
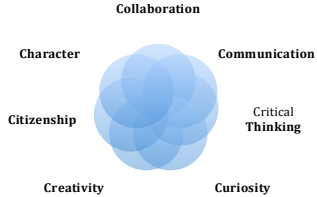


<b>Content Area: Agriscience</b> <b>DRAFT</b>	Course: Veterinary Science	<b>Grade Level: 11/12</b> <b>Year B: Behavior and Training</b>
	<b>R14 The Seven Cs of Learning</b> 	
<b>Unit Titles</b>	<b>Length of Unit</b>	
<ul style="list-style-type: none"> <li>• <i>Introduction, Background, and Evolution of Behavior</i></li> </ul>	3-4 weeks	
<ul style="list-style-type: none"> <li>• <i>Survival Behavior</i></li> </ul>	3-4 weeks	
<ul style="list-style-type: none"> <li>• <i>Sexual Behavior</i></li> </ul>	3-4 weeks	
<ul style="list-style-type: none"> <li>• <i>Neonatal Behavior</i></li> </ul>	2-3 weeks	
<ul style="list-style-type: none"> <li>• <i>Social Behavior</i></li> </ul>	4-5 weeks	
<ul style="list-style-type: none"> <li>• <i>Species Specific Behavior</i></li> </ul>	7-8 weeks	
<ul style="list-style-type: none"> <li>• <i>Animal Training</i></li> </ul>	4-5 weeks	
<ul style="list-style-type: none"> <li>• <i>Explanation of Behavior</i></li> </ul>	5-6 weeks	
<ul style="list-style-type: none"> <li>• <i>Supervised Agricultural Experience (SAE) Proficiencies</i></li> </ul>	1-2 weeks	



Strands	Course Level Expectations
<b>Physical Preparedness</b>	<p>The student needs to come physically prepared to work in all weather conditions and with all species of animals. The students will need to be able to handle, restrain, and work with all species of animals.</p>
<b>Teamwork and Communication</b>	<p>Through the course of the year the class will need to utilize communication and teamwork skills to be able to work together to obtain goals. The students will be expected to work together to accomplish various tasks including but not limited to; sanitization procedures, animal management, and performance based assessments.</p>
<b>Animal Care and Management</b>	<p>Students will provide proper health care to animals by analyzing nutrition, physical exams, preventative maintenance and various other animal management techniques.</p>

<b>Unit Title</b>	<b>Introduction, Background, and Evolution of Behavior</b>	<b>Length of Unit</b>	3-4 weeks
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• Why do animals behave the way that they do?</li> <li>• What is the difference between wild and domesticated animals?</li> <li>• How has animal behavior changed over time with human development?</li> </ul>
<b>Standards*</b>	<p><b>Animal Systems (AS):</b>  <b>AS.01.01.01.a.</b> Identify and summarize the origin, significance, distribution and domestication of different animal species. <b>AS.01.01.01.b.</b> Evaluate and describe characteristics of animals that developed in response to the animal's environment and led to their domestication. <b>AS.01.01.02.a.</b> Research and summarize major components of animal systems (e.g., livestock, companion animal, etc.). <b>AS.01.01.02.b.</b> Describe the historical and scientific developments of different animal industries and summarize the products, services and careers associated with each. <b>AS.01.01.02.c.</b> Predict trends and implications of future developments within different animal industries on production practices and the environment. <b>AS.01.02.03.a.</b> Summarize the types, purposes, and characteristics of effective record keeping and documentation practices for animal systems enterprises (e.g., managing records for animal identification, feeding, breeding, treatment, income/expense, etc.). <b>AS.01.02.03.b.</b> Analyze and evaluate the accuracy and effectiveness of records used in an animal system business. <b>AS.02.01.01.b.</b> Design programs that assure the welfare of animals and prevent abuse or mistreatment. <b>AS.02.01.02.a.</b> Research and summarize the challenges involved in working with animals and resources available to overcome them (e.g., tools, technology, equipment, facilities, animal behavior signals, etc.). <b>AS.02.01.02.b.</b> Analyze and document animal welfare procedures used to ensure safety and maintain low stress when moving and restraining animals. <b>AS.02.01.02.c.</b> Devise, implement and evaluate safety procedures and plans for working with animals by species using information based on animal behavior and responses. <b>AS.02.01.03.a.</b> Distinguish between animal husbandry practices that promote animal welfare and those that do not. <b>AS.02.01.03.b.</b> Analyze and document animal husbandry practices and their impact on animal welfare.</p>
<b>Unit Strands &amp; Concepts</b>	Behavior and Training Terminology, how to study behavior, observation techniques, domestication process, how animal behavior is influenced by humans, process of domestication, terminology, identifying normal behaviors seen in animals, human influence on animal, communication
<b>Vocabulary</b>	behavior, domestication, adaptation, innate, learned, wild, tame, ethogram, ethology

\* The agriculture, food and natural resources (AFNR) industry standards

<b>Unit Title</b>	<b>Introduction, Background, and Evolution of Behavior</b>	<b>Length of Unit</b>	3-4 weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• behavior and training terminology.</li> <li>• the process of domestication.</li> <li>• how human development has affected animal behavior and the evolution of behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• explain common terminology associated with animal behavior and training</li> <li>• identify normal and abnormal behavior in various species</li> <li>• describe how the ideology of evolution has impacted behavior</li> <li>• identify innate and learned behavior</li> <li>• identify body language cues and vocalization cues</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Various interim and formative assessments</li> <li>• Unit Test</li> <li>• Performance Assessments</li> </ul>
<b>Teacher Resources:</b>	<ul style="list-style-type: none"> <li>❖ Various primary and industry resources</li> </ul>

<b>Unit Title</b>	<b>Survival Behavior</b>	<b>Length of Unit</b>	3-4 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What behaviors are necessary for survival?</li> <li>• How do survival behaviors vary among species?</li> <li>• How can humans differentiate between animals that are surviving and those that are thriving?</li> </ul>		
<b>Unit Strands &amp; Standards</b>	<p><b>Animal Systems (AS):</b>  <b>AS.01.01.01.b.</b> Evaluate and describe characteristics of animals that developed in response to the animal's environment and led to their domestication. <b>AS.01.01.02.c.</b> Predict trends and implications of future developments within different animal industries on production practices and the environment. <b>AS.01.02.01.c.</b> Evaluate the effectiveness of different production methods and defend the use of selected methods using data and evidence. <b>AS.01.02.03.b.</b> Analyze and evaluate the accuracy and effectiveness of records used in an animal system business. <b>AS.01.02.04.a.</b> Identify and summarize wildlife management methods. <b>AS.01.03.01.a.</b> Distinguish between the types of laws pertaining to animal systems. <b>AS.02.01.01.b.</b> Design programs that assure the welfare of animals and prevent abuse or mistreatment. <b>AS.02.01.02.b.</b> Analyze and document animal welfare procedures used to ensure safety and maintain low stress when moving and restraining animals. <b>AS.02.01.02.c.</b> Devise, implement and evaluate safety procedures and plans for working with animals by species using information based on animal behavior and responses. <b>AS.02.01.03.a.</b> Distinguish between animal husbandry practices that promote animal welfare and those that do not. <b>AS.02.01.03.b.</b> Analyze and document animal husbandry practices and their impact on animal welfare. <b>AS.02.02.01.a.</b> Identify and categorize tools, technology and equipment used in animal husbandry and welfare to help provide an abundant and safe food supply.</p>		
<b>Unit Strands &amp; Concepts</b>	<p>Ingestive behaviors, drinking behaviors, elimination behaviors, habitat preferences,, digestive systems and behavior, hunting behaviors Survival needs, how survival needs vary interspecies and intraspecies, eating, drinking, shelter, elimination, male vs. female eliminative behaviors, hunting, gathering, animal welfare, animal communication</p>		
<b>Key Vocabulary</b>	<p>Welfare, rights, interspecies, intraspecies, omnivore, carnivore, herbivore, ruminant, modified ruminant, monogastric</p>		

<b>Unit Title</b>	Survival Behavior	<b>Length of Unit</b>	3-4 weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• how behavior has changed in animal species.</li> <li>• how genotype can affect behavior.</li> <li>• how extinction and adaptation can occur over time.</li> <li>• why some animals are more prone to “fight” while others are prone to “flight”.</li> </ul>	<ul style="list-style-type: none"> <li>• identify various ingestive, drinking, and eliminative behaviors different species.</li> <li>• identify normal and abnormal survival behavior.</li> <li>• provide proper management for various animal species as determined by their survival behavior.</li> <li>• use sensory information to modify animal behavior</li> <li>• recognize and use animal communication techniques</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Various interim and formative assessments</li> <li>• Performance assessments</li> <li>• Unit Test</li> </ul>
<b>Teacher Resources:</b>	<ul style="list-style-type: none"> <li>❖ Various primary and industry resources</li> </ul>

<b>Unit Title</b>	<b>Sexual Behavior</b>	<b>Length of Unit</b>	3-4 weeks
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do mating systems compare and contrast between species?</li> <li>• How do courtship behaviors compare and contrast between species?</li> <li>• When is the best time to breed a female animal?</li> </ul>
<b>Standards</b>	<p><b>Animal Systems (AS):</b>  <b>AS.01.01.01.b.</b> Evaluate and describe characteristics of animals that developed in response to the animal’s environment and led to their domestication.  <b>AS.01.01.02.c.</b> Predict trends and implications of future developments within different animal industries on production practices and the environment.  <b>AS.01.02.01.c.</b> Evaluate the effectiveness of different production methods and defend the use of selected methods using data and evidence. <b>AS.01.02.03.b.</b> Analyze and evaluate the accuracy and effectiveness of records used in an animal system business. <b>AS.02.01.01.b.</b> Design programs that assure the welfare of animals and prevent abuse or mistreatment. <b>AS.02.01.02.b.</b> Analyze and document animal welfare procedures used to ensure safety and maintain low stress when moving and restraining animals. <b>AS.02.01.02.c.</b> Devise, implement and evaluate safety procedures and plans for working with animals by species using information based on animal behavior and responses. <b>AS.02.01.03.a.</b> Distinguish between animal husbandry practices that promote animal welfare and those that do not.  <b>AS.02.01.03.b.</b> Analyze and document animal husbandry practices and their impact on animal welfare.</p>
<b>Unit Strands &amp; Concepts</b>	Endocrine system, hormones affecting behavior, mating systems, courtship behavior, animal communication, fertility, estrous behavior identification, puberty, mate preferences, adaptations, maternal behavior, genetic engineering in terms of mate selection, endocrinology, innate behavior, learned behavior, estrous, communication, puberty, mating systems, sexual choices in relation to species survival and adaptation, animal communication
<b>Key Vocabulary</b>	Endocrinology, testosterone, estrous, estrogen, pheromones, flehmen response, artificial insemination, monogamous, polygamous, polyestrous, heat.

<b>Unit Title</b>	Sexual Behavior	<b>Length of Unit</b>	3-4 weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• the effect of hormones on animal behavior.</li> <li>• normal and abnormal sexual behavior</li> <li>• appropriate behavior of animals who are receptive to mate.</li> <li>• the aspects relating to artificial insemination</li> </ul>	<ul style="list-style-type: none"> <li>• identify sexual body language, vocalizations, and nonverbal communication cues as demonstrated by animals.</li> <li>• identify if an animal is receptive to mate.</li> <li>• identify and describe appropriate mating systems and courtship behaviors</li> <li>• describe the estrous cycle and how a female's behavior changes during that cycle.</li> <li>• describe how male hormones affect behavior</li> <li>• how to artificially inseminate an animal</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Various interim and formative assessments</li> <li>• Performance assessments</li> <li>• Unit Test</li> </ul>
<b>Teacher Resources:</b>	❖ Various primary and industry resources



<b>Unit Title</b>	<b>Neonatal Behavior</b>	<b>Length of Unit</b>	2-3 weeks
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How does neonatal behavior compare and contrast between species?</li> <li>• What does “neonatal behavior” mean?</li> <li>• How do infants communicate with others?</li> </ul>
<b>Unit Strands &amp; Standards</b>	<p><b>Animal Systems (AS):</b>  <b>AS.01.01.01.b.</b> Evaluate and describe characteristics of animals that developed in response to the animal’s environment and led to their domestication. <b>AS.02.01.01.b.</b> Design programs that assure the welfare of animals and prevent abuse or mistreatment. <b>AS.02.01.02.a.</b> Research and summarize the challenges involved in working with animals and resources available to overcome them (e.g., tools, technology, equipment, facilities, animal behavior signals, etc.).<b>AS.02.01.02.b.</b> Analyze and document animal welfare procedures used to ensure safety and maintain low stress when moving and restraining animals. <b>AS.02.01.02.c.</b> Devise, implement and evaluate safety procedures and plans for working with animals by species using information based on animal behavior and responses. <b>AS.02.01.03.a.</b> Distinguish between animal husbandry practices that promote animal welfare and those that do not. <b>AS.02.01.03.b.</b> Analyze and document animal husbandry practices and their impact on animal welfare. <b>AS.02.02.01.a.</b> Identify and categorize tools, technology and equipment used in animal husbandry and welfare to help provide an abundant and safe food supply.</p>
<b>Concepts</b>	<p>Communication, mothering, nature vs. nurture, species specific neonatal behaviors, innate and learned behaviors, dependency, vocalizations, sibling behaviors, infanticide, territoriality, animal communication, how behavior changes from infancy to adulthood  Neonatal behavior, how behavior changes from infant to adulthood, mothering ability, nature vs. nurture, innate behaviors, infanticide, territoriality , animal communication</p>
<b>Key Vocabulary</b>	<p>Neonate, communication, mothering ability, nature, nurture, innate, instinct, dependency, infanticide, territoriality, development, body language, perception, recognition, deciphering</p>

<b>Unit Title</b>	Neonatal Behavior	<b>Length of Unit</b>	2-3weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>the similarities and differences of infancy behaviors and adult behaviors.</li> <li>the aspects that contribute to the concepts of nature and nurture.</li> <li>what contributes to life stages and how that can alter animal behavior?</li> </ul>	<ul style="list-style-type: none"> <li>identify neonatal behavior in various species.</li> <li>identify common neonatal and mothering communications.</li> <li>describe how behavior changes within a species from infancy to adulthood.</li> <li>identify aspects of nature and nurture and how it can affect behavior in animals.</li> <li>identify what behaviors observed in animal species are innate and which are learned.</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>Various interim and formative assessments</li> <li>Performance assessments</li> <li>Unit Test</li> </ul>
<b>Teacher Resources:</b>	❖ Various Primary and Industry Resources

<b>Unit Title</b>	<b>Social Behavior</b>	<b>Length of Unit</b>	4-5 weeks
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• Which species are social and which are independent?</li> <li>• How does sleep, grooming, and exploratory behaviors affect animal welfare?</li> <li>• How does social structure vary between species?</li> </ul>
<b>Standards</b>	<p><b>Animal Systems (AS):</b>  <b>AS.01.01.01.b.</b> Evaluate and describe characteristics of animals that developed in response to the animal's environment and led to their domestication.  <b>AS.01.02.04.a.</b> Identify and summarize wildlife management methods. <b>AS.02.01.01.b.</b> Design programs that assure the welfare of animals and prevent abuse or mistreatment. <b>AS.02.01.02.a.</b> Research and summarize the challenges involved in working with animals and resources available to overcome them (e.g., tools, technology, equipment, facilities, animal behavior signals, etc.).  <b>AS.02.01.02.b.</b> Analyze and document animal welfare procedures used to ensure safety and maintain low stress when moving and restraining animals. <b>AS.02.01.02.c.</b> Devise, implement and evaluate safety procedures and plans for working with animals by species using information based on animal behavior and responses. <b>AS.02.02.01.a.</b> Identify and categorize tools, technology and equipment used in animal husbandry and welfare to help provide an abundant and safe food supply.</p>
<b>Unit Strands &amp; Concepts</b>	<p>Pack and herd Mentality, Species Specific Social Structures, Social Grooming, Sleeping behaviors, Exploratory Behaviors, Independence Behaviors, Cooperation, Hunting behaviors, social recognition, animal communication</p> <p>Pack mentality, social structures, social hierarchy, social behaviors, independent behavior, biological clock, exploratory behavior, flight vs. fight, animal communication</p>
<b>Key Vocabulary</b>	<p>Hierarchy, pack mentality, independent, REM cycle, crepuscular, nocturnal, biological clocks, symbiosis, territory, mutualism, body language, verbal language, nonverbal cues, perception, recognition</p>

<b>Unit Title</b>	<b>Social Behavior</b>	<b>Length of Unit</b>	4-5 weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• how flight and fight instincts will affect sleeping behaviors</li> <li>• various grooming techniques and tools</li> <li>• how exploratory and social behavior affects animal welfare.</li> <li>• how behavior is affected by herd and pack mentality</li> <li>• ways that animals meet, greet, and recognize each other.</li> <li>• how animals communicate together</li> </ul>	<ul style="list-style-type: none"> <li>• identify which species are independent by nature.</li> <li>• identify social hierarchy systems and social structures</li> <li>• identify which animal within a social system is most dominant and which is least dominant.</li> <li>• properly groom an animal</li> <li>• identify what specific species need to feel safe when sleeping</li> <li>• provide appropriate mental stimulation to satisfy animal exploratory behaviors</li> <li>• design an animal enclosure based on specific species social needs.</li> <li>• determine symbiotic relationships</li> <li>• communicate with animals nonverbally and verbally</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Various interim and formative assessments</li> <li>• Performance Assessment</li> <li>• Unit Test</li> </ul>
<b>Teacher Resources:</b>	❖ Various Primary and Industry Resources

<b>Unit Title</b>	<b>Species Specific Behavior</b>	<b>Length of Unit</b>	7-8 weeks
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>● Do all animals act similarly?</li> <li>● What causes animals to behave how they do?</li> <li>● How does genetics affect behavior?</li> </ul>
<b>Standards</b>	<p><b>Animal Systems (AS):</b>  <b>AS.01.01.01.a.</b> Identify and summarize the origin, significance, distribution and domestication of different animal species. <b>AS.01.01.01.b.</b> Evaluate and describe characteristics of animals that developed in response to the animal’s environment and led to their domestication.  <b>AS.01.02.04.a.</b> Identify and summarize wildlife management methods. <b>AS.01.03.01.a.</b> Distinguish between the types of laws pertaining to animal systems. <b>AS.02.01.01.b.</b> Design programs that assure the welfare of animals and prevent abuse or mistreatment. <b>AS.02.01.02.a.</b> Research and summarize the challenges involved in working with animals and resources available to overcome them (e.g., tools, technology, equipment, facilities, animal behavior signals, etc.). <b>AS.02.01.02.b.</b> Analyze and document animal welfare procedures used to ensure safety and maintain low stress when moving and restraining animals.  <b>AS.02.01.02.c.</b> Devise, implement and evaluate safety procedures and plans for working with animals by species using information based on animal behavior and responses.</p>
<b>Unit Strands &amp; Concepts</b>	<p>migration, orientation, flock, navigation, non ruminant behavior such as horses and swine, ruminant behavior such as cattle, sheep and goats, carnivore behavior such as cats and dogs, flight zones, ingestive behavior of each species, social behavior of each species, exploratory behavior of each species, how domestication has changed behavior in these species  Anatomical comparisons, Fight vs. flight, non-ruminative behavior, carnivorous behavior, ruminative behavior, ingestive behavior, social behavior, behavioral changes due to domestication, feral animals, animal communication</p>
<b>Key Vocabulary</b>	<p>Migration, orientation, navigation, non-ruminants, flight zone, point of balance, fight or flight, herd structure, herd mentality, tame, feral, wild, domestication, ethogram, animal welfare</p>

<b>Unit Title</b>	<b>Species Specific Behavior</b>	<b>Length of Unit</b>	7-8 weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• what is common for animals to do as a species and what is not</li> <li>• how non-ruminants, ruminants, and carnivores perform survival behaviors such as ingestion, social behaviors, and exploratory behaviors</li> <li>• how to properly observe animals</li> <li>• how animal welfare can be assessed through ethograms</li> </ul>	<ul style="list-style-type: none"> <li>• recognize normal behavior seen in non-ruminants, ruminants, and carnivores</li> <li>• analyze behavior seen in non-ruminants, ruminants, and carnivores</li> <li>• recognize a grin response, gape response and flehmen response</li> <li>• perform an ethogram</li> <li>• communicate with various species verbally and nonverbally</li> <li>• identify animal welfare aspects within an animal enclosure</li> <li>• identify common stereotypies</li> <li>• move an animal with a flight zone without touching them.</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Various interim and formative assessments</li> <li>• Performance assessments</li> <li>• Unit Test</li> </ul>
<b>Teacher Resources:</b>	❖ Various Primary and Industry Resources

<b>Unit Title</b>	<b>Animal Training</b>	<b>Length of Unit</b>	4-5 weeks
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do we train animals?</li> <li>• Are animals sentient and have feelings?</li> <li>• How has Pryor, Pavlov, and Skinner altered the animal training industry?</li> </ul>
<b>Standards</b>	<p><b>Animal Systems (AS):</b></p> <p><b>AS.01.01.01.b.</b> Evaluate and describe characteristics of animals that developed in response to the animal’s environment and led to their domestication. <b>AS.01.01.02.b.</b> Describe the historical and scientific developments of different animal industries and summarize the products, services and careers associated with each. <b>AS.01.01.02.c.</b> Predict trends and implications of future developments within different animal industries on production practices and the environment. <b>AS.02.01.01.b.</b> Design programs that assure the welfare of animals and prevent abuse or mistreatment. <b>AS.02.01.02.a.</b> Research and summarize the challenges involved in working with animals and resources available to overcome them (e.g., tools, technology, equipment, facilities, animal behavior signals, etc.). <b>AS.02.01.02.b.</b> Analyze and document animal welfare procedures used to ensure safety and maintain low stress when moving and restraining animals. <b>AS.02.01.02.c.</b> Devise, implement and evaluate safety procedures and plans for working with animals by species using information based on animal behavior and responses.</p>
<b>Unit Strands &amp; Concepts</b>	<p>Cognition, consciousness, emotion, learning, clicker training, positive reinforcement, animal and human bond, problem solving, impulse control, anthropomorphism, concept of self, conflict resolution, fight or flight, intelligence, information recall, play, development</p> <p>Animal communication, animal temperament, consciousness, intelligence, training, behavior modification, problem solving, fight or flight, operant conditioning, classical conditioning</p>
<b>Vocabulary</b>	<p>Sentient, temperament, anthropomorphism, stereotypies, displacement, redirection of behavior, Temple Grandin, Karen Pryor, Skinner, Pavlov, Operant Conditioning, Classical Conditioning</p>

<b>Unit Title</b>	<b>Animal Training</b>	<b>Length of Unit</b>	4-5 weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• various behavior modification techniques</li> <li>• how we as humans can use the knowledge of cognition, emotion, and consciousness to alter behavior seen in animals and understand the behavior in various species.</li> <li>• how Karen Pryor, Pavlov, and Skinner have affected animal training industries.</li> <li>• the similarities and differences in operant and classical conditioning and clicker training.</li> </ul>	<ul style="list-style-type: none"> <li>• train an animal using behavior modification techniques</li> <li>• identify anthropomorphism within humans</li> <li>• identify commonalities in animal behavior that can be used to describe animal temperament</li> <li>• make an educated decision on the debate of if animals are sentient.</li> <li>• use problem solving techniques to modify animal behavior</li> <li>• communicate with animals using body language, nonverbal cues, and vocalizations.</li> <li>• perform clicker training techniques</li> <li>• properly handle and restrain animals</li> <li>• identify and predict solutions to common animal behavioral issues through case studies</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Various interim and formative assessments</li> <li>• Performance assessments</li> <li>• Unit Test</li> </ul>
<b>Teacher Resources:</b>	❖ Various Primary and Industry Resources



<b>Unit Title</b>	<b>Explanation of Behavior</b>	<b>Length of Unit</b>	5-6 weeks
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• Why do all animals within a species not act the same?</li> <li>• How does an animal's behavior change from infancy to adulthood?</li> <li>• Why do all animals not act the same?</li> </ul>
<b>Standards</b>	<p><b>Animal Systems (AS):</b>  <b>AS.01.01.01.a.</b> Identify and summarize the origin, significance, distribution and domestication of different animal species. <b>AS.01.01.01.b.</b> Evaluate and describe characteristics of animals that developed in response to the animal's environment and led to their domestication.  <b>AS.01.01.02.a.</b> Research and summarize major components of animal systems (e.g., livestock, companion animal, etc.). <b>AS.01.02.01.c.</b> Evaluate the effectiveness of different production methods and defend the use of selected methods using data and evidence. <b>AS.01.02.04.a.</b> Identify and summarize wildlife management methods. <b>AS.01.03.01.a.</b> Distinguish between the types of laws pertaining to animal systems. <b>AS.02.01.01.b.</b> Design programs that assure the welfare of animals and prevent abuse or mistreatment. <b>AS.02.01.02.a.</b> Research and summarize the challenges involved in working with animals and resources available to overcome them (e.g., tools, technology, equipment, facilities, animal behavior signals, etc.). <b>AS.02.01.02.b.</b> Analyze and document animal welfare procedures used to ensure safety and maintain low stress when moving and restraining animals. <b>AS.02.01.02.c.</b> Devise, implement and evaluate safety procedures and plans for working with animals by species using information based on animal behavior and responses.  <b>AS.02.01.03.a.</b> Distinguish between animal husbandry practices that promote animal welfare and those that do not.</p>
<b>Unit Strands &amp; Concepts</b>	Nervous system, animal cycles, biological clocks, hormones, gender roles, species specific behavior, ethograms, stereotypies, behavior displacements, frustration, problem solving Understanding behavior, life stages, behavioral assessments, anatomy and physiology, endocrinology, puberty
<b>Vocabulary</b>	Behavior, training, ethogram, behavioral assessments, operant conditioning, classical conditioning, castration, estrogen, testosterone, progesterone, endocrinology.

<b>Unit Title</b>	<b>Explanation of Behavior</b>	<b>Length of Unit</b>	5-6 weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• how genetics can change behavior in animals</li> <li>• how nature and nurture can change animal behavior</li> <li>• how hormones affect animal behavior</li> </ul>	<ul style="list-style-type: none"> <li>• use an ethogram to determine what stage of life an animal is in</li> <li>• perform a behavioral assessment on an animal</li> <li>• describe how hormones, anatomy, and physiology affect animal behavior within species.</li> <li>• recognize and identify why animals behave how they do.</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Formative and Interim Assessments</li> <li>• Unit test</li> <li>• Performance Assessments</li> </ul>
<b>Teacher Resources:</b>	❖ Various Primary and Industry Resources

<b>Unit Title</b>	<b>SAE Proficiencies</b>	<b>Length of Unit</b>	1 to 2 weeks
<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>• How does record keeping relate to evaluation of goals?</li> <li>• How does a student quality growth?</li> <li>• How does a student describe and document success?</li> </ul>		
<b>Standards</b>	<p><b>Career Ready Practices (CRP):</b>  <b>CRP.01.</b> Act as a responsible and contributing citizen and employee.  <b>CRP.01.01.</b> Model personal responsibility in the workplace and community  <b>CRP.01.02</b> Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.  <b>CRP.01.03.</b> Identify and act upon opportunities for professional and civic service at work and in the community.  <b>CRP.02.</b> Apply appropriate academic and technical skills.  <b>CRP.02.01.</b> Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.  <b>CRP.02.02.</b> Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.</p>		
<b>Unit Strands &amp; Concepts</b>	Learn the importance of accurate record keeping, personal responsibility, descriptive writing, and goal planning. Record keeping, Descriptive writing, Evaluation of goals and success.		
<b>Vocabulary</b>	Proficiency, financial report, income, expenses, career success, placement, scope, expenditures, gross earnings, net earnings, liabilities, net worth		

<b>Unit Title</b>	<b>SAE Proficiencies</b>	<b>Length of Unit</b>	1 to 2 weeks
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• utilize AET</li> <li>• describe and explain the student's' SAE</li> <li>• calculate hours worked and money earned</li> <li>• list skills and identify growth</li> <li>• calculate gross and net income</li> <li>• evaluate goals</li> </ul>	<ul style="list-style-type: none"> <li>• create a comprehensive PowerPoint presentation</li> <li>• create a expense report and earning report</li> <li>• write descriptive paragraphs</li> <li>• assemble a collage</li> <li>• create a resume</li> <li>• describe and quality success</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• <b>Formative and Interim Assessments</b></li> <li>• <b>Summative:</b> Submission of Proficiency Application (National FFA Proficiency Rubric)</li> <li>• <b>Performance Assessment:</b> SAE Presentation</li> </ul>
<b>Teacher Resources:</b>	❖ <a href="http://www.theaet.com">www.theaet.com</a> and various other primary and industry sources.