

MY EXPECTATIONS

1. **Attend school every day, prepared to work.**
2. **Give the work your "best effort."**

I recognize that *best effort* does not mean the same effort each day. However, if your *best* on a given day is disruptive or distracting to others, you may be asked to work apart from the group.

RULES & REGULATIONS

I want you to be successful, thus I have kept the "rules and regulations" simple and straightforward:

**Be respectful and responsible
to yourself, others, and
property.**

If you are disrespectful to yourself or others, you will be asked to explain your actions, and to participate in resolving the issue.

If you destroy property out of anger or horseplay, you will be held accountable for its repair or replacement.

You are being respectful and responsible when you

1. Listen.
2. Contribute effectively.
3. Tolerate critical feedback.
4. Control your behavior.
5. Accept responsibility.
6. Solve problems.

HOW TO BE SUCCESSFUL

Many things you learn in school will be useful during your life. By letting me help you learn and practice these skills, you will be more successful in any setting.

You will not be expected to do all of these things immediately. You will have opportunities to try them and several chances to "slip up" each day.

It takes trust and practice to see the benefits that come from respecting others and being responsible as part of a group.

Listen

You'll know you are listening when you

- make eye contact with the speaker
- nod your head or give nonverbal feedback to the speaker
- are not talking or being told to listen
- have something to ask or add to the conversation
- can repeat what the person was talking about.

Contribute effectively

You are doing this when you

- are listening
- make comments that add to the subject
- don't engage in side conversations
- are not distracting other people

Tolerate critical feedback

When someone disagrees with you, you can

- listen without defending
- not interrupt and let others finish their thoughts
- agree to consider the criticism. You can respond by saying, "I'll think about that."

Control your behavior

You are doing this when you

- don't disrupt or distract someone else's teaching, learning or working
- behave in a way suitable to the setting.

Accept responsibility for your behavior

You are responsible when you

- listen
- can admit that your behavior is not contributing effectively
- tolerate critical feedback
- control your behavior.

Solve problems independently and with others

You can do this when you

- listen
- contribute effectively
- tolerate critical feedback
- control your behavior
- accept responsibility for your behavior.

GRADING POLICY	DIFFERENTIATION IN THE AG CLASSROOM
<p>Total Points</p> <p>Your grade will be based on a total points system. Your grade is calculated by dividing the total points earned by the total points available each quarter. This percentage is your quarterly grade.</p> <p>Graded assignments will include:</p> <ul style="list-style-type: none"> • tests • quizzes • class projects • Supervised Agricultural Experience (SAE) projects • participation • bell ringers <p>Tests, quizzes, and projects will vary in the amount of available points depending on what material is covered.</p> <p>Chapter tests are generally worth 25 - 50 points with semester exams ranging between 100 - 200 points.</p> <p>Participation grades are worth 20 points and are based on your behavior and effort. The Daily Grading Rubric will be used as the means of evaluation.</p>	<p>Whether learning about horticulture, welding, engine theory, or animal science, agriculture classes lend themselves to differentiation as the field is diverse. Instruction follows a general pattern of subject overview at a classroom level followed by research and projects that explore the many facets of the subject.</p> <p>Students often choose their project topic in order to learn more about an area that is relevant to their own interests and experiences. Research and projects are presented and shared with the class. During a group project, such as a construction project, jobs are often assigned based on individual needs or strengths. Students frequently work in small groups or pairs, using their strengths to help someone else improve their skills.</p> <p>Written assessments are preceded by practice tests, study guides and classroom review. Online assessments are used to simulate the requirements of industry-based assessments for certifications. In addition, students may be required to use written materials, such as parts catalogs, as resources to successfully complete written assessments.</p>
<p>FFA</p>	<p>Assessment criteria are always provided prior to the start of instruction. Either the classroom grading policy is in effect to assess effort or rubrics are developed and reviewed with students prior to starting a project. Both of these incorporate self-assessment as well as teacher-assessment and will identify any skill gaps that may develop which can then be addressed through re-teaching, practice, tutoring or other methods to ensure student success.</p>
<p>The FFA is a national youth group that seeks to make "a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education," (www.ffa.org).</p> <p>Membership in the FFA is required to participate in our chapter activities, costs \$12 per year, and is strongly encouraged for those students interested in agriculture and its many facets.</p>	