

Agriculture 11

Mr. Massie

Name: _____

Agriculture 11
COUSE OUTLINE/EXPECTATIONS

Instructor: Mr. Massie

To ensure the greatest benefit is derived from each course, the minimal standards are expected of each student:

1. Regular Attendance
2. Arrive to class on time
3. Report to class with necessary books and supplies
4. Complete each assignment to the best of your ability and hand it in on time
5. Exhibit responsible, cooperative classroom behavior at all times

Environmental Science 11 (formerly known as Agriculture 11)

Environmental Science is a unique course at our school. Because it is an applied science, much of this course is academic in nature, involving the application of scientific principles and methods. However, there is also a large practical component to this course. Students will gain hands on experience working with equipment, tools and various plant and animal commodities. Through this experience, you will develop skills useful in the field of Agriculture as well as in everyday life. We wish you a good year.

Evaluation

The course mark will be evaluated as follows:

- Tests and Quizzes: 35%
- Assignments: 35%
- Practical Skills: 30%

***Outside greenhouse and farm skills, including what is learned on field trips, will be marked on a daily basis out of 20 marks. During outside days, you should treat the work time as if you are at a job, with the teacher as your supervisor.

In order for me to effectively evaluate your practical skills, the following behaviours MUST occur.

Category	Expectations
Prepared and On-time	<ul style="list-style-type: none"> - in class before bell rings - have supplies with you (indoor and outdoor) - getting to greenhouse within 5 minutes
Good Attitude	<ul style="list-style-type: none"> - listening to instructions - no complaining - respectful hallway behaviour - working well with others (even if they're not your bffs) - completing the tasks assigned - no profanity - not avoiding work - no cell phone use - safe behaviour (- 20 for unsafe behaviour) - no detours from class (- 20)
Taking Initiative	<ul style="list-style-type: none"> - looking for ways to help - volunteering for jobs - going beyond the call of duty - working to the maximum capability

Books and Supplies

1. Blue or black pen, pencil, eraser and a small plastic ruler
2. In this course you will receive many photocopied handouts, thus you will be required to keep a single well organized binder with lined paper.
3. You need to bring boots or old shoes and gloves for working around the barn and greenhouse.

Fieldtrips

Field trips to local farms and other agricultural facilities are being planned to enrich learning. The student will be required to complete a parent/guardian permission form, complete a class release form and to bring suitable clothing and equipment. NOTE: In cases where students cannot afford to miss another class for a fieldtrip, the student can choose to do a research project instead. A student that is a behavior risk will not be given the fieldtrip choice. If you are absent for a fieldtrip you must do the research project when you return.

Course Outline:

The following topics will be covered in S.R. 11/12, depending on time allowance:

1. Greenhouse Horticulture/Plants
2. Forestry
3. Fisheries
4. Poultry
5. Dairy
6. Wildlife Conservation

Classroom Rules:

The main rule, whether we are in class, at the greenhouse or on a field trip is **respect**. This means respect for your teacher, your classmates, your classroom (including the greenhouse) and others, especially when on fieldtrips.

Cellular Phones and Electronic Devices:

The advances in technology have provided great opportunities for students but can also become a great distraction as well. There will be times where the teacher may allow the use of phones for looking up information, listening to music or using various educational apps. However, there will also be times during which students should not be using these devices, such as instructional time or during evaluation.

Students may be required to keep their phones in the chart behind the teacher's desk on some days.

Sustainable Resources 11 Safety Rules

In The Classroom or the Greenhouse:

1. Note the location of and how to use all the safety equipment.
 - Fire extinguisher: in wall behind teacher's desk
 - Fire blanket: on wall behind teacher's desk
 - Fire alarm: in hall by room C-222
 - Eyewash station: at front of classroom
 - First Aid Kit: at front of classroom
 - Safety goggles: by each power tool and in green tub at back of room
 - Smocks: in green tub at back of room.
2. Students must inform the teacher of any breakage of apparatus or spillage of chemicals.
3. Students are not permitted to run or play in or near any of the science areas or in the Greenhouse.
4. Contact lenses should not be worn when using chemicals in the lab. For any eye irritation the teacher must be notified.
5. Students must not taste any chemical in the lab/Greenhouse, or drink water from glassware while in the lab/Greenhouse.
6. Do not chew gum, eat or drink in the Greenhouse, in order to avoid contamination.
7. Students must wear proper footwear in the Greenhouse. There may be glass or chemicals on the floor. A sharp tool may fall off the table or you may be climbing up ladders. Wear closed shoes (not sandals) when working in the lab.
8. Ask for assistance when you are not sure how to do a procedural step in the Greenhouse.
9. Students are not permitted in the chemical storage room or to use chemicals without permission.
10. Always double check the label of any substance to ensure it is the appropriate substance required for your experiment, especially in the greenhouse.
11. If you HURT yourself or spill a noxious chemical on your skin, immediately run cold water over the affected area for at least 10 minutes. Notify your teacher of the accident.
12. Never leave your tools lying around, keep your work space SAFE and CLEAN!
13. Never use cracked or broken glassware or broken utility knives. Place such equipment in the "sharps" disposal can.
14. Always cut away from yourself and others when using a utility knife. CUT SLOWLY!!!
15. Students should inform the teacher as to the nature of any illness or allergies, and of any medications the student might be taking.
16. Always wash your hands with soap and water before you leave the Greenhouse after doing an experiment.
17. Use the sanitized foot pad when entering or leaving the Greenhouse.
18. Walk down the appropriate aisle in the Greenhouse.

Food Story Poster

Preparing a Graphic Representation of Your Participation and Interest in Agriculture

- Prepare a poster to share with the class. (**maximum** 11 X 17)
- Explain your current interests, connections and understandings of the food story
- Must include: name, grade/subject you teach, school district

Ideas:

- Pictures, biographical information, where you grew up.
- Your favourite recipe for locally grown products, your most salient memories of food, stories, poems...
- Answer questions such as why I am interested in agri-food production; my experience with food production and consumption; the ways I use agriculture and food themes in my classes; issues or concerns that I have about the food system; and what I hope to learn through this course
- Please be as creative as you'd like!

Due Date:

***Be prepared to share this assignment with the class on the due date.

Grading Rubric:

Pre-Institute Assignment Rubric (10% of overall grade)

	A+ to A- Work of exceptional quality. (4)	B+ to B- Work of good quality, no major weaknesses. (3)	C+ to C- Adequate and average work. (2)	Fail Poor quality of work. (1)
Preparation	Poster is complete and ready to share with the class.	Poster is complete but parts were thrown together last minute.	Poster appears thrown together last minute or is incomplete.	Poster is not completed.
Agricultural Relevance	Student has clearly depicted the influence of agriculture/food production in their lives and/or teaching practice.	Student has depicted agriculture well, but has not explained their personal connection.	Agriculture/food production is present, but no real connection to the student's life has been depicted.	Poster does not depict agriculture connections at all.
Creativity	Student has used imaginative ways to depict agriculture connections.	Student has shown some creativity in poster.	Very little creativity in poster.	Student has made no effort to be creative.
Visual presentation	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	Quality of design and neatness in presentation is absent
Organization	Excellent organization; includes name, grade/subject, school district.	Organized well and easy to follow; includes some personal information.	Poorly organized; and no personal information included.	No organization is apparent.

Where Does My Pizza Come From?

Objectives:

1. Design a pizza and discover where the pizza ingredients can be grown.
2. Think about your food values.

Procedure:

Step 1: With your group members, decide on what ingredients you would like to put on your pizza. Also, decide what materials you will use to build your pizza (non-perishable only).

Step 2: Bring necessary supplies to class and construct an amazing artificial pizza.

Step 3: As a group, decide what you are looking for in the ingredients you have chosen. In other words, what are your *food values*? Is it important that your foods are organic? Local? GMO free? Pesticide/herbicide free? Gluten free? Steroid/hormone free? Cheap? Great tasting?

Step 4: Research each pizza ingredient (minimum 7) and choose where you would like to acquire each ingredient. In other words, find farms that grow food according to your *food values*. Describe the values of these companies and list the reasons that they match your food values.

Step 5: Calculate the total and average food miles (in kilometers) your food has traveled to get here.

Step 6: Write a conclusion that describes 5 things your group has learned about food production during this assignment. Have your food values changed at all?

Example:

Food values: Local, GMO free, great tasting.

Ingredient: Bell Peppers

Source: Creekside Hothouse (part of BC Hothouse)

Description: Creekside is a family run greenhouse in Surrey that grows peppers and eggplant.

- *GMO free*
- *Emphasis on taste and quality*
- *Located in Surrey (66.8 km)*
- *Family run*

Please hand in your created pizza along with a document that includes the names of your group members, title, objectives, and all research and conclusions described in the procedure.