



Animal Science I (02.0211) (District)

Granite Technical Institute > 2016-2017 > Basic > Agricultural Education > Animal Science I (02.0211) (District) > Gowans, Kristina; Hartley, Devon; Paxman, Bailey
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Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
FFA/SAE (Week 1, 3 Weeks)	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12 Animal Science I Standard 1</p> <p>Students will explain the role of FFA in agricultural education.</p> <p>Objective 1 Discuss the history and organization of FFA as it relates to the complete program of agricultural education.</p> <p>a. Explain the interrelationship of classroom and laboratory instruction, supervised agricultural experience, and FFA.</p> <p>b. Describe how, when, and why FFA was organized.</p> <p>c. Identify key FFA historical events.</p> <p>d. Identify the mission and strategies, colors, motto, emblem and parts of the emblem, and organizational structure of FFA.</p> <p>e. Recite and explain</p>	<p>What is the FFA?</p> <p>What opportunities does the FFA have for you?</p> <p>What is an SAE?</p> <p>How many different types of SAE's are possible for you?</p>	<p>FFA</p> <ul style="list-style-type: none"> • History dates (1928-1988) • Official Dress • Degrees • Membership • Creed • Program of Activities • Supervised Agricultural Experience • Officers • Emblem • Mission Statement • Motto • FFA Salute • Career Development Event • Brotherhood Pledge • FFA Colors <p>SAE</p> <ul style="list-style-type: none"> • Exploratory • Entrepreneurship/Ownership • Placement • Research/Experimentation • Awards available 	<p>FFA</p> <ul style="list-style-type: none"> • Present the FFA Creed • Present the FFA Motto • Present the FFA Mission Statement • Present the FFA Brotherhood Pledge <p>SAE</p> <ul style="list-style-type: none"> • Design and implement an effective SAE 	<p>FFA Career Development Events Creed SAE Program of Activities Exploratory Entrepreneurship/Ownership Mission Statement Greenhand Chapter State American Official Dress</p>	<p>FFA Test Summative: Test: Written FFA Creed</p> <p>Common: Oral: Presentation FFA Officer Quiz</p> <p>Formative: Test: Written</p>

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	<p>the meaning of the FFA Creed.</p> <p>f. Discuss the meaning and purpose of a program of activities and its committee structure.</p> <p>g. List FFA chapter officers, and discuss the role of each.</p> <p>Objective 2 Identify opportunities in FFA.</p> <p>a. Describe FFA opportunities that develop leadership skills, personal growth, and career success.</p> <p>b. Summarize major state and national activities available to FFA members.</p> <p>Objective 3 Describe FFA degrees, awards, and career development events (CDEs).</p> <p>a. List and explain the FFA degree areas.</p> <p>b. Identify FFA proficiency awards.</p> <p>c. List and discuss various team and individual CDEs.</p> <p>Standard 2 Students will explain the role of supervised agricultural experience (SAE)</p>					

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	<p>programs in agricultural education.</p> <p>Objective 1 Examine the responsibilities and benefits associated with an SAE.</p> <p>a. Explain the meaning and benefits of supervised agricultural experience.</p> <p>b. Explain the characteristics of an effective SAE program and the responsibilities of those involved.</p> <p>Objective 2 Determine the types of SAE programs.</p> <p>a. Compare entrepreneurship SAEs and placement SAEs.</p> <p>b. Describe research/experimentation on SAEs.</p> <p>c. Describe exploratory SAEs.</p> <p>Objective 3 Plan an SAE program.</p> <p>a. Identify the steps in planning an SAE program.</p> <p>b. Describe the function of a business/training plan and/or agreement in an SAE program.</p> <p>c. Develop a short-range plan and a long-range plan for an SAE</p>					

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	<p>program. d. Relate classroom and laboratory instruction to an SAE program.</p> <p>Objective 4 Maintain and use SAE records. a. Explain the importance of keeping records on an SAE program. b. Explain how SAE records are organized. c. Follow approved procedures to make entries in SAE records.</p>					
<p>Skeletal System (Week 3, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education UT: Grades 9-12 Animal Science I Standard 3 Students will apply scientific principles in the selection of animals.</p> <p>Objective 4 Select agricultural animals to fulfill production objectives. a. Explain the importance of animal selection in the success of a production enterprise. b. Evaluate the</p>	<p>What is the purpose of the skeletal system? What are examples of the skeletal system? What would animals be without the skeletal system?</p>	<ul style="list-style-type: none"> • Types of bones • Regions of spine • Layers of bones • Types of joints 	<ul style="list-style-type: none"> • Label the bones on an animal • Identify bone types on animal 	<ol style="list-style-type: none"> 1. Flat bone 2. Long bone 3. Short bone 4. Irregular bone 5. Ball & socket 6. Hinge 7. Gliding 8. Epiphysis 9. Diaphysis 10. Cervical 11. Thoracic 12. Lumbar 13. Sacral 14. Coccygeal 	<p>Label bones names Common: Performance: Lab Assignment Label bone types Formative: Project: Visual Arts Skeletal System Exam Common: Test: Written</p>

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	<p>importance of conformation in animal selection.</p> <p>c. Describe how the muscular and skeletal systems contribute to the conformation of an agricultural animal.</p> <p>d. Identify major external parts of agricultural animals.</p> <p>e. Utilize breed and type characteristics in animal selection.</p> <p>f. Explain the use of quantitative breeding values (expected progeny differences) in animal selection.</p> <p>Standard 6 Students will apply management principles for maintaining the health and well-being of agricultural animals.</p> <p>Objective 2 Apply animal anatomy and physiology to maintain animal health.</p> <p>a. Describe the role of major organ systems (skeletal, muscular, nervous, respiratory, digestive, circulatory, excretory, and reproductive) in maintaining animal</p>					

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	<p>health.</p> <p>b. b. Discuss common diseases, parasites, and physiological disorders of animals.</p> <p>c. Design and implement an animal health plan to promote efficiency of production.</p>					
<p>Muscular System (Week 4, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12 Animal Science I Standard 6</p> <p>Students will apply management principles for maintaining the health and well-being of agricultural animals.</p> <p>Objective 2</p> <p>Apply animal anatomy and physiology to maintain animal health.</p> <p>a. Describe the role of major organ systems (skeletal, muscular, nervous, respiratory, digestive, circulatory, excretory, and reproductive) in maintaining animal health.</p> <p>b. b. Discuss common</p>	<p>How do muscles work as levers?</p> <p>What is the function of the muscles?</p> <p>Are there different types of muscles?</p>	<ul style="list-style-type: none"> • Types of the muscles. • How muscles work by electrical activity. • How muscles work by chemical activity. • What are the components of the muscle cell. • Difference between actin and myosin. 	<ul style="list-style-type: none"> • Diagram the muscle cell. • Correctly identify the difference between the types of muscles. 	<ul style="list-style-type: none"> • Cardiac Muscles • Skeletal Muscles • Smooth Muscles • Acetochonline • Plasma Membrane • Multinucleated • Myofibrils • Actin • Myosin • Z line • Sacromere • Muscle Fiber • Graded Response 	<p>Muscle Diagram</p> <p>Formative: Performance: Lab Assignment</p> <p>Muscle Test</p> <p>Summative: Test: Written</p>

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	<p>diseases, parasites, and physiological disorders of animals.</p> <p>c. Design and implement an animal health plan to promote efficiency of production.</p>					
<p>Circulatory System (Week 5, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12 Animal Science I Standard 6</p> <p>Students will apply management principles for maintaining the health and well-being of agricultural animals.</p> <p>Objective 2 Apply animal anatomy and physiology to maintain animal health.</p> <p>a. Describe the role of major organ systems (skeletal, muscular, nervous, respiratory, digestive, circulatory, excretory, and reproductive) in maintaining animal health.</p> <p>b. b. Discuss common diseases, parasites, and physiological</p>	<p>Why do we need blood? What does blood do?</p>	<ul style="list-style-type: none"> - The path of the blood throughout the circulatory system - Different types of circulatory system - The function of blood. 	<ul style="list-style-type: none"> -Diagram and label the four chambered heart. -Trace a blood cell throughout the body of a mammal. 	<ul style="list-style-type: none"> - Open circulatory - Closed circulatory - Artery - Vein -Arterioles -Capillaries -Venules - Pulmonary Artery - Atrium - Ventricle - 	<p>Diagram the Heart</p> <p>Common: Performance: Lab</p> <p>Assignment Roger the Red Blood Cell</p> <p>Common: Performance: Lab</p> <p>Assignment</p>

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<p>Respiratory System (Week 7, 2 Weeks)</p>	<p>disorders of animals. c. Design and implement an animal health plan to promote efficiency of production.</p> <p>UT: CTE: Agricultural Education UT: Grades 9-12 Animal Science I Standard 3 Students will apply scientific principles in the selection of animals.</p> <p>Objective 4 Select agricultural animals to fulfill production objectives. a. Explain the importance of animal selection in the success of a production enterprise. b. Evaluate the importance of conformation in animal selection. c. Describe how the muscular and skeletal systems contribute to the conformation of an agricultural animal. d. Identify major external parts of agricultural animals. e. Utilize breed and</p>	<p>What organs are part of the respiratory system? What is the purpose of the respiratory system?</p>	<ul style="list-style-type: none"> • Pathway of air • Purpose of breathing 	<ul style="list-style-type: none"> • Label pathway of air 	<ol style="list-style-type: none"> 1. Trachea 2. Epiglottus 3. Pharynx 4. Larynx 5. Lungs 6. Bronchi 7. Broncholes 8. Alveoli 9. Syrinx 10. Tongue 11. Nares 12. Nostrils 	<p>Label pathway of air Common: Project: Visual Arts Respiration Exam Common: Test: Written</p>

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	<p>type characteristics in animal selection.</p> <p>f. Explain the use of quantitative breeding values (expected progeny differences) in animal selection.</p> <p>Standard 6 Students will apply management principles for maintaining the health and well-being of agricultural animals.</p> <p>Objective 2 Apply animal anatomy and physiology to maintain animal health.</p> <p>a. Describe the role of major organ systems (skeletal, muscular, nervous, respiratory, digestive, circulatory, excretory, and reproductive) in maintaining animal health.</p> <p>b. b. Discuss common diseases, parasites, and physiological disorders of animals.</p> <p>c. Design and implement an animal health plan to promote efficiency of production.</p>					
Digestive System		What organs	<ul style="list-style-type: none"> • Ruminant • Monogastric 	<ul style="list-style-type: none"> • Label parts of 	<ol style="list-style-type: none"> 1. Rumin 2. Reticulum 	Label Digestive System

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<i>(Week 8, 2 Weeks)</i>		compose the digestive system? What are the different foods animals eat?	<ul style="list-style-type: none"> Modified Monogastric/psud eo ruminant Avian 	digestive system <ul style="list-style-type: none"> Describe pathway of food 	3. Omasium 4. Abomasium 5. Cecum 6. Illium 7. Jejunium 8. Duedudem 9. Large Intestine 10. Colon	Common: Project: Visual Arts Journey through digestion Formative: Written: Essay
Reproductive System <i>(Week 9, 2 Weeks)</i>	UT: CTE: Agricultural Education UT: Grades 9-12 Animal Science I Standard 4 Students will apply principles of animal breeding and reproduction to gain desired offspring. Objective 2 Analyze the components of the animal reproductive system. a. Identify and explain the function of the components of the female reproductive system in agricultural animals. b. Identify and explain the function of the components of the male reproductive	What organs are involved in the reproductiv e tract? What is the purpose of the reproductiv e tract? What are the difference between male and female in reproductiv e tracts?	<ul style="list-style-type: none"> Male Reproductive tracts Female Reproductive Tracts Hormoes Estrous Cycles Breeding techniques Reproductive Technologies Gestation lengths Paturition 	<ul style="list-style-type: none"> Clone an animal/ ding dong Label male reproductiv e tract Label female reproductiv e tract 	<ul style="list-style-type: none"> Dystocia Breech Testes Testosterone Vas Deferens Prostate Bulboretheral Gland Epipdidmis Ovary Uterus Vagina Cervix Fallopian Tubes Ovule Sperm Egg Estrogen Progestron Lutilice Foclic Acid FSH Artifical Insemination Natural Insemination 	Clone a ding dong Common: Performance: Lab Assignment Label reproductive diagrams Common: Performance: Lab Assignment Identify reproductive technologies Common: Test: Written

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	<p>system in agricultural animals.</p> <p>Objective 3 Explain animal reproductive processes.</p> <p>a. Explain reproductive efficiency in agricultural animals.</p> <p>b. Describe natural and artificial breeding of agricultural animals.</p> <p>c. Relate the reproduction cycle in female mammals to reproductive efficiency (i.e., estrous cycle).</p>				<ul style="list-style-type: none"> • Embryo Transfer • Estrus Synchronization • Gestation • Parturition • Cloning 	
<p>Genetics (Week 10, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12 Animal Science I Standard 3</p> <p>Students will apply scientific principles in the selection of animals.</p> <p>Objective 3 Discuss genetic inheritance in agricultural animals.</p> <p>a. Explain the meaning and importance of genetics.</p> <p>b. Describe and predict how traits are inherited in agricultural animals.</p> <p>c. Identify common</p>	<p>-Why do we study genetics?</p> <p>-Are all mutations bad?</p> <p>-Why do we sometimes get funny genetics?</p>	<p>-Dominant and Recessive Genes</p> <p>-Codominance Genes</p> <p>-Punnet Squares</p> <p>-Lethal Combinations</p> <p>-Mutations</p> <p>-Genotype and Phenotype</p> <p>-Inheritance</p> <p>-Progeny Projections</p> <p>-Random assortment</p> <p>-Law of chance</p>	<p>-Punnet Square</p> <p>-Progeny Predictions</p>	<p>-Dominant</p> <p>-Recessive</p> <p>-Codominant</p> <p>-Punnet Square</p> <p>-Lethal White Disease</p> <p>-Mutation</p> <p>-Allele</p> <p>-Gene</p> <p>-Progeny</p> <p>-Genotype</p> <p>-Phenotype</p> <p>-Inheritance</p> <p>-Progeny Projections</p> <p>-Random Assortment</p> <p>-Law of Chance</p>	<p>Punnet Square Common: Performance: Lab Assignment Progeny Predictions Common: Performance: Lab Assignment</p>

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<p>Animal Health and Hygiene (Week 11, 2 Weeks)</p>	<p>agricultural animals on the basis of breed.</p> <p>UT: CTE: Agricultural Education UT: Grades 9-12 Animal Science I Standard 6 Students will apply management principles for maintaining the health and well-being of agricultural animals.</p> <p>Objective 1 Summarize the role of animal well-being in the animal industry. a. Explain the meaning and importance of animal well-being. b. Utilize safe practices in working with animals. c. Relate concepts of animal welfare and animal rights to animal well-being.</p> <p>Objective 2 Apply animal anatomy and physiology to maintain animal health. a. Describe the role of major organ systems (skeletal, muscular, nervous, respiratory,</p>	<p>What defines a healthy animal? What defines a sickly animal? What are some things that cause animals to be sick?</p>	<p>TPR (Temperature, Pulse, Respiration) Animal needs Common parasites Vaccinations Identification methods Shot methods Management procedures</p>	<p>Design a farm taking into account animal health and hygiene</p>	<p>Iodine Subcutaneous Intermuscular IV Castration Ear Tag Brand Cauterize Tattoo</p>	<p>Health & Hygiene Exam Common: Test: Written Shot Administration Common: Performance: Skill Demonstration TPR Common: Performance: Lab Assignment</p>

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	<p>digestive, circulatory, excretory, and reproductive) in maintaining animal health.</p> <p>b. b. Discuss common diseases, parasites, and physiological disorders of animals.</p> <p>c. Design and implement an animal health plan to promote efficiency of production.</p> <p>Objective 3 Provide for the health and well-being of agricultural animals.</p> <p>a. Prescribe and implement prevention and treatment for animal diseases, parasites, and other disorders.</p> <p>b. Perform simple health checks on animals.</p> <p>c. Diagnose illnesses and disorders based on symptoms and problems caused by diseases, parasites, and physiological disorders.</p> <p>d. Identify and describe zoonotic diseases.</p> <p>e. Consider species-specific requirements in animal well-being.</p> <p>f. Identify and demonstrate use of</p>					

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Disease and Parasites (Week 12, 2 Weeks)	<p>equipment in animal health.</p> <p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12 Animal Science I Standard 6</p> <p>Students will apply management principles for maintaining the health and well-being of agricultural animals.</p> <p>Objective 2</p> <p>Apply animal anatomy and physiology to maintain animal health.</p> <p>a. Describe the role of major organ systems (skeletal, muscular, nervous, respiratory, digestive, circulatory, excretory, and reproductive) in maintaining animal health.</p> <p>b. b. Discuss common diseases, parasites, and physiological disorders of animals.</p> <p>c. Design and implement an animal health plan to promote efficiency of production.</p>	<p>What causes an animal to be ill?</p> <p>What is the difference between a disease and a parasite?</p>	<p>Common diseases</p> <p>Common parasites</p> <p>Common symptoms</p> <p>Common cures/treatments</p>		<p>Zoonotic</p> <p>Lice</p> <p>Mice</p> <p>Ticks</p> <p>Bogs</p> <p>Fleas</p> <p>Flies</p> <p>Bloat</p> <p>Colic</p> <p>Fracture</p> <p>Founder</p> <p>Impaction</p> <p>Hardware Disease</p> <p>Kennel Cough</p> <p>Pigeon Fever</p> <p>UTI</p> <p>Ring Worm</p> <p>Tape Worm</p> <p>Round Worm</p> <p>Dislocated</p> <p>Abomassum</p>	<p>Disease & Parasite Exam</p> <p>Common: Test: Written</p> <p>Disease/Parasite Presentation</p> <p>Common: Oral: Presentation</p>

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	<p>Objective 3 Provide for the health and well-being of agricultural animals.</p> <p>a. Prescribe and implement prevention and treatment for animal diseases, parasites, and other disorders.</p> <p>b. Perform simple health checks on animals.</p> <p>c. Diagnose illnesses and disorders based on symptoms and problems caused by diseases, parasites, and physiological disorders.</p> <p>d. Identify and describe zoonotic diseases.</p> <p>e. Consider species-specific requirements in animal well-being.</p> <p>f. Identify and demonstrate use of equipment in animal health.</p>					
<p>Meats (Week 13, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12 Animal Science I Standard 7</p> <p>Students will examine consumer</p>	<p>What is considered a meat? How do we preserve meat? Is all meat equally as good?</p>	<ul style="list-style-type: none"> • Beef- Comes from cattle • Pork- Comes from Pigs • Lamb- Sheep that is a 1 or younger. • Mutton- Sheep that is over a year old. • Veal- Cattle that is under 1 year. 	<p>-Identify and mark the different wholesale and retail cuts of an animal.</p> <p>-Grade different types of meats.</p> <p>-Judge and present oral reasons for a</p>	<p>Lamb Veal Mutton Pork Beef Marbling Streaking Intramuscular fat Intermuscular fat Quality Yield</p>	<p>Grading Formative: Test: Common Meats Judging Summative: Oral: Presentation</p>

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	<p>products, services, and benefits derived from the production of agricultural animals.</p> <p>Objective 1 Identify and evaluate consumer products that come from agricultural animals.</p> <p>a. Identify and grade wholesale and retail cuts of meat.</p> <p>b. Recognize signs of meat spoilage.</p> <p>c. Describe the various carcass characteristics that determine meat grade.</p> <p>d. Describe how milk and milk products are produced, processed and graded.</p> <p>e. Identify consumer products that are derived from by-products of animal production.</p> <p>f. Identify and grade poultry products, including eggs.</p> <p>g. Describe the impact of food safety issues on animal production.</p>		<ul style="list-style-type: none"> • Grades <ul style="list-style-type: none"> ○ Quality ○ Yield • Dressing percentage • Mylar Reaction • Whole sale cuts on all animals • Retail cuts on animals. • Correctly identify different cuts of meat. 	meats evaluation class.	Dressing percentage	
Livestock Judging	UT: CTE: Agricultural Education	What makes an animal	Desireable traits of market animals How to place a class or livestock		Class Balance Conformation Structure	Livestock Judging Common: Performance:

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<i>(Week 14, 2 Weeks)</i>	<p>UT: Grades 9-12 Animal Science I Standard 3 Students will apply scientific principles in the selection of animals.</p> <p>Objective 4 Select agricultural animals to fulfill production objectives.</p> <p>a. Explain the importance of animal selection in the success of a production enterprise.</p> <p>b. Evaluate the importance of conformation in animal selection.</p> <p>c. Describe how the muscular and skeletal systems contribute to the conformation of an agricultural animal.</p> <p>d. Identify major external parts of agricultural animals.</p> <p>e. Utilize breed and type characteristics in animal selection.</p> <p>f. Explain the use of quantitative breeding values (expected progeny differences) in animal selection.</p> <p>Standard 7 Students will examine consumer</p>	<p>marketable ? What are desired traits of market animals?</p>			<p>Depth Soundness Thick Wide Length</p>	<p>Lab Assignment Livestock Reasons Common: Oral: Presentation</p>

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	<p>products, services, and benefits derived from the production of agricultural animals.</p> <p>Objective 2 Identify and evaluate services and benefits that come from agricultural animals.</p> <p>a. Identify the benefits provided by companion animals.</p> <p>b. Describe the role of exotic pets in the animal industry.</p> <p>c. Compare and contrast the use of agricultural animals in recreational activities including racing, showing, and power.</p> <p>d. Describe the use of animals in therapy programs.</p> <p>Standard 8 Students will examine trends and career opportunities in the animal industry, including those related to agricultural animals.</p> <p>Objective 1 Interpret trends in the animal industry.</p>					

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	<p>a. Identify trends in the animal industry. b. Determine the implications of trends on animal production.</p> <p>Objective 2 Determine career opportunities in the animal industry.</p> <p>a. Identify the nature of career opportunities in the animal industry. b. Develop a career plan to acquire needed education and skills for entering a career in the animal industry. c. Demonstrate personal and job skills for success in entering and advancing in a career in the animal industry.</p> <p>*Please note that specific animal industries were not included in the standards and objectives. This allows flexibility for the teacher to use specific industries to teach these concepts based on location, facilities available, and student and teacher interest.</p>					
<p>Dairy <i>(Week 15, 2 Weeks)</i></p>	<p>UT: CTE: Agricultural Education</p>	<p>What does dairy refer to?</p>	<p>Types of dairy animals Breeds of dairy Hormones used in milk production</p>		<p>Milk Teat Udder Holstein</p>	<p>Dairy Exam Common: Test: Written Dairy Judging</p>

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	<p>UT: Grades 9-12 Animal Science I Standard 7 Students will examine consumer products, services, and benefits derived from the production of agricultural animals.</p> <p>Objective 1 Identify and evaluate consumer products that come from agricultural animals.</p> <p>a. Identify and grade wholesale and retail cuts of meat. b. Recognize signs of meat spoilage. c. Describe the various carcass characteristics that determine meat grade. d. Describe how milk and milk products are produced, processed and graded. e. Identify consumer products that are derived from by-products of animal production. f. Identify and grade poultry products, including eggs. g. Describe the impact</p>	<p>What animals are dairy breeds?</p>	<p>Milking process</p>		<p>Jersey Nubian Nigerian Dwarf Milk tank SSC Mastitus</p>	<p>Common: Performance: Skill Demonstration</p>

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	<p>of food safety issues on animal production.</p> <p>Standard 8 Students will examine trends and career opportunities in the animal industry, including those related to agricultural animals.</p> <p>Objective 1 Interpret trends in the animal industry. a. Identify trends in the animal industry. b. Determine the implications of trends on animal production.</p> <p>Objective 2 Determine career opportunities in the animal industry. a. Identify the nature of career opportunities in the animal industry. b. Develop a career plan to acquire needed education and skills for entering a career in the animal industry. c. Demonstrate personal and job skills for success in entering and advancing in a career in the animal industry.</p> <p>*Please note that specific animal</p>					

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	<p>industries were not included in the standards and objectives. This allows flexibility for the teacher to use specific industries to teach these concepts based on location, facilities available, and student and teacher interest.</p>					
<p>Careers (Week 16, 4 Weeks)</p>	<p>UT: CTE: Agricultural Education UT: Grades 9-12 Animal Science I Standard 8 Students will examine trends and career opportunities in the animal industry, including those related to agricultural animals. Objective 1 Interpret trends in the animal industry. a. Identify trends in the animal industry. b. Determine the implications of trends on animal production. Objective 2 Determine career opportunities in the</p>	<p>What are agricultural careers? Is agriculture a growing industry? Are there job openings in the agricultural area?</p>	<ul style="list-style-type: none"> Define Careers Determine agricultural careers 	<ul style="list-style-type: none"> Present and research agricultural careers for salary, schooling, pros and cons and typical days. 	<p>Bachelor degree Associates degree Masters degree Doctorate college university technical school trade school 2 year certificate apprentice internship</p>	<p>Career presentation Common: Oral: Presentation</p>

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	<p>animal industry.</p> <p>a. Identify the nature of career opportunities in the animal industry.</p> <p>b. Develop a career plan to acquire needed education and skills for entering a career in the animal industry.</p> <p>c. Demonstrate personal and job skills for success in entering and advancing in a career in the animal industry.</p> <p>*Please note that specific animal industries were not included in the standards and objectives. This allows flexibility for the teacher to use specific industries to teach these concepts based on location, facilities available, and student and teacher interest.</p>					