbursement

Motion by: Cora Lawrence Seconded by: Michael Sumaya

Vote Count: 6 Number For: 6 Number Opposed: 0

Invoice

Date	Invoice #
9/13/2016	16170262GLC

Bill To
Heritage High School Attn: Accounts Payable/Ag Dept 155 E. 4th St. Perris, CA 92570

Ship To
Heritage HS Attn: Ag Dept. 26000 Briggs Rd. Menifee, CA 92585

P.O. No.	Terms	Rep
	Due on receipt	South

Qty	Description	Rate	Amount
50	Greenhand Conference Registration - Menifee, Heritage HS - September 14, 2016	35.00	1,750.00
1	Greenhand Conference Adult Registration	10.00	10.00
Total			\$1,760.00

-\$1,750.00

\$10.00

HERITAGE HIGH SCHOOL REQUISITION FOR PURCHASE ORDER ASSOCIATED STUDENT BODY

P.O.# _____

Purchase Orders must be submitted by the 15th of the month prior to the activity/fundraiser.
Check requests must be submitted two weeks prior to needing the check.

ACTIVITY Reimbursement

The following section must be filled in completely.

VENDOR Jeremiah Perotti (Checks will be made out to this name/co.)

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONE _____ FAX _____

QUANTITY	ARTICLE OR SERVICE WANTED (Be specific)	UNIT PRICE (individual price)	TOTAL (extended price)
	Reimbursement for FFA materials		\$1000
	TAX..... SHIPPING... TOTAL.....		\$1000

This form is not to be used for purchasing. Return to the business office and a purchase order will be issued, after approval.

ORGANIZATION OR CLUB FFA DATE 10/25/17

STUDENT OFFICER Darry Wilay ADVISOR [Signature]

APPROVED: YES _____ NO _____

DATE _____

STUDENT COUNCIL SECRETARY _____

STUDENT COUNCIL ADVISOR _____

PRINCIPAL/DESIGNEE _____

*****FOR OFFICE USE ONLY*****

CHECK#	AMOUNT	CHECK#	AMOUNT	CHECK#	AMOUNT	CHECK#	AMOUNT	Date Pd.
_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____

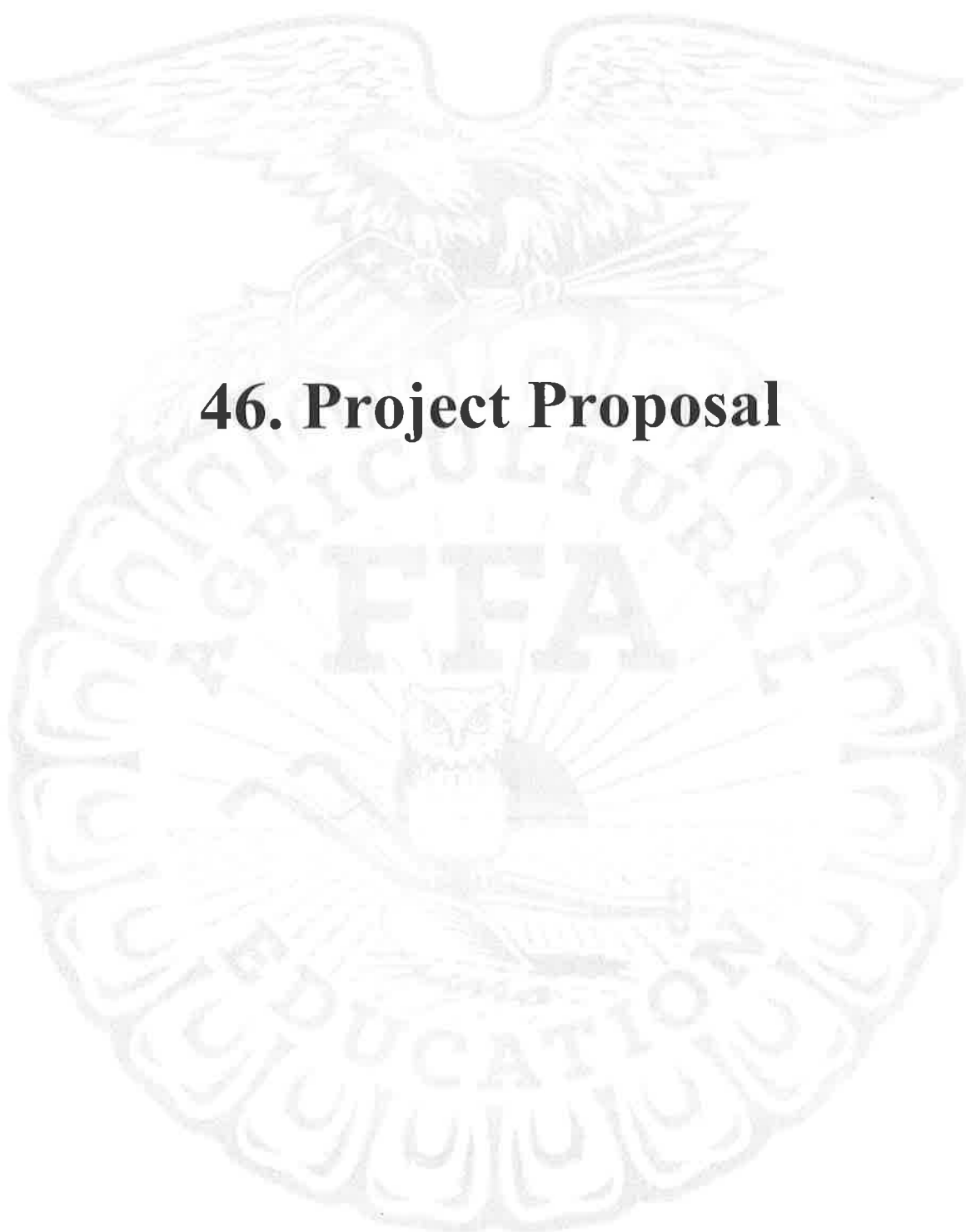
Acct Clk. _____



*Heritage High School Agriculture
Education Department*



*Part Three:
AGED 539 Project:
Cover Page and Supporting
Documentation*



46. Project Proposal

Name: Jeremiah Mathew Perotti
Address: 30853 Mirage Cir.
City, State, Zip: Menifee, CA 92584
Phone: (Cell) 805-704-6981
E-mail: jeremiah.perotti@puhsd.org

Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: 5-Facilities, Equipment, and Materials .

Goal or Purpose of the Project:

To create a large permanent steer unit shade structure to that will last in the weather and fit our student projects needs. This way all student Beef projects are not adversely affected by the high heat of the summer months afternoons in our area. This creates a huge problem for us in maintaining and gain weight that is critical for projects to make weight for the Fair in October.

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

The current beef unit runs east to west with a shelter in the center cover just a short portion of each of the two large pens we keep cattle in. The majority of the shelter cover the working area where feed and tack are stored. After finally getting to the point where we can offer cattle to our students these last two years and using our beef facilities I have learned that the large west pen where we keep our cattle in desperate need of a large shade structure. The small end of the pen that is currently covering the large pen is has an area for the cattle to protect them selves if it raining or other weather conditions that come from directly overhead. However it does not protect against any of the harsh heat of the afternoons after one o'clock in the afternoon due to the angle of the sunlight. A permanent shade structure would allow for shade during the critical temperatures that we face in July and August in the summer that can be detrimental to health and weight management of our cattle. Due to the fact that the fair that we participate in is October and our animals are practically full grow and students investments at this point is extremely high it only makes since to invest in a project of this manner.

What I plan on doing is putting in 6 very large galvanized schedule 40 posts that are at least ten feet high. This would allow for clearance of a tractor if needed, keep the structure out of reach of the animals, but also strong enough under tension to not bend. The posts would be located directly outside the parameter fence to allow for extra support for the posts from the tension of the connecting cables that stretch from the top of the polls connecting to one another. I would use steel cables from poll to poll as industry does in our area at local dairy's to keep the shade cloth from sagging and attached to the structure firmly with I bolts and tensioners. However the shade cloth would be attached with hog rings so that it may able to be removed in time if a replacement is needed. This are would have six poles, and three tarps, each of the tarps having a poll in each corner to be attached to. Making multiple (3) smaller tarps would help with the natural sagging and stretching of the shade cloth material and tarps. The tarps would be roughly 50 feet long to go across the beef unit but only ten feet wide. This would provide over 1500 square feet of needed and useful shade for our projects for years to come.

Estimated number of hours on this project: 25 hours .

Estimated expenditures (\$) on this project (your costs) : \$1800 .

Proposed timeline for completion of the project: I would like to have this project done by the end of this month. The first week would be outlining the measurements of the project precisely and making the orders of the products needed. All products would come from vendors that our district maintenance department works closely with. The second week would be the prep work of digging out deep postholes in the correct locations and the purchasing of the other items not ordered such as the concrete, steel cable, hog rings, eye bolts, tensioners and other necessary equipment.

At the beginning of week three working with a local company we should be able to receive posts, drill out eye bolt hooks and then put them in using a concrete base around each pole. By the end of the week after concrete has set enough for the posts to deal with some pressure the steel wire lines would be cut and added into place. Lastly depending on the arrival of the shade cloth we would attach the shade cloth using hog rings to complete the project.

I believe the hardest part of this project is the prep work and ordering of products. Once we have the items and prep is done this project should go very smoothly.

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?
I can send a weekly progress report to my committee chair via email on updates on the project.

For Office Use Only:

Project Approved By: _____ .

Date of Approval: _____ .

Quarter student will enroll in AGED 539: _____ .

A large, faded watermark of the FFA (Future Farmers of America) logo is centered on the page. The logo features an eagle with spread wings at the top, a shield with a plow and sheaf of wheat in the middle, and the words "AGRICULTURE" and "EDUCATION" in a circular border. The letters "FFA" are prominently displayed in the center of the shield.

47. Master's Project Write up

Master's Project Write-Up

After completing two years worth of steer projects on our school farm, it was evident that our beef area was in need of more shade, due to extremely hot months our area experiences during the summer. These temperatures can cause a large problem with our beef projects, as heat causes them to go off feed, stop gaining weight, and caused one death of a student project this past summer. The old design of our beef area was very nice, but in the afternoon, the primary pen was exposed to direct sunlight with no shade in the heat of the day.

The first step in this project was getting on the same page as our school's principal, as well as the school district, to ensure their approval. After explaining and talking to them in detail about our need, I received approval to move forward with this project. After meeting with the principal, I coordinated a meeting between myself, the director of facilities for our school district, and a representative of Mesa Fence Company. Together, we were able to come up with and agree upon a solution that would last, meet the needs of our farm, be approved by the facilities manager, and would be affordable. After the meeting, I did the appropriate paperwork with the district to be able to order the supplies needed for the project. The shade cloth itself was simple to order; as it is considered a "temporary" product, I was able to use some Perkins funds with the help of our district CTE coordinator. After the shade cloth was ordered, I purchased all of the smaller hardware using our open purchase order with our local Home Depot. The hardest part with regards to the funding of this project was the acquiring the funding for the 13-foot, schedule-40 galvanized posts to hold up the shade cloth. Because they are permanent, these posts could not be purchased with Perkins funds, and we weren't sure where else we could find the money for this part of the project. However, after talking with the principal, the school site was able to pull the money from overall site funds to cover the posts for the project.

The second step in this process was to start early construction on the project. With my class together, we measured the site, taking notes on the existing pen size, the dimensions of the existing perimeter fence, as well as the size of the original shade structure. From there, we marked where the new posts would need to go. Because the soil on our farm is so hard, digging the holes was a challenge that lasted two extra class periods, even after soaking the soil with water over night. We dug each hole three feet deep along the outer perimeter fence, ten feet apart.

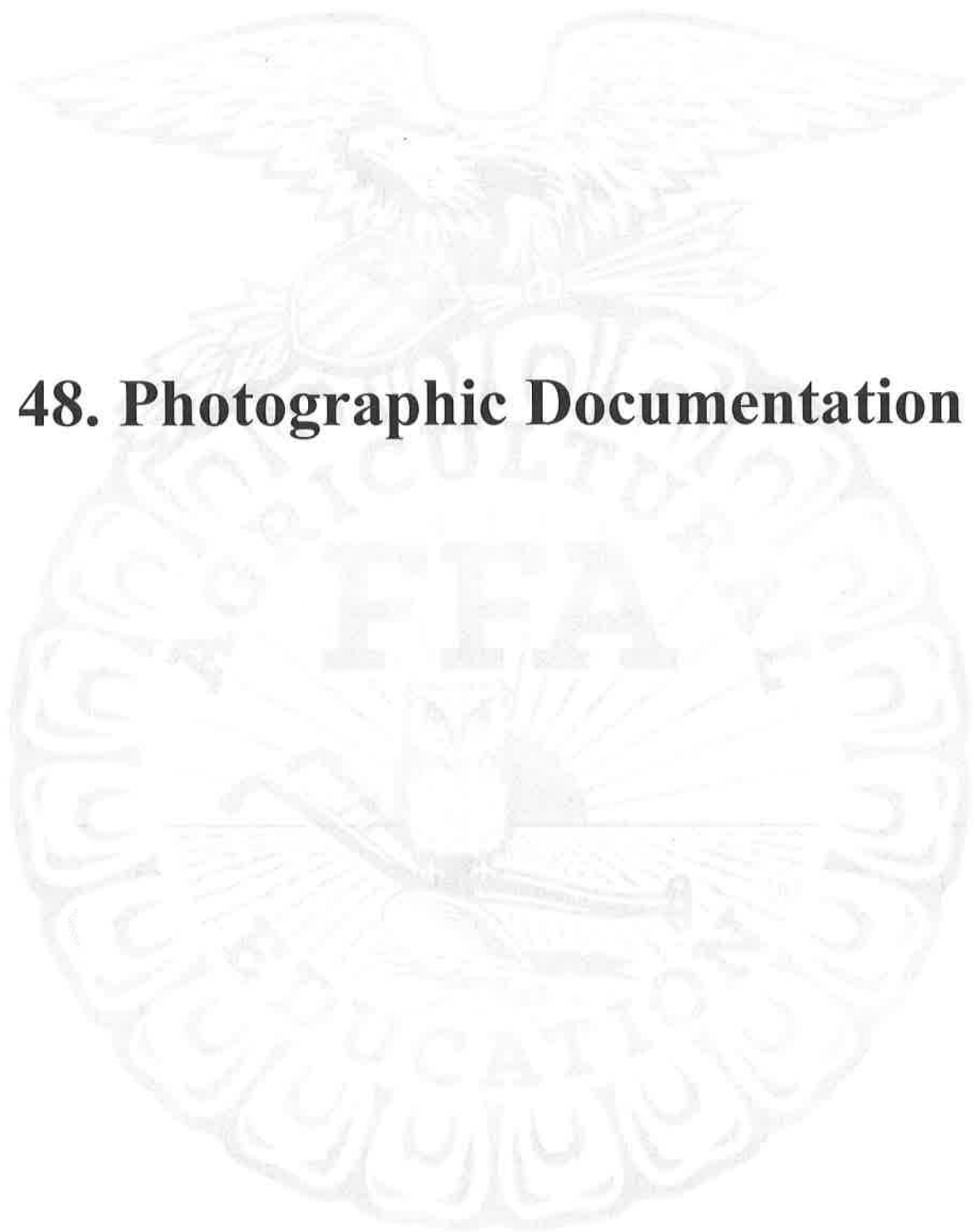
The third step was assembling the materials. Because of our district's relationship with the fence company, the posts arrived within three days of our order. I made a detailed list of the items I would need and purchased them from the local Home Depot using my district account card. The shade cloth was not set to arrive for a about a week or so, because it had to be made and shipped to us, but this ended up working out for us, as the cloth was not going to be needed until the end of the project and the concrete surrounding the posts had set.

Next, students helped put in the posts to a measurement of three feet deep with ten feet spacing using levels, measuring tape, wood shims, and wire to secure them in place. After that, we put in quick-drying concrete around the base of the poles after mixing in the right amount of water. We let the concrete dry for a few days, and were then able to put in eye bolts and caps on the posts. Then, we ran coated steel cable that would last longer than a standard cable in more diverse climates. We used specialized turnbuckles recommended by the Home Depot staff which allowed us to go through an eye bolt and not pinch the wire. The wire was then stretched with a winch and bolted into place using cable u-bolts.

Once the shade cloth arrived, we were able to put up the shade cloth fairly easily using zip ties at first. I wanted to do this to test out the shade cloth and get it correctly into place before using another attachment method that was more permanent. I also used stretch tarp balls on the corners for extra support, just in case the area experienced high winds that we can get from time to time. Now that all three tarps are up, the structure covers an area that is just over 50 feet long and 30 feet wide, giving the animals an ample amount of shade. There is some sag in the middle of the shade cloth because of its flexibility, but this is out of the way of the animals.

If I got to do this all over again and could change anything, I would've ordered the shade cloth a little smaller than the exact measurements (52' x 10'). This would allow for a tighter fit and more clearance for tractor work. Plus, I would have put on post caps and drilled the eye bolts in prior to putting in the posts. Overall, this project was great to do with my class, as they got to be a part of a larger project from start to finish while practicing a variety of skills in measurement, planning, concrete installation, working with steel cable, and plumbing with large posts. This project will not just benefit the students in my class, but it will also benefit beef SAE projects for years to come at Heritage High School, and possibly allow us to house more cattle now that we have more shaded areas to work with.

48. Photographic Documentation



Part One: Purchasing Supplies

The items purchased were as followed:	Each	Total
Posts: 8 - 2 7/8 x 13' Sch 40 posts Funds: Site Funds Vendor: Mesa Fence	-	\$740.00
Shade Cloth: 3- 80% Density 10' x 52' TG2 Funds: Perkins Vendor: Catalog Clearance	\$240.00	\$729.99
Miscellaneous:		
2-12in Tarp Ball Bungee (8 pack)	\$ 5.74	\$11.48
1-14in Black UV Cable ties (500)	\$29.97	\$29.97
8- 1 1/2 x 5in Eye bolts	\$ 6.99	\$55.92
8- washers	\$ 1.18	\$ 9.44
8- nuts	\$.28	\$ 2.44
4- 3/8 in. x 10-1/2 in. Zinc-Plated Turnbuckle Hook/Eye	\$ 3.27	\$13.08
2- 1/4 in. x 200 ft. Galvanized Vinyl-Coated Wire Rope roll	\$123.00	\$246.00
2-12.5-Gauge Chain Link Hog Rings (200-Pack)	\$ 7.27	\$14.54
8-90 lb. Concrete Mix	\$ 4.05	\$32.54
	Total	\$415.41
	With Tax	\$448.65
Funds: AIG Vendor: Home Depot		
Total Project Cost:		\$1918.64

Catalog Clearance
 632 Innsbruck Ct.
 Libertyville IL 60048

Order # 88833A					Invoice Date 11/3/2016	Page 1
Bill To Hector Gonzalez Heritage High School 26001 Briggs Rd. Sun City, CA 92585				Ship To		
Customer No. 83363	Sales I.D. /JES	Reference #	Source /	Terms QUOTATION		
Ordered By	Warehouse	Phone Number	Total Wt. 0.0 Lbs	Zone	Pkg 0	Ship Via BW

Thank you for your order.

Qty	B/O	Ship	Item #	Description	Un. Price	Ds	Amount
3			CL9998	Custom Shade Cloth K80% 10' x 52' TG2'	240.000	--	720.00
MERCHANDISE INVOICE TOTAL \$							720.00
SHIPPING & HANDLING \$							9.99
INVOICE TOTAL \$							729.99

PROPOSAL
MESA FENCE CO. INC
Residential/ Ranch/ Commercial

Date: 11/2/2016

1303 W. Oleander Ave, Perris, Ca. 92571
Cell-951-830-1696/Fax 657-1179
Lic. #954583
John Cooke
www.mesafenceco.com

Proposal Submitted To:

Name P.H.S.D.
Street
City Perris
State CA
Phone 951-232-9207 Hector

Work To Be Performed At:

Heritage HS
Street
City Nuevo
State Ca
Date of Plans

We hereby propose to furnish the materials and perform the labor necessary for the completion of supplying 8- 2 7/8 x 13' schedule 40 posts with caps only, no labor, TOTAL, \$ 740.00

All material is guaranteed to be as specified, and the above work to be performed in accordance with the drawings and specifications submitted for above work and completed in a substantial workmanlike manner for the sum of:

Dollars (\$ 740.00

With payments to be made as follows: PAID IN FULL UPON COMPLETION. IF ACCEPTABLE, PLEASE SIGN AND RETURN. THANK YOU.

Any alteration or deviation from the above specifications involving extra costs, will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements are contingent upon strikes, accidents or delays beyond our control. Owner is to carry fire and all other liability insurance on above property. M.F.CO. Inc. is not responsible for damage to unmarked utilities, including sprinklers. Workmen's Compensation and Liability Insurance on above work to be taken out by: M.F.CO.INC

NOTICE: Cancellation of proposal must be given in writing no less than 1 week prior to work commencing. A 10% fee for restocking of material will be applied if notice is not given.

Respectfully submitted:

Per. MESA FENCE CO. INC. 

NOTE- This proposal may be withdrawn by us if not accepted within: 15 days.

ACCEPTANCE OF PROPOSAL

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do work as specified. Payment will be made as outlined above.

Signature _____

Date _____

Signature _____

National Tool Grinding, Inc.

div US NETTING, US ROPE & CABLE, US CANVAS

1514 Veshecco Dr. Erie, PA 16501

Karen Curtis

karen@usnetting.com

1-800-331-2973 X232 Fax: 814-455-9336

Quotation

Date	Quote #
11/4/2016	747

BILL TO:

PERRIS UNION HSD
HECTOR GONZALEZ

Dear PERRIS UNION HSD,

Please return the completed form to my attention for an order. All orders are non-returnable.

SHIP TO:

Item	Description	Qty	Cost	Total
SC-80-BLK2	BLACK SHADE CLOTH PANEL 80% DENSITY KNITTED POLYETHYLENE 10 FEET X 52 FEET	3	\$494.00	\$1,482.00
Shipping		1	\$0.00	\$0.00
			0.00%	\$0.00
Total:				\$1,482.00

*Average custom order lead time is 2-3 weeks

We accept checks on order as well as the following credit cards:



Payment Terms:

Please contact me at 1-800-331-2973 X232 to place your order.

Thank You,
Karen Curtis.

APPROVAL SIGNATURE: _____ **DATE:** _____

Part Two: Construction

