

# Applied General Science

## Workbook

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_ Room # \_\_\_\_\_

Period: \_\_\_\_\_ Term: \_\_\_\_\_ Year: \_\_\_\_\_

Sheldon High School  
Agriculture Department  
8333 Kingsbridge Drive  
Sacramento CA 95829  
916.681.7500



## Applied General Science

### Course Syllabus

2007-2008

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Sheldon High School

8333 Kingsbridge Drive

Sacramento, CA 95829

www.sheldonhuskies.com

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#### School Vision/ Mission Statement

The mission of Sheldon High School is to empower students to meet standards of excellence which foster intellectual curiosity and ready them to be responsible, productive, employable citizens in a culturally diverse society.

#### I. Course Structure:

This term long or 18 week course gives you, the student, the opportunity to explore earth science, chemistry, forces, work, energy, waves, alternate energy sources, and nuclear energy as it pertains to agriculture. This class will be both exciting and challenging. Students are expected to function in both lab and lecture situations and to work on basic equations. This course meets the General Science graduation requirement as well as the UC and CSU elective requirements. I am looking forward to guiding you and helping you discover the world around you!

The FFA, formerly known as the Future Farmers of America, is a national organization found in thousands of high schools across the United States. The goals of the organization are to develop leadership, cooperation, and citizenship in its members. You automatically became a member of the National FFA Organization when you enrolled in this agriculture class. Becoming involved in the FFA will help you develop valuable leadership, social, and public speaking skills. It is an integral part of this course.

One of the National FFA Organization's requirements is for every FFA member to have an agriculturally related project. These projects are termed Supervised Agri-Science Experience Projects or Agri-Science Projects. The research project is the actual, hands-on application of concepts and principles learned in the classroom.

#### II. Attendance/ Tardy Policy:

- If you have an EXCUSED ABSENCE (illness, school trip, death in the family or doctors appointment\*) it is your responsibility to make up any work that was done on that day.
- If you have an excused absence the day that an assignment is due, it is due on the day that you return!
- Students talking during any school wide announcement, daily bulletins etc., will be given a tardy.
- Please remember that class is excused by the teacher, not the bell.

\* Parents wishing to excuse their student's tardy for a medical or dental reason must provide written proof to the Attendance Office from the doctor with the appointment date and time along with the doctor's phone number.

Students will be given two "Tardy tickets" each session. These tickets are to be given to the teacher upon arriving tardy to class and will excuse you for your first two tardies. Do not loose them! If the tardy tickets are not used at the end of the session, they may be turned in for 10 extra credit points each.

#### Consequences for Tardiness

- 1<sup>st</sup> and 2<sup>nd</sup> - Warnings/ submit tardy ticket
- 3<sup>rd</sup> - Detention, call parent
- 4<sup>th</sup> - Saturday School, call parent
- 5<sup>th</sup> - Referral, Saturday School, call parent

#### III. Materials:

- **Course workbook** - This workbook contains vital coursework and worksheets to complete this course. This workbook should be added into a three ring binder and brought to class on a daily basis. Weekly agendas, tests/quizzes, homework assignments and notes should also be kept in the same binder. The workbook is included in your \$10.00 project fee, replacement cost is \$8.50.
- **Textbook - Earth Science** - Please keep in good shape and leave at home for safekeeping. I will announce in advance when books are needed in class. Books are used as reference material and will be a resource for nightly studying and homework. It is important to remember that students are responsible for the textbooks they check

out from the library--no exceptions. Even if a student accidentally gets his/her book switched with another student in class, he/she is still responsible for the textbook checked out under his/her name. To find out more about the textbook policies, please call the librarian at (916) 681-7500 ext. 8088 or go to the Sheldon High School website.

- **California FFA Record Book** - This is where you will keep track of your Agri-Science Project progress.
- **Presentation Display Board** - This is where you will display the research of your Agri-Science Project. A variety of presentation boards are available for purchase from the teacher or a school supply store.
- **3 Ring Class Binder-1", 3 Ring Lab Binder- $\frac{1}{2}$ "**, pencil, eraser, blue or black pen, calculator - all you need are +, -, x, /.

#### IV. Course Procedures:

- Weekly agendas will be available the first day of each week. (Parents: Please ask to see and sign these at the beginning of each week so that you are aware of all homework and class activities for the week.) Many assignment grades will be recorded on this sheet. Do not lose them!
- Each unit of study will focus on a particular concept. In each unit notes will be presented, in addition to vocabulary, homework assignments, quizzes/ tests, labs or computerized activities as well as other projects. Every Friday there will be a quiz, which may be comprehensive. Pop quizzes will randomly be given without prior notice, will never exceed 20 points.
- There will be approximately 2-6 hours of homework per week. Homework is due at the beginning of class and will not be accepted after it has been collected from the class as a whole.
- Detention will be assigned for multiple occurrences of incomplete or no homework.
- Late work will not be accepted without an excused absence.
- I refuse to grade assignments I can't read or that are of extremely poor quality. Please review all assignments before turning them in. All sentences must be complete, with correct grammar, punctuation, and spelling.
- Teacher generated grade reports will be sent home every other Monday and need to be signed by a parent/ guardian and returned by the end of the week for 40 points. Any mistakes need to be immediately pointed out to the teacher so they can be corrected. Grade reports are also available through "E-Grades", which may be accessed at [www.sheldonhuskies.com](http://www.sheldonhuskies.com) by selecting the egrade link and grade reports posting schedule.
- Extra credit will be distributed or extra effort. 100 points maximum.

Handing in paper assignments: ALL work must be:

- Completed in pen (blue or black), pencil or typed.
- The students *own* work.
- Properly labeled in upper right hand corner (First and Last name, date, period and assignment title).
- Free from frayed edges and rips.

#### V. Open Lab/Tutoring:

- Open Lab will be held on Wednesday afternoons in room D101 from 3:10 -4:10 pm. If you miss an activity, quiz, or test due to an excused absence, you must make it up on the *following* Wednesday. Failure to come in or to make other arrangements (by Tuesday) will result in forfeiture of the chance to make-up the work.
- Tutoring is available. If you are unable to come to open lab for tutoring, please ask me for other arrangements. Ask me as soon as you need help - Don't wait until you fall behind. Remember - I am here to help YOU!

VI. Grading: Grades are determined by the following four areas:

- **Classwork:** Classwork is based on the number of points from tests, quizzes, homework, labs, participation, projects, and miscellaneous assignments. Citizenship will also be reflected in your grade. This portion of the class is worth **60%** of your grade.
- **FFA Participation:** As an FFA member, all students will be required to attend 4 (out of class) FFA activities or events per session (8 per term). This participation is worth **10%** of your grade. 20 extra credit points will be awarded for each activity beyond the 4 required for the class. Please see the Program of Activities for additional information about the FFA and a calendar of all activities we have planned for the upcoming year.
- **Agri-Science Project:** Each student enrolled in an Agriculture class at Sheldon will be expected to complete an Agri-Science project over the course of the Term. This project is essentially a Science Project with an Agriculture twist. Students will be required to work on these projects both inside and outside of class. Following the scientific method, students will be asked to assemble a board in order to display their background

information, procedures, data, and results. The top Agri-Science projects from each class will compete at the Sheldon High School Agri-Science Fair. Top projects will then be invited to compete at the Elk Grove Unified School District Science Fair. Students will also be granted the opportunity to compete with their projects at a variety of FFA competitions in the spring at the University of California, Davis, California State University, Chico, and California State University, Fresno. This Agri-Science Project is worth 10% of each session's grade and may be completed a group of two students.

- **Final Exam:** A comprehensive final worth 20% of your grade will be given at the end of each session.

## SESSION 1

### Unit 1: Introduction - 1 week (Chapter 1)

- Course overview
- Safety/ student handbook
- Workbooks (current event)

### Unit 2: Agri-Science Research Projects - 2.5 weeks (Chapter 1)

- Scientific Method
- Recordkeeping
- Agri-Science Project Introductions
- California Agriculture
- Metrics

### Unit 3: Astronomy - 1 week (Chapters 22-24)

- Universe= Energy & Matter
- Solar system
- Galaxies
- Intro to Earth
- Stars
- Intro to Earth's issues
- Sun

### Unit 4: FFA - Leadership - 1.5 weeks (FFA Manual)

- Outdoor Landscape Planning and Completion
- Public Speaking Opportunities
- The FFA Organization

### Unit 5: Energy - 2 weeks

- Definition of energy
- Energy Transformations
- Two main classes
- States of matter
- 9 forms (types) of energy
- Heat Transfer - Thermodynamics

### Unit 6: Earth's Atmosphere - 1 week (Chapter 14)

- History of our Atmosphere
- Fate of Incoming Radiation
- Carbon Cycle
- Greenhouse Effect
- Structure of the modern atmosphere

## SESSION 2

### Unit 7: Agri-Science Projects - 1.5 weeks

- Research Paper
- Presentation boards

### Unit 8: FFA - Leadership - 1 week (FFA Manual)

- The FFA History
- Best Informed Greenhand Competition

### Unit 9: Climate and Weather - 2 weeks (Chapters 15-18)

- Curvature of the Earth causes uneven heating
- Water cycle
  - *Hydroelectric Power*
- Global Wind
- Cloud formation
- Coriolis Effect
- Weather
- Climate Zones
- Land and Sea Breezes (Local Winds)
- Ocean and climate
- Climates affect of crop production
- Ocean currents and climate

### Unit 10: Dynamic Earth - 2.5 weeks (Chapters 4-11)

- Structure of Earth
  - Volcanoes
  - *Geothermal Energy*
  - Rock Cycle
- Continental Drift
- The role of soil in agriculture
- Sea Floor Spreading
- California's Geologic Provinces
- Plate Tectonics
- Water in California
- Results of Plate Interaction
  - The role of water in society and agriculture
- Earthquakes
  - Water conservation

### Unit 11: FFA - Leadership - 1 week

- Creed Public Speaking Competition

### Unit 12: Colleges & Careers - 1 week

- Life after High School
- Spring opportunities with the Sheldon Ag Program
- Career exploration

## VIII. STUDENT EXPECTATIONS:

- 1) Be ON TIME and be PREPARED to be an ACTIVE LEARNER.
- 2) Complete all homework and assignments, as well as try, to the best of your ability, to succeed in the course.
- 3) Follow the teacher's directions the first time they are given.
- 4) Be considerate by not talking when others are speaking.
- 5) Follow schools dress code.
- 6) Refrain from inappropriate behavior, language, gestures, etc.
- 7) No food, drink or candy/gum is allowed in the science wing (water bottles are okay).
- 8) Be respectful to yourself, your classmates and to the teacher.
- 9) If additional instruction/ tutoring is needed, contact the teacher.
- 10) Be prepared to experience a wonderful semester of new experiences.

### Additionally, students are expected to exhibit RESPECT:

Responsible for yourself. You are expected to keep track of your weekly homework/activity agenda, noting due dates of assignments. Please complete all assignments by their due date as late assignments WILL NOT be accepted for credit except in the case of excused absences. As the student, you are responsible for your make-up work as follows:

- It is your responsibility to find out what you missed in class.
- Make-up assignments/tests are due upon your return to class and will not be accepted after the same number of days you were absent have expired.
- Students who have unexcused absences or are suspended will not be able to make up missed assignments.

Exercising good judgment. Always think before you speak or act. Manage your time both in and outside of class.

Studious. Learning this subject will require effort on your part. Studying outside of class is vital to your success.

Prepared with the necessary tools for learning. This means bringing to class notebooks, paper, pens/pencils, your books, and yes, even your BRAIN! Neglecting to bring the proper materials will result in loss of participation points.

Empathetic and courteous towards others. Respect the rights of others. All students have the right to learn and achieve without interference from others. Exhibiting prejudice or prejudicial behaviors will NOT be tolerated.

Compliant to the rules of the classroom. Food, drinks (with the exception of water at your desk), and gum will NOT be allowed in the classroom. Also, ALL electronic devices (cell phones, ipods, headphones...) are strictly prohibited and may be confiscated if seen or used. Sheldon High School dress code will be followed *daily*.

Timely. Please be on time! Tardiness will NOT be tolerated. (This means in your seats with pen, notes, and book on your desk BEFORE the tardy bell rings!)

## IX. Parent Expectations:

- 1) Provide student with a quiet place to study and provide needed materials.
- 2) Monitor student progress (sign weekly agendas and biweekly grade printouts).
- 3) Encourage student to focus on their education and goals.

## X. Teacher Expectations:

- 1) I am a teacher because I enjoy this profession. I am here to help you. If you have questions or concerns about the class or this school, please let me know as soon as possible so we can resolve things.
- 2) Keep you and your parents/guardians informed of your academic progress and citizenship.
- 3) Respect your right to learn (suspensions and detentions will be given to students distracting the classroom environment).
- 4) Follow and enforce school rules.
- 5) Promote the Sheldon High School ESLRs.
- 6) Share the love of agriculture, natural resources and the outdoors with each of you!



## Syllabus Homework

Name: \_\_\_\_\_

Directions: Please read through the syllabus before completing this assignment. Read every question carefully before you answer it. Keep your answers short and sweet, but remember to write neatly.

- 1) Explain where you should be and what you should be doing in order not to be marked tardy.
  
- 2) A student was absent from school for two days with the flu. A test was scheduled for the first day of his absence and his study guide was due on that day. He returns and needs to get the work from when he was absent. He brings a note to the office excusing his absence.
  - a) Describe three ways he could find out what he missed?
  
  - b) When can he make up the test he missed?
  
  - c) When is his study guide due?
  
- 3) If the end of the session arrives, and you are failing the class, mainly because you did not complete several assignments,
  - a) Can you make up any of these assignments? \_\_\_\_\_
  
  - b) What can you do to bring up your grade with only three weeks to go in the session?
  
- 4) Specifically, what constitutes an excused absence?
  
- 5) How many FFA activities are required per session? \_\_\_\_\_
  
- 6) What type of credit is received from taking this class? \_\_\_\_\_
  
- 7) What are the requirements for handing in assignments?
  
- 8) Can a pop quiz be made up? \_\_\_\_\_ Can an Agri-Science fair project be group work? \_\_\_\_\_
  
- 9) What kinds of electronic devices are prohibited in the classroom?
  
- 10) Are you an FFA member? \_\_\_\_\_ What three skills does the FFA primarily develop?
  
- 11) What percentage of your grade comes from the completion of your Agri-Science Project? \_\_\_\_\_
  
- 12) What will happen if you are caught talking during a school wide announcement?

**Applied General Science Class Workbook**

-Contents-

Unit	Description	# Pages
Introduction "A"	Title Page	1
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	Workbook Contents	1
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	Tardy Tickets	4
	Computer Lab/ Classroom Computer Rules	1
	Standard of Student Conduct	1
	Application for Internet Account	2
	Grade Goal Sheet	1
	Responsibility Rubric	1
	Safety Guidelines	2
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Current Events	12	
California Agriculture "B"	Agriculture Quiz	1
	Californias Growing Regions	1
	Top Commodities in each County	1
	California Ag Facts and Trivia Poster Rubric	1
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	FFA Activity Point Value	1
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General Science Packet "G"		
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Energy Worksheets "X"		
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Climate & Weather Worksheets "W"		
Earth Worksheets "H"		
Other "O"		
Total Pages		96

# SHELDON HIGH SCHOOL

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## EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)

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Following are the "Expected Schoolwide Learning Results" (ESLRs) for Sheldon High School students:

### Effective Communicators who:

1. Demonstrate effective speaking skills utilizing the following:  
Self-advocacy, tone, expression, inflection, meaning, subject appropriate terminology/vocabulary.
2. Demonstrate effective listening skills utilizing the following:  
Follow instructions, infer meaning, resolve conflicts, respond to multiple communications, effective discussion participant.
3. Demonstrate effective writing skills utilizing the following:  
Logs, research papers, essays, journals, lab reports, business letters, proofs/equations, theory, speeches (employ various forms of written communication), non-alphabet communication.

### Critical Thinkers who:

1. Relate acquired knowledge to real life situations in a global society.
2. Recognize problems and apply appropriate methodology to reach a solution.
3. Make solid life decisions by assessing cause/effect relationships, consequences/possibilities.
4. Analyze, evaluate, synthesize by interpreting all areas of relevance; i.e., fact, details, propaganda, graphs, spreadsheets, etc.

### Responsible Citizens who:

1. Respect self, others and all property.
2. Demonstrate the qualities of honesty and integrity in school, community, and home.
3. Positively contribute to group oriented social and academic environments.
4. Engage in activities which serve to better their school, community, nation, and global society.
5. Recognize their duty to follow through with their tasks at hand.

### Self-Directed, Life-Long Learners who:

1. Utilize and discern effective resources for research.
2. Challenge themselves with goal setting beyond the classroom, in order to learn new concepts, apply new knowledge, and mentor their communities.
3. Function in an ever-growing technological society by incorporating current applications and by reading technical language.

### Protective Workers who:

1. Manage time effectively by meeting deadlines.
2. Value learning opportunities by arriving on time and being prepared to pursue the tasks at hand.
3. Work effectively in collaborative settings.
4. Demonstrate reliability and responsibility by being accountable for their own actions.
5. Regard reflection and effective questioning as tools for success.

### Diversity Advocates who:

1. Recognize the strength of diversity by embracing alternative views respecting multiple skill levels, and building a solid awareness of the world around us.
2. Promote acceptance by constructively challenging discriminatory attitude and behaviors.
3. Work in a team environment while embracing and respecting individual differences.

## Tardy Ticket

For: \_\_\_\_\_

Class: \_\_\_\_\_ Period: \_\_\_\_\_

Term: \_\_\_\_\_ Session: \_\_\_\_\_

This ticket must be surrendered to your teacher as you enter the class late.

This ticket excuses one of your two free tardies this session.

If you do not surrender this ticket for any reason, you will be given a detention for being tardy.

At the end of the session, if you have not used this ticket, it may be redeemable for 10 extra credit points.

This ticket may also be used for one free bathroom pass.

This ticket is non-replaceable, shall not be sold, traded or given to anyone else

1

## Tardy Ticket

For: \_\_\_\_\_

Class: \_\_\_\_\_ Period: \_\_\_\_\_

Term: \_\_\_\_\_ Session: \_\_\_\_\_

This ticket must be surrendered to your teacher as you enter the class late.

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If you do not surrender this ticket for any reason, you will be given a detention for being tardy.

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This ticket may also be used for one free bathroom pass.

This ticket is non-replaceable, shall not be sold, traded or given to anyone else

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# Computer Lab/ Classroom Computers Rules

*To ensure all students have an adequate environment in which to learn, it's extremely important that the following classroom rules be followed. If any of these rules are not adhered to, students will face disciplinary action by their teacher and/or the school Network Administrator based upon consequences shown in the Student Handbook. These rules are in addition to the classroom rules stated in the Class Syllabus and in the Student Application for Educational Use of Internet Account.*

1. Students will not be allowed to eat or drink in class unless permission is given by teacher. Computer equipment is easily susceptible to food and liquid damage.
2. Students are to use their personally assigned log-in name and password only.
3. Students are expected to keep workstations clean and organized, i.e. no writing on desks or books; all scrap paper in the recycle box; books stacked under the keyboarding stand.
4. Chairs should be pushed completely under the workstation / desk upon leaving class.
5. No outside floppy or compact disks are to be brought into the classroom. This will prevent problems such as viruses and computer disk drive damage.
6. Students are expected to report, and may do so anonymously, any suspicious activity by other students to the teacher, i.e. equipment vandalism, writing on desks or in books, illegal copying, etc.
7. There is to be no rough-housing, running, or yelling in computer lab or classroom.
8. Any student observed using another student's password, fraudulently copying software or classwork of another student, or creating/deleting files or folders will automatically have their network account revoked and will face disciplinary action by school administration.
9. Students are not to access unauthorized computer environment areas, i.e. school-wide network including non-student computers and the server; the Internet including sites which contain or make reference to violence, sex, nudity, or drugs; any E-Mail accounts without teacher permission.

## STANDARDS OF STUDENT CONDUCT AT ALL FFA ACTIVITIES

The privilege of representing our school by being a member of the Sheldon FFA is limited to those students who uphold and fulfill many responsibilities. In order that Sheldon High School and our Agriculture Department be represented by high standards of performance and citizenship, and in order that students have proper guidelines toward this goal, the following agreement is mutually made.

- All Sheldon FFA activities are an extension of Sheldon High School. All school and district rules and regulations are in affect at all times during the entire activity.
- I agree that I will not leave the area of the FFA activity unless I am in the company of an instructor, have their permission or have special written permission from a parent or guardian and have checked with the instructor. No vehicles are to be driven by students!
- I agree that I am fully responsible to the agriculture instructor at all times during the activity. The instructors, by reason of their position of responsibility, are the people with complete authority.
- Violation any rules will cause immediate suspension from the activity, loss of any premium money if applicable and if at a fair or show, withdrawal of any animals from the auction or sale if applicable. There will be no exceptions.
- Proper conduct is expected from FFA members at all times. Obscene language and roughhousing will not be tolerated at any time.
- Any display of overly affectionate attention by boy and girl members shall be discouraged. Abuse of this rule shall be cause for suspension from the FFA activity.
- I agree to follow all rules set by the instructors and that my behavior will be of the caliber expected of all Sheldon FFA members. **I agree that any rule that is broken may result in immediate suspension from the activity and all privileges that go with it, as well as affecting my future participation with the Sheldon FFA.**

## STUDENT APPLICATION FOR EDUCATIONAL USE OF INTERNET ACCOUNT

### *TERMS AND CONDITIONS FOR ELK GROVE UNIFIED SCHOOL DISTRICT INSTRUCTIONAL TECHNOLOGY USE:*

**INTERNET** access is achieved and coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users that must adhere to strict guidelines. These guidelines are provided here so that you are aware of your responsibilities.

In general this requires efficient, ethical and legal utilization of all information technology resources. If a user violates any of these provisions, Internet account and access to other instructional technology will be terminated and future access may be denied. The signatures at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

### **INTERNET-Terms and Conditions**

**1) Acceptable Use** - The use of your account must be in support of education and research and consistent with the educational objectives of your school or department. Use of other organization's network or computing resources must comply with the rules appropriate for that network. You will be responsible for assisting with monitoring the account. You will be asked to periodically report your experiences using information technology in an educational setting.

**2) Unacceptable Use** - Transmission of any material in violation of any US or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material or material protected by trade secret. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited. Any transmission or reception of pornographic material is expressly prohibited and will result in the cancellation of all information technology access and privileges.

**3) Privileges** - The use of information technology is a privilege, and unacceptable use will result in a cancellation of those privileges. The system administrator may close an account at any time as required. The administrator, faculty, and staff of any school may request the system administrator to deny, revoke, or suspend specific user accounts.

**4) Network Etiquette** - You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- a) Be Polite
- b) Use appropriate language
- c) Do not reveal your personal address or phone numbers of students or colleagues.
- d) Note that electronic mail (e-mail) is not guaranteed to be private. Messages relating to or in support of illegal activities may be reported to the authorities.
- e) Do not use the network in such a way that you would disrupt the use of the network by other users.

f) All communications and information accessible via the network should be assumed to be private property

5) The Elk Grove Unified School District makes no guarantees of any kind, whether expressed or implied, for the service it is providing. The Elk Grove Unified School District will not be responsible for any damages you suffer. This includes loss of data resulting from delays, nondeliveries, misdeliveries, or service interruptions caused by it's own negligence or your errors or omissions. Use of any information obtained via the INTERNET is at your own risk.

6) Security - Security on any computer system is a high priority, especially when the system involves many users. If you can identify a security problem, notify Information Systems at 686-7710 or e-mail mmartin@egusd.net. Do not use another individual's account without written permission from that individual. Attempts to login to any network server as a system administrator will result in cancellation of user privileges.

7) Vandalism - Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, network, or any of the above listed agencies or other networks that are connected to the INTERNET. This includes, but is not limited to, the uploading or creation of computer viruses.

I understand and will abide by the above Terms and Conditions for use of information technologies. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken and/ or appropriate legal action.

APPLICATION FOR ACCESS TO INTERNET

School/Site: Sheldon High School

Date: \_\_\_/\_\_\_/\_\_\_

Student's Name (Print) \_\_\_\_\_ Student ID # \_\_\_\_\_

Home Address:

\_\_\_\_\_  
(Street) (City) (State) (Zip)

\_\_\_\_\_  
(Parent or Guardian's Signature -  
Student under 18 years old)

\_\_\_\_\_  
(Student's Signature)

**Grade Goal Sheet**

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Period: \_\_\_\_\_

Session 1 Grade and Percent \_\_\_\_\_ % = \_\_\_\_\_

I had \_\_\_\_\_ missing assignments last session. List the assignment titles for all missing assignments AND assignments you received an "F" on:

In one sentence explain why you received the grade you did:

The percentage and grade on my final exam was a : \_\_\_\_\_ % = \_\_\_\_\_

From your responsibility rubric, which category was your strongest: \_\_\_\_\_

Which category was your weakest: \_\_\_\_\_

Which category would you like to increase the most and HOW?

I completed 0 1 2 3 4 5 or more FFA Activities last session (0 lowers grade a lot, 1-2 still lowers grade, 3-4 raises grade!) If you did not participate in 4 activities last session, explain why:

FFA Activities I plan on participating in this session are:

- |    |       |               |
|----|-------|---------------|
| 1. | Date: | # Activities: |
| 2. | Date: | # Activities: |
| 3. | Date: | # Activities: |
| 4. | Date: | # Activities: |

**My Agri-Science Project:**

- A. Doesn't exist
- B. Is poor
- C. Is OK
- D. Is Great

What are you doing in class that is working for you and must you continue to do to ensure success?

List specific things you can do to improve your class work performance and grade?

Parent/ Guardian Signature: \_\_\_\_\_

# Responsibility Rubric

	I Always	I Usually	I Some times	I Rarely	I Never
<b>Readiness to Learn</b>	<ul style="list-style-type: none"> <li>&gt; Brought a pen or pencil</li> <li>&gt; Had my notebook ready</li> <li>&gt; On time and in attendance</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Brought a pen or pencil</li> <li>&gt; Had my notebook ready</li> <li>&gt; On time and in attendance</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Brought a pen or pencil</li> <li>&gt; Had my notebook ready</li> <li>&gt; On time and in attendance</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Brought a pen or pencil</li> <li>&gt; Had my notebook ready</li> <li>&gt; On time and in attendance</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Brought a pen or pencil</li> <li>&gt; Had my notebook ready</li> <li>&gt; On time and in attendance</li> </ul>
<b>Agri-Science Project</b>	<ul style="list-style-type: none"> <li>&gt; Completed work by due date</li> <li>&gt; Brought work to class</li> <li>&gt; Made corrections and improvements to draft assignments</li> <li>&gt; Completed required work at home</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Completed work by due date</li> <li>&gt; Brought work to class</li> <li>&gt; Made corrections and improvements to draft assignments</li> <li>&gt; Completed required work at home</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Completed work by due date</li> <li>&gt; Brought work to class</li> <li>&gt; Made corrections and improvements to draft assignments</li> <li>&gt; Completed required work at home</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Completed work by due date</li> <li>&gt; Brought work to class</li> <li>&gt; Made corrections and improvements to draft assignments</li> <li>&gt; Completed required work at home</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Completed work by due date</li> <li>&gt; Brought work to class</li> <li>&gt; Made corrections and improvements to draft assignments</li> <li>&gt; Completed required work at home</li> </ul>
<b>FFA Activities</b>	<ul style="list-style-type: none"> <li>&gt; Planned in advance which events to attend</li> <li>&gt; Wrote the events in my calendar</li> <li>&gt; Notified my parents in advance</li> <li>&gt; Scheduled other events around the FFA</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Planned in advance which events to attend</li> <li>&gt; Wrote the events in my calendar</li> <li>&gt; Notified my parents in advance</li> <li>&gt; Scheduled other events around the FFA</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Planned in advance which events to attend</li> <li>&gt; Wrote the events in my calendar</li> <li>&gt; Notified my parents in advance</li> <li>&gt; Scheduled other events around the FFA</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Planned in advance which events to attend</li> <li>&gt; Wrote the events in my calendar</li> <li>&gt; Notified my parents in advance</li> <li>&gt; Scheduled other events around the FFA</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Planned in advance which events to attend</li> <li>&gt; Wrote the events in my calendar</li> <li>&gt; Notified my parents in advance</li> <li>&gt; Scheduled other events around the FFA</li> </ul>
<b>Weekly Reading</b>	<ul style="list-style-type: none"> <li>&gt; Read the entire story</li> <li>&gt; Thought of possible questions</li> <li>&gt; Read undisturbed</li> <li>&gt; Did my best</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Read the entire story</li> <li>&gt; Thought of possible questions</li> <li>&gt; Read undisturbed</li> <li>&gt; Did my best</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Read the entire story</li> <li>&gt; Thought of possible questions</li> <li>&gt; Read undisturbed</li> <li>&gt; Did my best</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Read the entire story</li> <li>&gt; Thought of possible questions</li> <li>&gt; Read undisturbed</li> <li>&gt; Did my best</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Read the entire story</li> <li>&gt; Thought of possible questions</li> <li>&gt; Read undisturbed</li> <li>&gt; Did my best</li> </ul>
<b>Class work</b>	<ul style="list-style-type: none"> <li>&gt; Paid attention</li> <li>&gt; Thought about how to do the work on my own before I asked others.</li> <li>&gt; Worked to my potential</li> <li>&gt; Followed instructions</li> <li>&gt; Focused and was not easily distracted</li> <li>&gt; Asked appropriate questions</li> <li>&gt; Turned it in on time</li> <li>&gt; Did my best</li> <li>&gt; Tried to learn not just get an answer</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Paid attention</li> <li>&gt; Thought about how to do the work on my own before I asked others.</li> <li>&gt; Worked to my potential</li> <li>&gt; Followed instructions</li> <li>&gt; Focused and was not easily distracted</li> <li>&gt; Asked appropriate questions</li> <li>&gt; Turned it in on time</li> <li>&gt; Did my best</li> <li>&gt; Tried to learn not just get an answer</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Paid attention</li> <li>&gt; Thought about how to do the work on my own before I asked others.</li> <li>&gt; Worked to my potential</li> <li>&gt; Followed instructions</li> <li>&gt; Focused and was not easily distracted</li> <li>&gt; Asked appropriate questions</li> <li>&gt; Turned it in on time</li> <li>&gt; Did my best</li> <li>&gt; Tried to learn not just get an answer</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Paid attention</li> <li>&gt; Thought about how to do the work on my own before I asked others.</li> <li>&gt; Worked to my potential</li> <li>&gt; Followed instructions</li> <li>&gt; Focused and was not easily distracted</li> <li>&gt; Asked appropriate questions</li> <li>&gt; Turned it in on time</li> <li>&gt; Did my best</li> <li>&gt; Tried to learn not just get an answer</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Paid attention</li> <li>&gt; Thought about how to do the work on my own before I asked others.</li> <li>&gt; Worked to my potential</li> <li>&gt; Followed instructions</li> <li>&gt; Focused and was not easily distracted</li> <li>&gt; Asked appropriate questions</li> <li>&gt; Turned it in on time</li> <li>&gt; Did my best</li> <li>&gt; Tried to learn not just get an answer</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>&gt; Reviewed notes</li> <li>&gt; Reviewed Homework</li> <li>&gt; Reviewed old quizzes</li> <li>&gt; Made flashcards</li> <li>&gt; Did my best</li> <li>&gt; Was Respectful to others</li> <li>&gt; Gave my teacher my attention</li> <li>&gt; Followed directions</li> <li>&gt; Took responsibility for my actions</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Reviewed notes</li> <li>&gt; Reviewed Homework</li> <li>&gt; Reviewed old quizzes</li> <li>&gt; Made flashcards</li> <li>&gt; Did my best</li> <li>&gt; Was Respectful to others</li> <li>&gt; Gave my teacher my attention</li> <li>&gt; Followed directions</li> <li>&gt; Took responsibility for my actions</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Reviewed notes</li> <li>&gt; Reviewed Homework</li> <li>&gt; Reviewed old quizzes</li> <li>&gt; Made flashcards</li> <li>&gt; Did my best</li> <li>&gt; Was Respectful to others</li> <li>&gt; Gave my teacher my attention</li> <li>&gt; Followed directions</li> <li>&gt; Took responsibility for my actions</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Reviewed notes</li> <li>&gt; Reviewed Homework</li> <li>&gt; Reviewed old quizzes</li> <li>&gt; Made flashcards</li> <li>&gt; Did my best</li> <li>&gt; Was Respectful to others</li> <li>&gt; Gave my teacher my attention</li> <li>&gt; Followed directions</li> <li>&gt; Took responsibility for my actions</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Reviewed notes</li> <li>&gt; Reviewed Homework</li> <li>&gt; Reviewed old quizzes</li> <li>&gt; Made flashcards</li> <li>&gt; Did my best</li> <li>&gt; Was Respectful to others</li> <li>&gt; Gave my teacher my attention</li> <li>&gt; Followed directions</li> <li>&gt; Took responsibility for my actions</li> </ul>
<b>Tests/Quizes</b>	<ul style="list-style-type: none"> <li>&gt; Reviewed notes</li> <li>&gt; Reviewed Homework</li> <li>&gt; Reviewed old quizzes</li> <li>&gt; Made flashcards</li> <li>&gt; Did my best</li> <li>&gt; Was Respectful to others</li> <li>&gt; Gave my teacher my attention</li> <li>&gt; Followed directions</li> <li>&gt; Took responsibility for my actions</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Reviewed notes</li> <li>&gt; Reviewed Homework</li> <li>&gt; Reviewed old quizzes</li> <li>&gt; Made flashcards</li> <li>&gt; Did my best</li> <li>&gt; Was Respectful to others</li> <li>&gt; Gave my teacher my attention</li> <li>&gt; Followed directions</li> <li>&gt; Took responsibility for my actions</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Reviewed notes</li> <li>&gt; Reviewed Homework</li> <li>&gt; Reviewed old quizzes</li> <li>&gt; Made flashcards</li> <li>&gt; Did my best</li> <li>&gt; Was Respectful to others</li> <li>&gt; Gave my teacher my attention</li> <li>&gt; Followed directions</li> <li>&gt; Took responsibility for my actions</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Reviewed notes</li> <li>&gt; Reviewed Homework</li> <li>&gt; Reviewed old quizzes</li> <li>&gt; Made flashcards</li> <li>&gt; Did my best</li> <li>&gt; Was Respectful to others</li> <li>&gt; Gave my teacher my attention</li> <li>&gt; Followed directions</li> <li>&gt; Took responsibility for my actions</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Reviewed notes</li> <li>&gt; Reviewed Homework</li> <li>&gt; Reviewed old quizzes</li> <li>&gt; Made flashcards</li> <li>&gt; Did my best</li> <li>&gt; Was Respectful to others</li> <li>&gt; Gave my teacher my attention</li> <li>&gt; Followed directions</li> <li>&gt; Took responsibility for my actions</li> </ul>
<b>Behavior</b>	<ul style="list-style-type: none"> <li>&gt; Was Respectful to others</li> <li>&gt; Gave my teacher my attention</li> <li>&gt; Followed directions</li> <li>&gt; Took responsibility for my actions</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Was Respectful to others</li> <li>&gt; Gave my teacher my attention</li> <li>&gt; Followed directions</li> <li>&gt; Took responsibility for my actions</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Was Respectful to others</li> <li>&gt; Gave my teacher my attention</li> <li>&gt; Followed directions</li> <li>&gt; Took responsibility for my actions</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Was Respectful to others</li> <li>&gt; Gave my teacher my attention</li> <li>&gt; Followed directions</li> <li>&gt; Took responsibility for my actions</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Was Respectful to others</li> <li>&gt; Gave my teacher my attention</li> <li>&gt; Followed directions</li> <li>&gt; Took responsibility for my actions</li> </ul>

Highlight the best description of yourself, based on the past 9 weeks in this class.

Strongest two categories:

Weakest two categories:

## Laboratory Safety

Your biology laboratory is a unique place where you can learn by doing things that you couldn't do elsewhere. It also involves some dangers that can be controlled if you follow these safety notes and all instructions from your teacher.

It is your responsibility to protect yourself and other students by conducting yourself in a safe manner while in the laboratory. Familiarize yourself with the printed safety symbols—they indicate additional measures that you must take.

### *While in the Laboratory, at All Times . . .*

- Familiarize yourself with a lab activity—especially safety issues—before entering the lab. Know the potential hazards of the materials, equipment, and the procedures required for the activity. Ask the teacher to explain any parts you do not understand before you start.
- Never perform any experiment not specifically assigned by your teacher.
- Never work with any unauthorized material.
- Never work alone in the laboratory.
- Know the location of all safety and emergency equipment used in the laboratory. Examples include eyewash stations, safety blankets, safety shower, fire extinguisher, first aid kit, and chemical spill kit.
- Know the location of the closest telephones, and be sure there is a posted list of emergency phone numbers, including poison control center, fire department, police, and ambulance.
- Before beginning work, tie back long hair, roll up loose sleeves, and put on any personal protective equipment as required by your teacher. Avoid or cover fine loose clothing that could knock things over, ignite from a flame, or soak up chemical solutions.
- Report any accident, incident, or hazard—no matter how trivial—to your teacher immediately. Any incident involving bleeding, burns, fainting, chemical exposure, or ingestion should also be reported to the school nurse or physician.
- In case of fire, alert the teacher and leave the laboratory.
- Never eat, drink, or apply cosmetics. Never store food in the laboratory. Keep your hands away from your face. Wash your hands at the conclusion of each laboratory activity and before leaving the laboratory. Remember that some hair products are highly flammable, even after application.
- Keep your work area neat and uncluttered. Bring only books and other materials that are needed to conduct the experiment.
- Clean your work area at the conclusion of the lab as your teacher directs.

- When called for, use the specific safety procedures below.

### Eye Safety

- Wear approved chemical safety goggles as directed. Goggles should always be worn whenever you are working with a chemical or chemical solution, heating substances, using any mechanical device, or observing a physical process.
- In case of eye contact
  - (1) Go to an eyewash station and flush eyes (including under the eyelids) with running water for at least 15 minutes.
  - (2) Notify your teacher or other adult in charge.
- Wearing contact lenses for cosmetic reasons is prohibited in the laboratory. Liquids or gases can be drawn up under the contact lens and into direct contact with the eyeball. If you must wear contact lenses prescribed by a physician, inform your teacher. You must wear approved eye-cup safety goggles—similar to goggles individuals wear when swimming underwater.
- Never look directly at the sun through any optical device or lens system, or gather direct sunlight to illuminate a microscope. Such actions will concentrate light rays that will severely burn your retina, possibly causing blindness!

### Electrical Supply

- Never use equipment with frayed cords.
- Ensure that electrical cords are taped to work surfaces so that no one will trip and fall and so that equipment can't be pulled off the table.
- Never use electrical equipment around water or with wet hands or clothing.

### Clothing Protection

- Wear an apron or lab coat when working in the laboratory to prevent chemicals or chemical solutions from coming in contact with skin or contaminating street clothes. Confine all loose clothing and long jewelry.

### Animal Care

- Do not touch or approach any animal in the wild. Be aware of poisonous or dangerous animals in any area where you will be doing outside fieldwork.
- Always obtain your teacher's permission before bringing any animal (or pet) into the school building.
- Handle any animal only as your teacher directs. Mishandling or abuse of any animal will not be tolerated!

### Sharp Object Safety

- Use extreme care with all sharp instruments, such as scalpels, sharp probes, and knives.
- Never use double-edged razor blades in the laboratory.
- Never cut objects while holding them in your hand. Place objects on a suitable work surface.



**Hygienic Care**

- Keep your hands away from your face and mouth.
- Wash your hands thoroughly before leaving the laboratory.
- Remove contaminated clothing immediately, launder contaminated clothing separately.
- When handling bacteria or similar microorganisms, use the proper technique demonstrated by your teacher. Examine microorganism cultures (such as petri dishes) without opening them.
- Return all stock and experimental cultures to your teacher for proper disposal.



**Heating Safety**

- When heating chemicals or reagents in a test tube, never point the test tube toward anyone.
- Use hot plates, not open flames. Be sure hot plates have an "On-Off" switch and indicator light. Never leave hot plates unattended, even for a minute. Never use alcohol lamps.
- Know the location of laboratory fire extinguishers and fire blankets. Have one readily available in case of burns or scalds.
- Use tongs or appropriate insulated holders when heating objects. Heated objects often do not look hot. Never pick up an object with your hands unless you are certain it is cold.
- Keep combustibles away from heat and other ignition sources.



**Hand Safety**

- Never cut objects while holding them in your hand.
- Wear protective gloves when working with stains, chemicals, chemical solutions, or wild (unknown) plants.



**Glassware Safety**

- Inspect glassware before use; never use chipped or cracked glassware. Use borosilicate glass for heating.
- Do not attempt to insert glass tubing into a rubber stopper without specific instruction from your teacher.
- Always clean up broken glass by using tongs and a brush and dustpan. Discard the pieces in an appropriately labeled "sharps" container.



**Safety With Gases**

- Never directly inhale any gas or vapor. Do not put your nose close to any substance having an odor.
- Handle materials prone to emit vapors or gases in a well-ventilated area. This work should be done in an approved chemical fume hood.



**Chemical Safety**

- Always wear appropriate personal protective equipment. Safety goggles, gloves, and an apron or lab coat should always be worn when working with any chemical or chemical solution.
- Never taste, touch, or smell any substance or bring it close to your eyes, unless specifically told to do so by your teacher. If you are directed by your teacher to note the odor of a substance, do so by waving the fumes toward you with your hand. Never pipet any substance by mouth, use a suction bulb as directed by your teacher.
- Always handle any chemical or chemical solution with care. Check the label on the bottle and observe safe-use procedures. Never return unused chemicals or solutions to their containers. Return unused reagent bottles or containers to your teacher. Store chemicals according to your teacher's directions.
- Never mix chemicals unless specifically told to do so by your teacher.
- Never pour water into a strong acid or base. The mixture can produce heat and can splatter. Remember this rhyme:

"Do as you oughta —  
Add acid (or base) to water."

- Report any spill immediately to your teacher. Handle spills only as your teacher directs.
- Check for the presence of any source of flames, sparks, or heat (open flame, electric heating coils, etc.) before working with flammable liquids or gases.



**Plant Safety**

- Do not ingest any plant part used in the laboratory (especially seeds sold commercially). Do not rub any sap or plant juice on your eyes, skin, or mucous membranes.
- Wear protective gloves (disposable polyethylene gloves) when handling any wild plant.
- Wash hands thoroughly after handling any plant or plant part (particulate seeds). Avoid touching your hands to your face and eyes.
- Do not inhale or expose yourself to the smoke of any burning plant.
- Do not pick wildflowers or other plants unless directed to do so by your teacher.

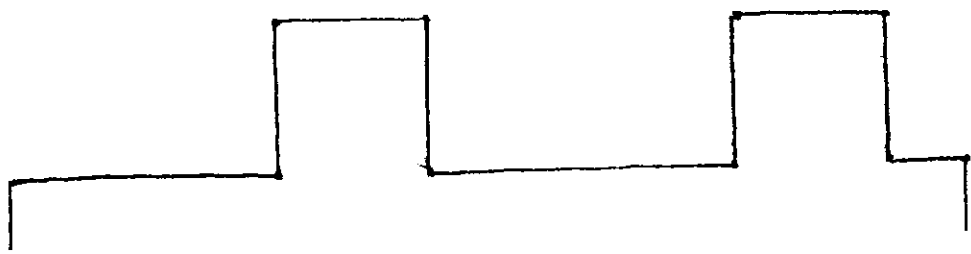
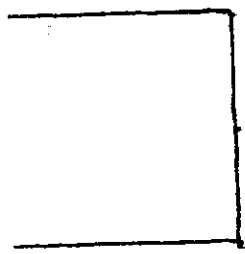
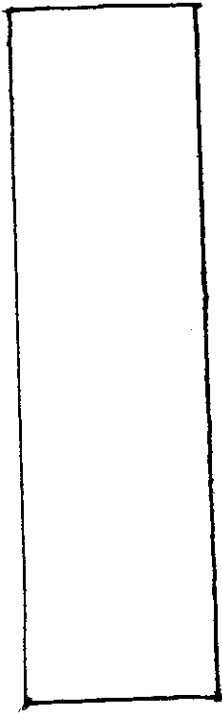
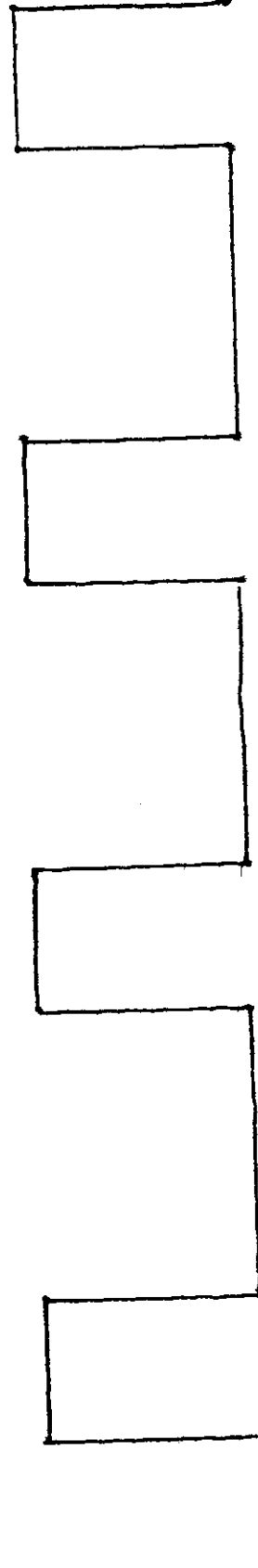
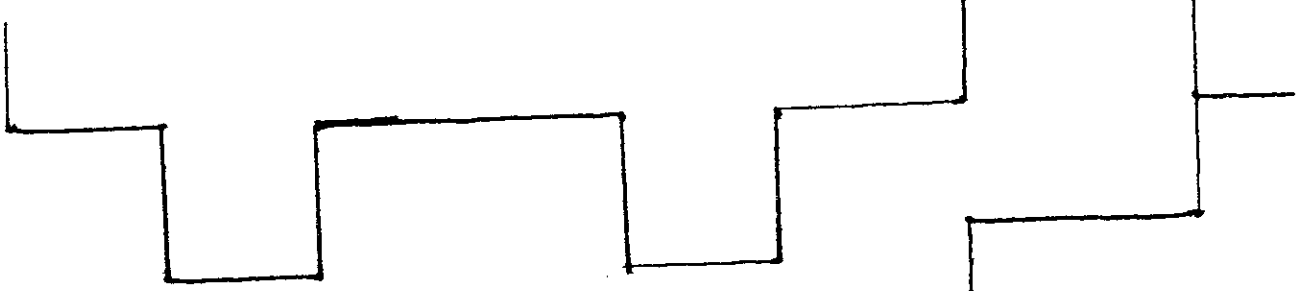


**Proper Waste Disposal**

- Clean and decontaminate all work surfaces and personal protective equipment as directed by your teacher.
- Dispose of all sharps (broken glass and other contaminated sharp objects) and other contaminated materials (biological and chemical) in special containers as directed by your teacher.

## SAFETY MAP ACTIVITY

1. On the map provided, identify and label where each safety item is located.
  - Fire Extinguisher
  - First Aid Kit
  - Fire Blanket
  - Fume Hood
  - Container for Broken Glassware
  - Heat Resistant Tables
  - Main Gas Shut Off
  - Emergency Phone
2. On the same map, identify and label where the following supplies are located.
  - Pencil Sharpeners
  - Stapler
  - Hole Punch
  - Tape
  - Garbage Cans
  - Paper Towel Dispenser



### Vital things to know - to survive in class

- Tardy =
- Teachers desk =
- Behind teachers desk =
- Science office (back room) =
- School property (cabinets, drawers, files, computer, TV) =
- Use of school phone =
- When to leave class (at end of period) =
- Hats =
- Electronic devises =
- Front door (By teachers desk) =
- Bulletin (2<sup>nd</sup> period) =
- HW from other classes =
- Pictures =
- Note writing (to friend) =
- Talking, wandering eyes during test/ quiz =
- What to do during discussions =
- Throwing stuff =
- Garbage location and when to use it =
- Drinks/ food in class =
- Writing on desk/ chairs, lab stations =
- Sitting on desk, top of chairs, lab stations =
- Sleeping anytime in class =
- Sinks =
- If having a major (important) personal problem =
- When to use the pencil sharpener =
- What to do when phone rings =
- What to do when teacher leaves the room =
- Tissue/ stapler/ tape/ hole punch =
- Emergencies =
- How and when to make up work =
- What to do when returning from a missed day of school =
- How to find out grade =
- How to keep a binder =
- How binder is graded =
- ID Cards =
- Dress Code =
- Please don't feed or water the plants - let me know of any problems

## Agriculture and Natural Resources Events in the News

Topic: \_\_\_\_\_

\_\_\_\_\_/45 Name: \_\_\_\_\_

No event over 1 month old

Period: \_\_\_\_\_ Date: \_\_\_\_\_

1. (5) Article is folded or cut so it does not exceed 8  $\frac{1}{2}$ " x 11" AND is stapled to the back!
2. (2) Title of article
3. (2) Source of article:
4. (5) Date of article publication. Must be on the article, not the date you printed it: \_\_\_\_\_
5. (2) Which of the following areas of agriculture best describes your article; *Ag Business, Plants, Animals, Water and Soils, Environmental, Natural resources, Mechanical, other:*
6. (9) Highlight 5 words from the article that may be difficult to understand. List and define 3 of them below.
  - 
  - 
  -
7. (4) Why is this event in the news?
8. (8) Summarize the article in your own words:
9. (8) How does the event/ topic affect you and /or society:

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