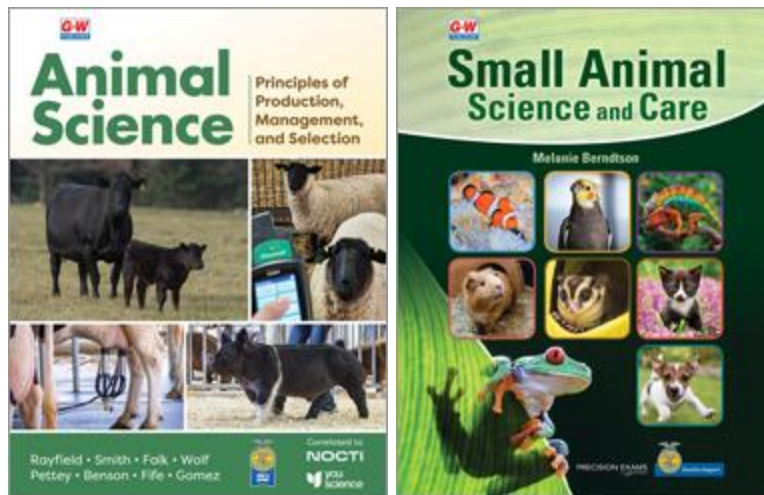


a-g CTE Animal Science 1 A/B

"Animals are such agreeable friends—they ask no questions; they pass no criticisms." –George Eliot



2122/2022.2 a-g CTE Animal Science 1 A/B (High School - Section 1)
(2 semesters, 10 credits)

Instructor: J Weston
Online

Instructor

Janine Weston
jweston@cwcharter.org
(510) 299-2586

Please review the [CWCS Master Class Syllabus](#) that will be used in the Parent/Student Orientation course.

Course Information

Class Time

Online Class Sessions:

Tuesdays/Thursdays, 9:30 am - 10:30 am

- **Semester 1 - First Class Meeting: Tuesday, 8/19/25**

Last Day to Add or Drop is **Wednesday, 9/03/25** (*Students will be charged the full price of the course if dropping the class after this deadline.*) OR

- **Semester 2 - First Class Meeting: Tuesday, 1/6/26**

Last Day to Add or Drop is **Friday, 1/23/25** (*Students will be charged the full price of the course if dropping the class after this deadline.*)

CWCS's **a-g CTE Animal Science 1 A/B** online course offers students the opportunity to study at home while employing technology as a learning tool, meeting with other students in a virtual classroom, and receiving live instruction from a teacher.

Course Overview

This is an a-g college preparatory elective “g” course, following the [a-g course outline](#), that helps satisfy high school graduation requirements and prepare students for college and career. Students should expect to spend a consistent amount of time each day (30 minutes, on average) on the assignments and labs. Much of the teacher-supervised learning is done independently by the student, as the class meets online only twice per week.

During the online sessions, an overview is given of the week’s objectives and students engage in review, interactive activities, presentations, and discussions.

During independent work, students read, complete assignments, take formative assessments, perform laboratory activities, and apply learning to their *Species Management, Production & Marketing Guide, STEM Project*, and *Supervised Agricultural Experience (SAE)*. A final project provides a summative conclusion of each semester’s content.

The goal of this CTE course is to lead students towards a greater curiosity in, understanding of, and appreciation for real-world problems and applications in the field of animal science, through inquiry, analysis, experimentation and mathematical manipulations. While performing comparative studies of large, small, and specialty animals, students will ask questions, formulate arguments, discuss scientific ideas with other students and teachers, differentiate observations from interpretations, engage in critical thinking, and write clearly and coherently with reason and evidence. Using a lab-centered, hands-on, learn-by-doing approach, key activities, including a *Species Management, Production & Marketing Guide, STEM Project*, and *Supervised Agricultural Experience (SAE)*, aim at engaging all students in learning and understanding while developing and encouraging scientific habits of mind to prepare for college and career. Formative and summative assessments demonstrate student development of deep content understanding, as well as mastery of scientific practices and skills. Students will hone their ability to organize, perform, analyze, draw and communicate conclusions from experimental investigations regarding diet, inheritance, habitat, behavior and more as they consider how to create humane, ecologically, and economically sustainable animal production, management, and selection systems. Students will explore and compare fundamental animal science concepts such as animal anatomy and physiology, nutrition, reproduction and genetics, health and welfare, animal production, technology, and the management and processing of animals, their products, and by-products. Students will also investigate career opportunities, the role animal science plays in addressing real-world problems, and how its study contributes to important developments in food supply, epidemiology, medical advancements and more.

Curriculum

Two textbooks are required for this course and may be reserved and checked out from the student’s local Resource Center Library via [Atrium](#), using the student’s district ID for username and password.

- ***Animal Science: Principles of Production, Management, and Selection***
 - Author(s): John S. Rayfield, Kasee L. Smith, Jeremy M. Falk, Kattlyn J. Wolf, Allen Pettey, Andrew Benson, Jessica N. Fife, Noe Alberto Gomez
 - Publisher: Goodheart-Wilcox Company, Inc.
 - Edition: 2025
 - Primary: Yes

- o Website/URL: <https://www.g-w.com/animal-science-2025>
- **Small Animal Science and Care**
 - o Author: Melanie Berndtson
 - o Publisher: Goodheart-Wilcox Company, Inc.
 - o Edition: 2023
 - o Primary: Yes
 - o Website/URL: <https://www.g-w.com/small-animal-science-care-2023>

Materials

- Computer with camera and working external headset with mic (computer speakers do not work successfully with the Canvas setup). Plug-in headsets (rather than Bluetooth) work best. Class is much more engaging if all students can talk in class using their mic.
- 3-ring 1" binder
- Binder paper for notes
- Graph paper for laboratory notebook
- Pencil / pen
- Markers / crayons / colored pencils

Requirements

- Class textbooks
- School [Google Account For Education](#) (GAFE) - you will use this to log in to various learning platforms
- Gmail Account and ability to open/create word documents and pdfs (Adobe Acrobat Reader)
- Reliable Internet access
- Canvas Login link: <https://cwcs.instructure.com/login/canvas>
- Once logged in, you will click on the Conference BigBlueButton to attend class

Guidance Department

[CTE Webpage](#)

Mastery-Based Grading

Students will be graded on attendance and participation in the online sessions, daily homework and classwork assignments, module assessments, and a semester final exam or project. All assignments including quizzes, assessments and projects may be submitted or resubmitted up to **3 times** for a higher grade.

Course Overall Grade - Weighting by Assignment Groups

25% **Assignments** (Learning Activities, Presentations and Labs)

25% **Discussions, Attendance and Participation** in online sessions

25% **Assessments** (formative Quizzes, Tests, Exit Tickets)

25% **Final Project/Exam** (summative final project elements and/or comprehensive written final examination, including laboratory concepts and skills)

Grading Scale

| | |
|------------|---|
| 90% - 100% | A |
| 80% - 89% | B |
| 70% - 79% | C |
| 60% - 69% | D |

Below 60% F
+/- added at the top/bottom 3% of each grade scale

Homework and Classwork

The tentative Pacing Guide outlines the lessons and topics that will be covered each week. Assignments will be posted each week in Canvas. The assignments are given a week at a time. Students should manage their own time to complete the assigned exercises before our class meeting the following week. As students read through the textbooks & view the online modules, they may wish to take notes in a composition book or spiral notebook to assist with completing the correlating assignments.

The weekly assignments in the pacing guide should be completed digitally and submitted via Canvas unless specified otherwise. This work is shown to the ES during learning record meetings. The student, parent, ES or tutor should check the assignments regularly for completion and understanding.

Some of the assignments will involve online learning activities. The grades earned in assigned learning activities will become part of the student's grade.

Own It! How to Add Your Name and Date to an Assignment

GRADE: _____ out of 10

Species Selection

a-g CTE Animal Science 1A

Species Management, Production & Marketing Guide

Name: _____

Date: _____

Don't forget to add your **Name and Date**, to your assignments!

- It is important to be in the habit of **taking ownership of your work**.
- How? Just **double click in the header section** of the google doc and add your name and date.
- It will update the name and date on *all* pages for you.

Late Work

Weekly modules for each unit open on Monday mornings at 12:01am and assignments are due the following Tuesday at 11:59pm.

Based on your learning styles, you may choose how to complete your assignments. You may approach each week like a marathon and spread out your assignments by doing one or two each day, slow and steady (recommended). Or, perhaps you prefer to approach each week like a sprint and do all of your weekly assignments in one or two longer study sessions, fast and focused. Then again, you may mix and match your pace approach, depending on your school and personal schedule each week.

Please remember, combined with a-g completion (15 a-g courses) OR a 1-semester community college course **CTE pathway completion (2 courses in the same pathway) helps meet your college and career readiness graduation requirement**, so your academic performance is important for your high school transcript. However, **if, due to unforeseen circumstances you need more time to complete your assignments for any week, please email me to let me know.**

Assignment submission opportunities will close for each unit, one week following the final module's due date. Late work will NOT be given full credit. Assignments will incur late penalties after the due date. For example, late assignments will have 1% deducted for every day late. Every day an assignment is late, the

grade is reduced by 1%. Lowest possible grade is 80% of the percentage scored (so if you received a 90 out of 100 possible, and it was 20 days late, the score would be 72. At 21 days late it is a permanent 0. **No late penalties for any assignments until after the add/drop deadline.**

Extra credit assignments may be offered at the discretion of the course instructor.

Attendance and Participation

The class will meet once per week for an online Conference via BigBlueButton. The class link can be found on the class Canvas website. **Attendance** for our live online class is taken by BigBlueButton, showing what time you arrive, what time you leave and how much engagement / participation you have, so be sure to arrive *at least 5 minutes early* to make sure your device is working properly! Your instructor will then log your attendance in SIS and alert your ES of any unexcused absences.

Attendance is required. The [Truancy Policy](#) applies to Canvas courses. An unexcused absence may be counted as a truancy. **Attendance credit will not be given for unexcused absences.**

- **Excused Absence** is defined as:
The parent or ES shall notify the teacher by phone or email of the absence at least 24 hours* prior to the time the class meets.
- **Unexcused Absence** is defined as:
An absence that does not accompany a parent or ES email or phone call to the instructor at least 24 hours* prior to the time the class meets.

*If there are extenuating circumstances that do not allow for at least 24 hours, then the teacher must still be notified prior to the start of class; allowances may be made depending on the circumstances. Examples of extenuating circumstances: car accident, sudden illness, etc. Students should arrange a "back up plan" in case of unexpected computer problems the day of the class (i.e. make pre-arrangements to go to a neighbor, friend, relative, library, etc.)

Not only will the students receive instruction during these sessions, but they will participate in class activities and discussions. Students may be asked to enter a response to an "Exit Ticket" or other attendance activities to earn attendance credit for that day's class. This gives the instructor an opportunity to identify strengths and weaknesses of the students and identify concepts that need more instruction. 0-5 points will be earned for each class session, depending on promptness, participation in the class session, and response to the Exit Ticket.

Making Up a Missed Class

Attendance credit for excused absences will be granted by the instructor based on the quality of the make-up work. To make up for a missed class session, the student must view the recording of the session (which will be posted as a link on the Canvas website shortly after the session ends). The student must then complete the Exit Ticket by the end of the week.

Formative Assessments

The instructor will collect and grade several assessments throughout the semester. The assessments will be posted in Canvas for the students to complete online. Specific instructions for the assessments will be given in Canvas, including procedures for submission and due dates. **Due dates will be posted for each assessment on the Canvas assignment page. Late submissions will not be accepted without a request for extension BEFORE the due date. Students may retake assessments to improve their grade.**

Summative Final Project

A comprehensive final project and discussion review worth 25% of the overall grade will be generated by the instructor each semester. Details of the semester project and extra credit will be given in class.

Pacing Guide

Pacing guide is subject to change. Updates will be made in Canvas.

Mrs. Weston's Class Rules

- #1: **Be Kind:** No put-downs, mean, rude, or inappropriate comments
- #2: **Be Polite:** Be on time to class, use please and thank you, raise your hand, don't interrupt, wait your turn
- #3: **Be Respectful:** Of others' ideas, opinions and beliefs, be present
- #4: **Be Honest:** No plagiarism, cheating, shortcuts, give/receive honest feedback
- #5: **Be Positive:** Keep an open-minded perspective and willing attitude, avoid criticism
- #6: **Be Tech-Savvy:** Use your technology to capture/complete coursework (discussions, notes, assignments, assessments), not as a distraction
- #7: **Be a Teamplayer:** Assume positive intentions; Consider others' needs, motivations and skills when offering help or advice; Guard against behaviors: degrading, withdrawing, avoiding, or having side conversations. If something is not working for you, take responsibility to share and we will jointly find a beneficial alternative

Online Meeting / Conference Norms:

- Be ready to begin class by 5 minutes prior to class start time: **11:30am**, sharp
- Stay muted throughout the class meeting unless you are speaking
- The **chat** is being recorded at all times, and any inappropriate chats will be reported to parents and administration.
- **On-Camera Expectation:** ALL students are required to be on camera during the entire session. Students are only visible to their instructor and do not appear on the session recording. **Video** MUST be turned on with face showing and limited background distractions.
- All participants should be sitting with their computer, not in a car or on a cell phone, unless prior approval is received from your teacher.
- Press 'Stop Video' if you must walk away from your screen during the class to prevent disruptions, then press 'Start Video' when you return
- Prepare to give your instructor and classmates your full attention by refraining from checking emails, texting, taking phone calls, etc.

Important Dates 2025-2026

(2025-2026 School Calendar)

Fall 2025

- August 11, 2025 - First day of school
- August 18, 2025 - First day of classes
- September 1, 2025 - Labor Day
- October 23-24, 2025 - Non School Days
- November 11, 2025 - Veterans Day
- November 21-28, 2025 - Thanksgiving Break

- December 8-12, 2025 - A-G Finals (tentative)
- December 19, 2025 - Last Day of Semester 1

Spring 2026

- January 6, 2026 - First Day of Semester 2
- January 19, 2025 - MLK Day
- February 13 & 16, 2026 - Presidents Day
- March 20-27, 2026 - Spring Break
- April 13-17, 2026 - Likely CAASPP (tentative)
- May 11-15, 2026 - A-G Finals (tentative)
- May 22, 2026 - Last Day of School

2122 a-g CTE Animal Science A (High School - Section 1)

Instructor: J Weston

Online

FALL Tentative Pacing Guide

(daily assignments subject to change - check Canvas regularly)

Textbooks:

ASPPMS = *Animal Science: Principles of Production, Management, and Selection*

SASC = *Small Animal Science and Care*

| Week 0 | Objectives & Standards* | Instructional Activities |
|---|--|--|
| Unit 1: Introduction to Animal Science Industry, Careers and Scientific Method | <i>School begins!</i> CA CTE Agriculture and Natural Resources Sector Knowledge and Performance Anchor Standards and California Standards for Career Ready Practice | To-Do Before You Begin <ul style="list-style-type: none"><input type="checkbox"/> Read the course syllabus to prepare for the Orientation Unit Course Information Quiz<input type="checkbox"/> Complete the "Canvas at Connecting Waters Student & Family Training Course" and share your certificate w/ your ES<input type="checkbox"/> Make sure you have a computer with headset and other class materials<input type="checkbox"/> Enroll in our Canvas course Orientation Activities <ul style="list-style-type: none"><input type="checkbox"/> Quiz: Course Information<input type="checkbox"/> Discussion: Introduce Yourself<input type="checkbox"/> Read & Quiz:<ul style="list-style-type: none"><input type="checkbox"/> ASPPMS: Ch 2: Careers in the Animal Industry<input type="checkbox"/> SASC Ch: 3 Employment Skills<input type="checkbox"/> Assignment: Interest Inventory & Careers |
| Week 1 | Objectives & Standards* | Instructional Activities |
| Unit 1: Introduction to Animal Science Industry, Careers and Scientific Method | <i>Our ONLINE class sessions begin THIS Wednesday!</i> CA CTE Agriculture and Natural Resources Sector Knowledge and Performance Anchor Standards and California Standards for Career Ready Practice | Prepare: <ul style="list-style-type: none"><input type="checkbox"/> Read & Quiz:<ul style="list-style-type: none"><input type="checkbox"/> ASPPMS: Ch 1: Animals and Society<input type="checkbox"/> ASPPMS: Ch 48: Companion Animal Industry Overview Participate: Apply your learning: <ul style="list-style-type: none"><input type="checkbox"/> Assignment: Career Plan<input type="checkbox"/> Discussion: Career Plan Presentations Reflect: <ul style="list-style-type: none"><input type="checkbox"/> Exit Ticket 1.1 |

| Week 2 | Objectives & Standards* | Instructional Activities |
|--|--|---|
| Unit 1: Introduction to Animal Science Industry, Careers and Scientific Method | CA CTE Agriculture and Natural Resources Sector Knowledge and Performance Anchor Standards and California Standards for Career Ready Practice | <p>Prepare:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read & Quiz: <ul style="list-style-type: none"> <input type="checkbox"/> SASC: Ch 1: Small Animal Industry <input type="checkbox"/> SASC: Ch 5: Small Animals in Society <p>Participate: Apply your learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion: Career Information Interview - Preparation <input type="checkbox"/> Assignment: Career Informational Interview - Part A <input type="checkbox"/> <p>Reflect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exit Ticket 1.2 |
| Week 3 | Objectives & Standards* | Instructional Activities |
| Unit 1: Introduction to Animal Science Industry, Careers and Scientific Method | CA CTE Agriculture and Natural Resources Sector Knowledge and Performance Anchor Standards and California Standards for Career Ready Practice | <p>Prepare:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read & Quiz: <ul style="list-style-type: none"> <input type="checkbox"/> ASPPMS: Ch 12: Animal Science and the Scientific Method <p>Participate: Apply your learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignment: Career Informational Interview - Part B <input type="checkbox"/> Discussion: Career Informational Interview - Reflection <input type="checkbox"/> Class Activity: Scientific Method: Modifying Small Animal Behavior <input type="checkbox"/> Presentation: Animal Scientist Spotlight <p>Reflect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exit Ticket 1.3 |
| Week 4 | Objectives & Standards* | Instructional Activities |
| Unit 1: Introduction to Animal Science Industry, Careers and Scientific Method | <p><i>Add/Drop Date: Last day to add or drop classes</i></p> <p>CA CTE Agriculture and Natural Resources Sector Knowledge and Performance Anchor Standards and</p> | <p>Prepare:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn by Doing: <ul style="list-style-type: none"> <input type="checkbox"/> Create Your Foundational Supervised Agricultural Experience (SAE) Log <p>Participate: Apply your learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lab Activity: Animal Behavior Observations (Ethogram) |

| | | |
|---|--|--|
| | California Standards for Career Ready Practice | <input type="checkbox"/> Discussion: Animal Behavior Observations (Ethogram) - Conclusions <input type="checkbox"/> Presentations: Your Turn to Teach - SAMPLE PRESENTATION - TAG Reflect: <input type="checkbox"/> Exit Ticket 1.4 <input type="checkbox"/> Unit 1: Let's Get Organized: ASCI 1 - Student Portfolio |
| Week 5 | Objectives & Standards* | Instructional Activities |
| Unit 2: Animal Behavior, Safe Handling and Housing | D1.0 Evaluate the necessary elements for proper animal housing and animal-handling equipment. | Prepare: <input type="checkbox"/> Read & Quiz: <input type="checkbox"/> ASPPMS: Ch 10: Safely Handling Animals <input type="checkbox"/> Learn by Doing: <input type="checkbox"/> <i>Species Management, Production & Marketing Guide - SPECIES SELECTION</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> Participate: Apply your learning: <input type="checkbox"/> Discussion: Interpreting Animal Behaviors and Executing Protocols for Safe Handling of Animals <input type="checkbox"/> Assignment: Ideal Animal Facility - Part A Reflect: <input type="checkbox"/> Exit Ticket 2.5 |
| Week 6 | Objectives & Standards* | Instructional Activities |
| Unit 2: Animal Behavior, Safe Handling and Housing | D1.1 Design an animal facility focusing on appropriate space and location requirements for habitat, housing, feed, and water. D1.2 Select habitat and housing conditions and materials, such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters, to meet the needs of various animal species. | Prepare: <input type="checkbox"/> Read & Quiz: <input type="checkbox"/> SASC: Ch 2: Safety, Handling, and Housing <input type="checkbox"/> Learn by Doing: <input type="checkbox"/> <i>Species Management, Production & Marketing Guide - SPECIES SELECTION</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> Participate: Apply your learning: <input type="checkbox"/> Discussion: Animal Housing Research Findings and Design Recommendations <input type="checkbox"/> Assignment: Ideal Animal Facility - Part B Reflect: <input type="checkbox"/> Exit Ticket 2.6 |

| Week 7 | Objectives & Standards* | Instructional Activities |
|---|--|---|
| Unit 2: Animal Behavior, Safe Handling and Housing | D1.3 Interpret animal behaviors and execute protocols for safe handling of animals. | <p>Prepare:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn by Doing: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Species Management, Production & Marketing Guide - FOLDER</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> <p>Participate: Apply your learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presentation: Who Is Temple Grandin? <input type="checkbox"/> Discussion: Animal Science Podcasts <input type="checkbox"/> Lab Activity: Safely Handling Animals <input type="checkbox"/> Presentation: Animal Scientist Spotlight <p>Reflect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exit Ticket 2.7 |
| Week 8 | Objectives & Standards* | Instructional Activities |
| Unit 2: Animal Behavior, Safe Handling and Housing | D1.4 Defend the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales. | <p>Prepare:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn by Doing: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Species Management, Production & Marketing Guide - SPECIES SELECTION</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> <p>Participate: Apply your learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presentation: Who Is Temple Grandin? <input type="checkbox"/> Discussion: Safely Handling Animals - TAG Critiques <p>Reflect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exit Ticket 2.8 <input type="checkbox"/> Unit 2: Let's Get Organized: ASCI 1 - Student Portfolio |
| Week 9 | Objectives & Standards* | Instructional Activities |
| Unit 3: Animal Welfare | D9.0 Assess animal welfare concerns and management practices that support animal welfare. | <p>Prepare:</p> <ul style="list-style-type: none"> <input type="checkbox"/> KWL - Field Trip - Preparation <input type="checkbox"/> Read & Quiz: <ul style="list-style-type: none"> <input type="checkbox"/> ASPPMS: Ch 11: Animal Welfare <input type="checkbox"/> Learn by Doing: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Species Management, Production & Marketing Guide - SPECIES SELECTION</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> <p>Participate: Apply your learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion: Current Events - Animal Welfare and Animal Rights |

| | | |
|-------------------------------|---|---|
| | | <input type="checkbox"/> Assignment: Letter to the Editor - Part A Reflect: <input type="checkbox"/> Exit Ticket 3.9 |
| Week 10 | Objectives & Standards* | Instructional Activities |
| Unit 3: Animal Welfare | D9.1 Evaluate the early warning signs of animal distress and how to rectify the problem. D9.2 Discuss consumer concerns with animal production practices relative to human health. | Prepare: <input type="checkbox"/> Read & Quiz: <input type="checkbox"/> SASC: Ch 4: Animal Welfare and Animal Rights <input type="checkbox"/> Learn by Doing: <input type="checkbox"/> <i>Species Management, Production & Marketing Guide - SPECIES SELECTION</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> Participate: Apply your learning: <input type="checkbox"/> Assignment: Letter to the Editor - Part B <input type="checkbox"/> Discussion: Letter to the Editor - TAG Critiques Reflect: <input type="checkbox"/> KWL - Field Trip - Conclusions <input type="checkbox"/> Exit Ticket 3.10 |
| Week 11 | Objectives & Standards* | Instructional Activities |
| Unit 3: Animal Welfare | D9.3 Summarize federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research. | Prepare: <input type="checkbox"/> Learn by Doing: <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> Participate: Apply your learning: <input type="checkbox"/> Discussion: Field Trip - Conclusions <input type="checkbox"/> Lab Activity: Animal Welfare Research Analysis & Review <input type="checkbox"/> Animal Scientist Spotlight: Dr. Kelly Walton, DVM <input type="checkbox"/> Your Turn To Teach: Student Presentation Guidelines & Rubric -- SIGN UP! Reflect: <input type="checkbox"/> Exit Ticket 3.11 |
| Week 12 | Objectives & Standards* | Instructional Activities |

| | | |
|---------------------------------------|---|---|
| Unit 3: Animal Welfare | <p>D9.4 Research the regulations for humane transportation and harvesting of animals, such as those delineated by the U.S. Department of Agriculture (USDA) Food Safety and Inspection Service and the Humane Methods of Slaughter Act.</p> | <p>Prepare:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn by Doing: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> <p>Participate: Apply your learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion: Animal Welfare Research Analysis & Review - Conclusions <input type="checkbox"/> Presentations: Your Turn to Teach <input type="checkbox"/> Your Turn To Teach - Peer Reviews & TAG Critiques <p>Reflect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exit Ticket 3.12 <input type="checkbox"/> Unit 3: Let's Get Organized: ASCI 1 - Student Portfolio |
| Week 13 | Objectives & Standards* | Instructional Activities |
| Unit 4: Health and Disease | <p>D6.0 Prescribe and implement a prevention treatment program for animal diseases, parasites, and other disorders.</p> <p>D6.1 Evaluate the signs of normal health in contrast to illness and disease.</p> <p>D6.2 Analyze the importance of animal behavior in diagnosing animal sickness and disease.</p> <p>D6.3 Research common pathogens, vectors, and hosts that cause disease in animals.</p> <p>D6.4 Evaluate preventative measures for controlling and limiting the spread of diseases, parasites, and disorders among animals.</p> <p>D6.5 Discuss procedures used at the local, state, and national levels to ensure</p> | <p>Prepare:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read & Quiz: <ul style="list-style-type: none"> <input type="checkbox"/> ASPPMS: Ch 4: Maintaining Animal Health <input type="checkbox"/> Learn by Doing: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> <p>Participate: Apply your learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion: Kennel Cough: Will your dog be "lucky" at Lucky Dog Pet Resort? <input type="checkbox"/> Assignment: FINAL PROJECT: Wanted: Prevalent Pathogen - Part A <p>Reflect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exit Ticket 4.13 |

| | <p>biosecurity of the animal industry.</p> <p>D6.6 Explain the health risk of zoonotic diseases to humans, their historical influence, and future implications.</p> <p>D6.7 Discuss the impacts on local, national, and global economies, as well as on consumers and producers, when animal diseases are not appropriately contained and eradicated.</p> | |
|----------------------------|--|--|
| Week 14 | Objectives & Standards* | Instructional Activities |
| Unit 4: Health and Disease | <p>D8.0 Explain challenges associated with animal waste management.</p> <p>D8.1 Assess treatment and disposal management systems for animal waste.</p> <p>D8.2 Compare various methods for using animal waste and the environmental impacts associated with each method.</p> <p>D8.3 Research the health and safety regulations that are an integral part of properly managed animal waste systems.</p> | <p>Prepare:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read & Quiz: <ul style="list-style-type: none"> <input type="checkbox"/> SASC: Ch 6: Health and Disease <input type="checkbox"/> Learn by Doing: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> <p>Participate: Apply your learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion: Prevalent Pathogens -- Who cares? <input type="checkbox"/> Assignment: FINAL PROJECT: Wanted: Prevalent Pathogen - Part B <p>Reflect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exit Ticket 4.14 |
| Week 15 | Objectives & Standards* | Instructional Activities |
| Unit 4: Health and Disease | <p>D7.0 Explore common pasture and rangeland management practices and their impact on a balanced ecosystem.</p> | <p>Prepare:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn by Doing: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> |

| | <p>D7.1 Evaluate a rangeland and identify methods of rangeland improvement used in an effective animal production program.</p> <p>D7.2 Summarize how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.</p> <p>D7.3 Develop a management plan for rangelands, including how to calculate carrying capacity, for a variety of animal species and locations.</p> <p>D7.4 Evaluate a plan to balance rangeland use for animal grazing and for wildlife habitat.</p> | <p>Participate: Apply your learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Animal Scientist Spotlight: Ashley Kane, RVT on Infection Control <input type="checkbox"/> Discussion: Zoonotic Disease Outbreaks Near You? <input type="checkbox"/> Lab Activity: FINAL LAB ACTIVITY: Dog Park Disease Transmission Mystery - Part A + Part B + Part C) <p>Reflect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exit Ticket 4.15 |
|----------------------------|--|---|
| Week 16 | Objectives & Standards* | Instructional Activities |
| Unit 4: Health and Disease | | <p>Prepare:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn by Doing: n/a <ul style="list-style-type: none"> <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> <p>Participate: Apply your learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion: Dog Park Disease Transmission Mystery - Conclusions <input type="checkbox"/> Presentations: Your Turn to Teach <input type="checkbox"/> Your Turn To Teach - Peer Reviews & TAG Critiques <p>Reflect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exit Ticket 4.16 <input type="checkbox"/> Quiz: Semester 1 Mega-Quiz (OPEN BOOK) <input type="checkbox"/> Unit 4: Let's Get Organized: ASCI 1 - Student Portfolio <input type="checkbox"/> Mrs. Weston's CTE Animal Science - Semester Course Evaluation <input type="checkbox"/> Fall Canvas Class Survey |

| Week 17 | Objectives & Standards* | Instructional Activities |
|------------------------|---|---|
| Semester 1: Wrap-Up | FINALS WEEK <i>Last week of school before winter break!</i> | Prepare: <input type="checkbox"/> Good luck on your a-g finals! There is NO proctored final for this class. Only your FINAL PROJECT, FINAL LAB ACTIVITY and Mega-Quiz (these important items are 25% of your grade). |
| Week 18 | Objectives & Standards* | Instructional Activities |
| Semester 1: Wrap-Up | <i>Last week of school before summer break!</i> | Participate: <input type="checkbox"/> Discussion: Mid-Year Reflection and Happy Winter Break! |

2022.2 a-g CTE Animal Science B (High School - Section 1)

Instructor: J Weston

Online

SPRING - Tentative Pacing Guide

(daily assignments subject to change - check Canvas regularly)

Textbooks:

ASPPMS = Animal Science: Principles of Production, Management, and Selection

SASC = Small Animal Science and Care

| Week 0 | Objectives & Standards* | Instructional Activities |
|--|---|---|
| Unit 5: Animal Anatomy and Physiology | <i>Spring semester begins!</i> <i>Our ONLINE class sessions begin THIS Wednesday!</i> D3.0 Apply principles of comparative anatomy and physiology to uses within various animal systems. | Prepare: <input type="checkbox"/> Read & Quiz: <input type="checkbox"/> ASPPMS: Ch 3 Anatomy and Physiology <input type="checkbox"/> Learn by Doing: <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> |

| | | |
|---------------------------------------|---|---|
| | | Participate: Apply your learning: <input type="checkbox"/> Discussion: Does winter weather affect anatomy & physiology? <input type="checkbox"/> Assignment: Reflect: <input type="checkbox"/> Exit Ticket 5.0 |
| Week 1 | Objectives & Standards* | Instructional Activities |
| Unit 5: Animal Anatomy and Physiology | D3.0 Apply principles of comparative anatomy and physiology to uses within various animal systems. | Prepare: <input type="checkbox"/> Read & Quiz: <input type="checkbox"/> SASC: Ch 8: Digestive Systems <input type="checkbox"/> Learn by Doing: <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> Participate: Apply your learning: <input type="checkbox"/> Discussion: <input type="checkbox"/> Assignment: Smile! Dental Formulas and Identification – Part 1 Reflect: <input type="checkbox"/> Exit Ticket 5.1 |
| Week 2 | Objectives & Standards* | Instructional Activities |
| Unit 5: Animal Anatomy and Physiology | <i>Add/Drop Date: Last day to add or drop classes</i> D3.1 Compare and contrast animal cells, tissues, organs, and body systems. | Prepare: <input type="checkbox"/> Read: <input type="checkbox"/> Species-specific chapter(s) in ASPPMS and/or SASC - TBD <input type="checkbox"/> Learn by Doing: <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> Participate: Apply your learning: <input type="checkbox"/> Discussion: <input type="checkbox"/> Assignment: Smile! Dental Formulas and Identification – Part 2 Reflect: <input type="checkbox"/> Exit Ticket 5.2 |
| Week 3 | Objectives & Standards* | Instructional Activities |
| Unit 5: Animal | D3.2 Develop efficient procedures to produce | Prepare: <input type="checkbox"/> Learn by Doing: |

| | | |
|---|--|---|
| Anatomy and Physiology | consistently high-quality animals that are well suited for their intended purposes. | <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> Participate: Apply your learning: <input type="checkbox"/> Discussion: <input type="checkbox"/> Lab Activity: Virtual Dissection Reflect: <input type="checkbox"/> Exit Ticket 5.3 <input type="checkbox"/> Unit 5: Let's Get Organized: ASCI 1 - Student Portfolio |
| Week 4 | Objectives & Standards* | Instructional Activities |
| Unit 6: Food Science and Nutrition | D3.3 Relate the importance of animal organs to the health, growth, and reproduction of animals. | Prepare: <input type="checkbox"/> Read & Quiz: <input type="checkbox"/> ASPPMS: Ch 5: Feeds and Feeding <input type="checkbox"/> Learn by Doing: <input type="checkbox"/> <i>STEM Project</i> <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> Participate: Apply your learning: <input type="checkbox"/> Discussion: STEM Project <input type="checkbox"/> Assignment: STEM Project Planner <input type="checkbox"/> Presentations: Your Turn to Teach <input type="checkbox"/> Your Turn To Teach - Peer Reviews & TAG Critiques Reflect: <input type="checkbox"/> Exit Ticket 6.4 |
| Week 5 | Objectives & Standards* | Instructional Activities |
| Unit 6: Food Science and Nutrition | D2.0 Apply principles of animal nutrition to ensure the proper growth, development, reproduction, and economic production of animals. D2.1 Assess the flow of nutrients from the soil, through the animal, and back to the soil. | Prepare: <input type="checkbox"/> Read & Quiz: <input type="checkbox"/> SASC: Ch 7: Small Animal Nutrition <input type="checkbox"/> Learn by Doing: <input type="checkbox"/> <i>STEM Project</i> <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> Participate: Apply your learning: <input type="checkbox"/> Discussion: Comparative Digestion Shortcomings and Feeding Requirements <input type="checkbox"/> Assignment: Comparative Digestion – Part A |

| | | |
|---|---|--|
| | | Reflect: <input type="checkbox"/> Exit Ticket 6.5 |
| Week 6 | Objectives & Standards* | Instructional Activities |
| Unit 6: Food Science and Nutrition | D2.3 Compare the digestive processes of the ruminant, monogastric, avian, and equine digestive systems. | Prepare: <input type="checkbox"/> Learn by Doing: <input type="checkbox"/> <i>STEM Project</i> <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> Participate: Apply your learning: <input type="checkbox"/> Discussion: Comparative Digestion Applied <input type="checkbox"/> Assignment: Comparative Digestion – Part B Reflect: <input type="checkbox"/> Exit Ticket 6.6 |
| Week 7 | Objectives & Standards* | Instructional Activities |
| Unit 6: Food Science and Nutrition | D2.2 Explore the principles for providing proper, balanced rations for a variety of production stages in ruminants and monogastrics. D2.4 Distinguish how animal nutrition is affected by the digestive, endocrine, and circulatory systems. | Prepare: <input type="checkbox"/> Learn by Doing: <input type="checkbox"/> <i>STEM Project</i> <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> Participate: Apply your learning: <input type="checkbox"/> Discussion: Balancing Rations and Investigation of Applied Nutrition <input type="checkbox"/> Lab Activity: Balanced Rations, Balanced Nutrition Reflect: <input type="checkbox"/> Exit Ticket 6.7 <input type="checkbox"/> Unit 6: Let's Get Organized: ASCI 1 - Student Portfolio |
| Week 8 | Objectives & Standards* | Instructional Activities |
| Unit 7: Genetics, Inheritance | D5.0 Discuss animal inheritance and selection principles, including the structure and role of | Prepare: <input type="checkbox"/> Read & Quiz: <input type="checkbox"/> ASPPMS: Ch 6: Genetics <input type="checkbox"/> SASC: Ch 9: Genetics and Inheritance |

| | | |
|---|--|--|
| and Reproduction | <p>deoxyribonucleic acid (DNA).</p> <p>D5.1 Evaluate a group of animals for desired qualities, and discern among them for breeding selection.</p> <p>D5.2 Select animals, based on quantitative breeding values, for specific characteristics.</p> <p>D5.3 Research and discuss current technology used to measure desirable traits.</p> | <p><input type="checkbox"/> Learn by Doing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>STEM Project</i> <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> <p>Participate: Apply your learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion: Reproducing Desired Qualities & Methods of Evaluation <input type="checkbox"/> Presentations: Your Turn to Teach <input type="checkbox"/> Your Turn To Teach - Peer Reviews & TAG Critiques <p>Reflect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exit Ticket 7.8 |
| Week 9 | Objectives & Standards* | Instructional Activities |
| Unit 7: Genetics, Inheritance and Reproduction | <p>D4.0 Demonstrate understanding of animal reproduction, including the function of reproductive organs.</p> <p>D4.1 Illustrate animal conception, including estrus cycles, ovulation, and insemination.</p> <p>D4.2 Research the gestation process and basic fetal development.</p> <p>D4.3 Explain the parturition process, including the identification of potential problems and their solutions.</p> | <p>Prepare:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read & Quiz: <ul style="list-style-type: none"> <input type="checkbox"/> ASPPMS: Ch 7: Reproduction and Parturition <input type="checkbox"/> SASC: Ch 10: Reproduction <input type="checkbox"/> Learn by Doing: <ul style="list-style-type: none"> <input type="checkbox"/> <i>STEM Project</i> <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> <p>Participate: Apply your learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion: Impact of Selective Breeding on Genetics and Conservation <p>Reflect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exit Ticket 7.9 |
| Week 10 | Objectives & Standards* | Instructional Activities |
| Unit 7: Genetics, Inheritance and Reproduction | <p>D5.4 Predict phenotypic and genotypic results of a dominant and recessive gene pair.</p> <p>D5.5 Research the role of mutations, both naturally</p> | <p>Prepare:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn by Doing: <ul style="list-style-type: none"> <input type="checkbox"/> <i>STEM Project</i> <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> |

| | | |
|---|--|---|
| | occurring and artificially induced, and hybrids in animal genetics. | Participate: Apply your learning: <ul style="list-style-type: none"> <input type="checkbox"/> Discussion: Ethical Considerations in Modern Breeding Practices <input type="checkbox"/> Assignment: Natural Selection vs. Emerging Technologies in Genetics and Reproduction -- Part A + Part B Reflect: <ul style="list-style-type: none"> <input type="checkbox"/> Exit Ticket 7.10 |
| Week 11 | Objectives & Standards* | Instructional Activities |
| Unit 7: Genetics, Inheritance and Reproduction | D4.4 Select animal breeding methods based on reproductive and economic efficiency. D4.5 Select a breeding system based on the principles of genetics. | Prepare: <ul style="list-style-type: none"> <input type="checkbox"/> Learn by Doing: <ul style="list-style-type: none"> <input type="checkbox"/> <i>STEM Project</i> <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> Participate: Apply your learning: <ul style="list-style-type: none"> <input type="checkbox"/> Discussion: Emerging Technologies in Genetics and Reproduction Poster/Pamphlet Networking Event <input type="checkbox"/> Discussion: Balancing Desirable Phenotype for Environment with Breeder Sustainability and Marketing <input type="checkbox"/> Lab Activity: Pick of the Litter: Predicting Genotype and Phenotype with Punnett Squares Reflect: <ul style="list-style-type: none"> <input type="checkbox"/> Exit Ticket 7.11 <input type="checkbox"/> Unit 7: Let's Get Organized: ASCI 1 - Student Portfolio |
| Week 12 | Objectives & Standards* | Instructional Activities |
| | <i>CAASPP Testing</i> | <i>NO class, NO assignments</i> |
| Week 13 | Objectives & Standards* | Instructional Activities |
| Unit 8: Production Management | D12.0 Understand how animal products and | Prepare: <ul style="list-style-type: none"> <input type="checkbox"/> Read & Quiz: |

| <p>and Marketing</p> | <p>by-products are processed and marketed. D12.1 Research animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point, Sanitation Standard Operating Procedures, and good manufacturing practices documents. D12.2 Compare the relative importance of the major meat, dairy, and egg classifications, including the per-capita consumption and nutritive value of those classifications. D12.3 Discuss how meat-based, dairy, and egg retail products are produced.</p> | <p><input type="checkbox"/> ASPPMS: Ch 8: Food and Fiber Products from Animals</p> <p><input type="checkbox"/> Learn by Doing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>STEM Project</i> <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> <p>Participate: Apply your learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion: Species Management, Production & Marketing - Large and Small Animals - Compare and Contrast <input type="checkbox"/> Assignment: FINAL PROJECT: Species Management, Production & Marketing Guide Report and Slide Deck – Part A <input type="checkbox"/> Presentations: Your Turn to Teach <input type="checkbox"/> Your Turn To Teach - Peer Reviews & TAG Critiques <p>Reflect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exit Ticket 8.13 |
|---|--|--|
| Week 14 | Objectives & Standards* | Instructional Activities |
| <p>Unit 8: Production Management and Marketing</p> | <p>D12.4 Describe how non meat products, such as wool, pelts, hides, and by-products, are harvested and processed. D12.5 Evaluate how meat products and non meat products are marketed. D12.6 Compare the value of animal by-products to nonagricultural industries. D12.7 Apply point-of-origin safety and sanitation procedures in the</p> | <p>Prepare:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read & Quiz: <ul style="list-style-type: none"> <input type="checkbox"/> ASPPMS: Ch 9: By-Products from Animals <input type="checkbox"/> Learn by Doing: <ul style="list-style-type: none"> <input type="checkbox"/> <i>STEM Project</i> <input type="checkbox"/> <i>Species Management, Production & Marketing Guide</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE)</i> <p>Participate: Apply your learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion: Species Management, Production & Marketing Guide -- Broader Understanding and Future Role |

| | | |
|--|---|---|
| | production, harvest, handling, processing, and storing of meat products. | <input type="checkbox"/> Assignment: FINAL PROJECT: Species Management, Production & Marketing Guide Report and Slide Deck – Part B Reflect: <input type="checkbox"/> Exit Ticket 8.14 |
| Week 15 | Objectives & Standards* | Instructional Activities |
| Unit 8: Production Management and Marketing | <p>D10.0 Demonstrate understanding of the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits).</p> <p>D10.1 Formulate and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.</p> <p>D10.2 Develop, maintain, and use growth and management records for large or small animals to make data-driven management decisions.</p> | <p>Prepare:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn by Doing: <ul style="list-style-type: none"> <input type="checkbox"/> <i>STEM Project Planner – DUE!</i> <input type="checkbox"/> <i>Supervised Agricultural Experience (SAE) – FINAL UPDATE & SUBMISSION</i> <p>Participate: Apply your learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion: Volunteer, Internship, Training/Education, Paid Work, Fieldtrip Contacts <input type="checkbox"/> Lab Activity: FINAL LAB ACTIVITY: STEM Project Report and Slide Deck <input type="checkbox"/> Discussion: STEM Project - Online Science Fair! <p>Reflect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exit Ticket 8.15 |
| Week 16 | Objectives & Standards* | Instructional Activities |
| Unit 8: Production Management and Marketing | <p>D11.0 Demonstrate understanding of the production of specialty animals (e.g., fish, marine animals, llamas, and tall, flightless birds).</p> <p>D11.1 Assess specialty animals' role in agriculture (e.g., fish farms, pack animals, working dogs).</p> <p>D11.2 Explore the unique nutrition, health, and habitat</p> | <p>Prepare:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn by Doing: <ul style="list-style-type: none"> <input type="checkbox"/> Google Classroom: Connections, Places and Spaces! <p>Participate: Apply your learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion: Species Management, Production & Marketing Guide Expo <input type="checkbox"/> Presentations: Your Turn to Teach <input type="checkbox"/> Your Turn To Teach - Peer Reviews & TAG Critiques <p>Reflect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exit Ticket 8.16 <input type="checkbox"/> Quiz: Semester 2 Mega-Quiz (OPEN BOOK) |

| | | |
|----------------------------|---|---|
| | <p>requirements for specialty animals.</p> <p>D11.3 Synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.</p> <p>D11.4 Develop, maintain, and utilize growth and management records for specialty animals to make data-driven management decisions.</p> | <p><input type="checkbox"/> Unit 8: Let's Get Organized: ASCI 1 - Student Portfolio</p> <p><input type="checkbox"/> Mrs. Weston's CTE Animal Science - Semester Course Evaluation</p> <p><input type="checkbox"/> Spring Canvas Class Survey</p> |
| Week 17 | Objectives & Standards* | Instructional Activities |
| | <i>FINALS WEEK</i> | <p>Prepare:</p> <p><input type="checkbox"/> Good luck on your a-g finals! There is NO proctored final for this class. Only your FINAL PROJECT, FINAL LAB ACTIVITY, FINAL UPDATED SAE LOG and Mega-Quiz (these important items are 25% of your grade).</p> |
| Week 18 | Objectives & Standards* | Instructional Activities |
| Semester 2: Wrap-Up | <i>Last week of school before summer break!</i> | <p>Participate:</p> <p><input type="checkbox"/> Discussion: Final Reflection and Happy Summer!</p> |

*Standards introduced, implemented and integrated throughout the course:

[CA CTE Agriculture and Natural Resources Sector Knowledge and Performance Anchor Standards and California Standards for Career Ready Practice](#)

[California Career Technical Education Model Curriculum Standards](#)
[Agriculture and Natural Resources Pathway Standards: D. Animal Science Pathway](#)