

# Dallas High School

## Home of the Dragons



**Forestry**  
**Fall 2022**

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**Office Hours:** 3:30 to 4:00

### **Course Description:**

This course is designed to give students a broad exposure to the range of issues faced by the forest resource professionals in the management of forested lands and in the provision of services and products from these lands; and to provide some experience in the application of a few basic methods of field data collection and analysis commonly used by forest resource professionals. Students will engage in management issues and concerns, dealing with Oregon's diverse forests.

### **Standards to Be Assessed:**

#### **NGSA Standards:**

- **HS-LS1.A:** Multicellular organisms have a hierarchical structure organization, in which any one system is made up of numerous parts and is itself a component of the next level.
- **HS - ESS3.A:** Resource availability has guided the development of human society. (HS-ESS3-1) All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors.
- **HS-ESS3.C: Human Impacts on Earth Systems** The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (HS-ESS3-3) Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation
- **Science and Engineering Practice 8:** Obtaining, evaluating, and communicating information: Critically read scientific literature adapted for classroom use to determine the central ideas or conclusions and/or to

obtain scientific and/or technical information to summarize complex evidence, concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

- HS-ESS3 All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors.

**Fish and Wildlife Standards**

- FW 01.1 Demonstrate the application of current science knowledge, concepts, principles and methodologies in management of fish and wildlife resources and businesses.
- NRZ03.02 Access relevant resources to identify public policies, issues and regulations impacting natural resource management.

**Course Outline: First Semester**

	Unit Topic	Summative Assessment	Standards
Unit 1	Soils	Practicum – soils judging career development event Score cards  Unit exam  Labs	AG 02.02 - COMMUNICATE AGRICULTURAL TECHNICAL INFORMATION CLEARLY AND EFFICIENTLY Plant 02. - Prepare a plant management plan that addresses the influence of environmental factors, nutrients and soil on plant growth.
Unit 2	Oregon’s Forests	Unit exam	<b>HS - ESS3.A:</b> Resource availability has guided the development of human society. (HS-ESS3-1) All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors
Unit 3	Forest Basics	Labs	Plant 01. Apply knowledge of plant classification, plant anatomy and plant physiology to the production and management of plants.
Unit 4	Environmental importance of Oregon’s Forests.	Labs Unit Exam Practicums	HS-LS1.A: Multicellular organisms have a hierarchical structure organization, in which any one system is made up of numerous parts and is itself a component of the next level.  MP.2 Reason abstractly and quantitatively
Unit 5	Economical Importance of Oregon’s forests.	Labs Unit Exam Practicums -	HS-ESS3 All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as

			well as benefits. New technologies and social regulations can change the balance of these factors.
Unit 6	Forest Management	Labs Unit Exam Practicums	HS-ESS3.C The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.
Unit 9	Invasive Species	Unit Portfolio	NRZ03.02 Access relevant resources to identify public policies, issues and regulations impacting natural resource management.

Upon successful completion of the course, students should be able to:

1. The student will be able to describe past and present uses of the forest.
2. The student will be able to distinguish between conservation, preservation and environmentalism.
3. The student will be able to describe the different forest types in Oregon.
4. The student will be able to describe the Forest Service organization.
5. The student will be able to describe the Oregon Department of Forestry Organization.
6. The student will be able to list example of the work of a forester.
7. The student will be able to describe various forest resources and their management issues.
8. The student will be able to use vocabulary related to forest management and practices.
9. The student will be able to apply scientific and technical modes of inquiry, individually and collaboratively to critically evaluate explanations, solve problems and make evidence based decisions in an ethical matter.

### **Grading and Assessment:**

The following grading scales will be used to calculate a student's course grades and grade point average:

<b>Course Grades will be calculated using the following scale:</b>	<b>Grade Point Averages (GPAs) will be calculated using the following scale:</b>	<b>GPAs for Advanced Placement courses will be calculated using the following scale:</b>
<b>A 90-100%</b>	<b>A (4.0)</b>	<b>A (5.0)</b>
<b>B 80-89%</b>	<b>B (3.0)</b>	<b>B (4.0)</b>
<b>C 70-79%</b>	<b>C (2.0)</b>	<b>C (3.0)</b>
<b>D 60-69%</b>	<b>D (1.0)</b>	<b>D (2.0)</b>
<b>F 0-59%</b>	<b>F (0)</b>	<b>F (0)</b>

### **Academic Integrity**

The faculty and administration of Dallas High School believe that honesty and integrity are personal attributes worth nurturing in our students. Because we value the educational and skill development opportunities provided by classroom assignments, research projects, tests, and credit recovery, we expect students to express academic integrity by doing their own work and properly documenting information gathered from other sources. Congruous with this belief is our resolve to handle those who violate the principles of academic integrity with stringent consequences as outlined in the K-12 Code of Conduct.

### **Student Behavior and Expectations:**

Students are expected to demonstrate appropriate behavior in the classroom and contribute to a safe, positive, caring learning environment by cooperating; doing their best to achieve academic excellence; respecting themselves, others, and the environment; and conducting themselves in a safe manner at all times. Clearly defined behavioral expectations are consistent school-wide through the Dragon **PRIDE** acronym. We strive to teach our students to take **PRIDE** in themselves and the school by demonstrating **Purpose, Respect, Integrity, Determination, and Empathy** at all times. For more information, please see the [Student/Parent Handbook](#).

### **Student Electronic Devices at Dallas High School:**

Students are allowed to possess personal electronic devices at school and at school-sponsored activities provided such devices are not used in any manner that may disrupt the learning environment, school-sponsored activities or violate Board policies, administrative regulations, school or classroom rules, or state and federal laws. Cell phone usage is **only** permitted during scheduled passing periods and lunch times. Students are not allowed to be on their phones in the hallways and other common areas during class time and cell phone usage in the bathrooms and locker rooms is prohibited **at all times**. Students must use a Chromebook or laptop to complete and submit coursework. Cell phones cannot be used for this purpose and can only be used during class time with express advance permission from the teacher.

### **Diversity**

Dallas School District #2 recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy for the Dallas School District #2 Board of Education that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment.

### **Gender**

Dallas High School will be proactive in creating a school culture that respects and values all students and fosters understanding of gender identity within the school community. Such guidelines are intended to ensure a safe learning environment free of discrimination and harassment, and to promote the educational and social integration of transgender students. They do not anticipate every situation that may occur and the needs of each student will be assessed on a case-by-case basis.

# DHS AGRICULTURE DEPARTMENT SAFETY AGREEMENT

I, \_\_\_\_\_ (printed name) the undersigned, a student in the Dallas High School Career and Technical Education Center, agree to follow all safety rules and procedures and agree to the statements below. I will:

- Successfully complete the Safety Orientation Unit.
- Have lab policies and procedures explained to me.
- Received demonstrations on all labs.
- Be instructed to ask for help on any machine/tool/animal with which I am not familiar.
- refrain from using any machine/tool/animal without such instruction.
- Receive a pair of safety glasses.
- Be responsible for wearing eye protection at all times during lab activities.

I understand that there are certain risks associated with the use of this equipment and if I have any questions or think that a piece of equipment is not functioning properly, I will ask the person in charge.

Additionally, I know that I must:

- dress appropriately for the shop and lab areas. (closed toed shoes, eye protection, etc.)
- Follow school policy regarding any and all other regulations to include: use of tobacco, foul language, etc.

**Student Signature:**

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

**Parent or Guardian**

Name (Print) \_\_\_\_\_ Signature \_\_\_\_\_

**Below please indicate the best method of contact as well as the best time to contact. (email, phone, etc.)**

With the passage of senate bill 2444 all students enrolled in agricultural education course at Dallas High School will have paid membership in the National FFA Organization. Students have access to and are encouraged to participate at the level with which they feel comfortable. The FFA is a youth leadership organization that is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. If you have any questions please ask.