
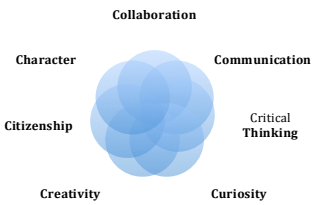


Content Area Agriscience DRAFT	Course: Veterinary Science	Grade Level: 11/12 Companion Animal Management: Year A
	R14 The Seven Cs of Learning 	
<p style="text-align: center;">Unit Titles</p>	<p style="text-align: center;">Length of Unit</p>	
<ul style="list-style-type: none"> • <i>Anatomy and Physiology</i> 	7-8 weeks	
<ul style="list-style-type: none"> • <i>Digestion and Nutrition</i> 	3-4 weeks	
<ul style="list-style-type: none"> • <i>Mammalian Reproduction</i> 	4-5 weeks	
<ul style="list-style-type: none"> • <i>Genetics</i> 	3-4 weeks	
<ul style="list-style-type: none"> • <i>Health and Disease</i> 	6-7 weeks	
<ul style="list-style-type: none"> • <i>Exotic Animal Species</i> 	4-5 weeks	
<ul style="list-style-type: none"> • <i>Animal Welfare and Rights</i> 	4-5 weeks	
<ul style="list-style-type: none"> • <i>Small business Planning</i> 	3-4 weeks	
<ul style="list-style-type: none"> • <i>Proficiencies</i> 	1-2 weeks	



Strands	Course Level Expectations
Physical preparedness	<ul style="list-style-type: none"> 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.
Teamwork and Communication	<ul style="list-style-type: none"> 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.
Animal Care and Management	<ul style="list-style-type: none"> Students will provide proper health care to animals by analyzing nutrition, physical exams, preventative maintenance and various other animal management techniques.

Unit Title	Anatomy and Physiology of Mammals	Length of Unit	7-8 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • Why do we need to know how each system within the body functions? • How does understanding the inner working of one species help to understand other species? • How do the body systems work together to create a functional animal? 		
Standards*	<p>Cluster Skills (CS): CS.01.01.01.c Work independently and in group settings to accomplish a task CS.02.02.02.c Present oneself appropriately in various settings CS.02.03.03.b Develop skills required for a specific career CS.06.02.01.a Use proper safety practices/personal protective equipment CS.08.01.01.c Use tools and equipment appropriately to complete a specific task.</p> <p>Animal Science (AS): AS.01.01.01.b Evaluate and describe characteristics of animals that developed in response to the animals' environment and led to their domestication AS.02.01.01.c Classify animals according to the taxonomical classification system AS.06.01.01.c Interpret animal behaviors and execute protocols for safe handling of animals AS.06.01.01.c. Assess taxonomic characteristics and classify animals according to the taxonomic classification system. AS.06.01.03.c. Apply knowledge of classification terms to communicate with others about animal systems in an effective and accurate manner. AS.06.02.03.c. Apply knowledge of anatomical and physiological characteristics of animals to make production and management decisions AS.06.02.03.c. Apply knowledge of anatomical and physiological characteristics of animals to make production and management decisions</p>		
Unit Strands & Concepts	Form and Function of Musculoskeletal System, Circulatory System, Respiratory System, Renal System, Integumentary System and Immune System, Homeostasis, Passive vs Active Immunity. Safe handling and restraint of animals, dissection techniques, identification of internal organs, safety procedures		
Vocabulary	antibody, antigen, axial skeleton, ossification, tachycardia, bronchioles, refractometer, lymph, passive immunity, homeostasis		

Unit Title	Anatomy and Physiology of Mammals	Length of Unit	7-8 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • the process of domestication. • the form and functions of the musculoskeletal system, circulatory system, respiratory system, renal system, integumentary system and immune system. • the organs associated with the musculoskeletal system, circulatory system, respiratory system, renal system, integumentary system, and immune system. • how the systems work together to maintain survival and health. • The proper use of dissection equipment • Various restraint procedures for small and large animals • How to use a microscope properly • Various anatomical terms • Why diagnostic procedures such as urinalysis and bloodwork are important 	<ul style="list-style-type: none"> • Identify and properly use dissection equipment. • Use summarizing, note taking, and research strategies. • Properly handle and restrain various species of animals. • Use a microscope properly. • Identify between organ tissue types with the assistance of a microscope. • Describe the process of domestication • Use taxonomy to determine morphological similarities and differences • Use anatomical directional terms to specify locations • Describe, draw, or creativity interpret how the blood flows through the heart • Analyze blood chemistry profiles • Take blood from animals and administer intravenous catheters and injections • Describe how bone is regenerated in the healing process • Analyze common bone fractures and radiographs • Monitor respiratory rates • Analyze a urinalysis • Perform sutures • Describe why vaccines work in terms of active immunity • Describe how the body maintains homeostasis

Assessments:	<ul style="list-style-type: none"> ● Performance assessment ● Various formative and interim assessments throughout the unit.
Teacher Resources:	❖ Various Primary and Industry Sources including Advisory Committee Member Input.

Unit Title	Digestion and Nutrition	Length of Unit	3-4 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does anatomy and physiology impact digestive system organ function? • What does it mean, “You are what you eat”? and why you should care. 		
Standards	<p>Cluster Skills (CS): CS.01.05.01.c Articulate current issues that are important to the local, state, national and global communities. CS.03.02.03.c Examine an ethical dilemma and prepare an argument for a position. CS.08.01.01.c Use tools and equipment appropriately to complete a specific task.</p> <p>Animal Systems (AS): AS.02.03.01.b Compare and contrast desirable anatomical and physiological characteristics of animals within and between species. AS.03.01.01.b Perform simple health-check evaluations on animals. AS.04.01.01.c Select appropriate feedstuffs for animals based on factors such as economics, digestive system and nutritional needs. AS.06.01.01.c Interpret animal behaviors and execute protocols for safe handling of animals. AS.08.02.01.c Establish and maintain favorable environmental conditions for animal growth and performance. AS.03.03.03.c. Research and recommend technology improvements to provide proper nutrition to animals. AS.03.03.02.c. Evaluate and summarize the potential impacts, positive and negative, of compliance and/or noncompliance with a feed label and feeding directions. AS.03.03.01.c. Select, evaluate and defend the use of specific tools or equipment used to perform animal nutrition tasks. AS.03.02.01.c. Select appropriate feedstuffs for animals based on a variety of factors (e.g., economics, digestive system and nutritional needs, etc.). AS.03.02.02.c. Select and utilize animal feeds based on nutritional requirements, using rations for maximum nutrition and optimal economic production. AS.03.01.01.c. Assess nutritional needs for an individual animal based on its growth stage and production system.</p>		
Unit Strands & Concepts	Monogastric digestive system, polygastric digestive system, rumination, essential nutrients, digestive system organs, digestive system organ functions, how nutrition affects the health and management of all animals.		
Vocabulary	Monogastric, polygastric, ruminant, peristalsis, essential nutrient		

Unit Title	Digestion and Nutrition	Length of Unit	3-4 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> the difference and similarities between monogastric animals and polygastric animals. the digestive system classification associated with common animal species. the function of the organs within the digestive system. the role of the essential nutrients in the animal body. how the chemistry of nutrition affects the health, growth, and performance of animals. specific nutritional needs and/or limitations for different species. symptoms, diagnosis, prevention and treatment of common nutritional diseases and deficiencies. 	<ul style="list-style-type: none"> develop an appropriate feed routine for an animal species. read a feed label to determine the quality of the feedstuff. independently conduct a body condition score evaluation. use summarizing, note taking, and researching strategies. identify and properly utilize dissection equipment. identify the digestive system characterization based on various factors such as anatomy, physiology, and ingestive behavior compare and contrast different digestive system types determine appropriate feeding behaviors as related to the digestive system (ex: horses need small meals all day because they are monogastric with a functional cecum) describe the process of absorption of nutrients be able to determine a feed ration that is appropriate for the species

Assessments:	<ul style="list-style-type: none"> Formative and Interim Assessments Summative Assessment on Content Performance Assessments related to nutrition
Teacher Resources:	❖ Various Primary and Industry Sources including Advisory Committee Member Input.

Unit Title	Mammalian Reproduction	Length of Unit	4-5 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • Why is it important to understand the role of the endocrine system within the reproductive system? • How can genetic engineering affect the future of animal production? • What is the form and function of the organs and hormones associated with the male and female reproductive tracts? 		
Standards	<p>Cluster Skills (CS): CS.01.01.01.c Work independently and in group settings to accomplish a task CS.01.05.01.c Articulate current issues that are important to the local, state, national and global communities. CS.02.03.03.b Develop skills required for a specific career CS.03.02.03.c Examine an ethical dilemma and prepare an argument for a position CS.08.01.01.c Use tools and equipment appropriately to complete a specific task</p> <p>Animal Systems (AS): AS.02.03.01.b Compare and contrast desirable anatomical and physiological characteristics of animals within and between species AS.06.01.01.c Interpret animal behaviors and execute protocols for safe handling of animals. AS.04.02.03.c. Treat or cull animals with reproductive problems. AS.04.01.02.c. Evaluate and select animals for reproductive readiness. AS.04.01.01.c. Select breeding animals based on characteristics of the reproductive organs. AS.04.02.04.b. Analyze the care needs for breeding stock in each stage of growth. AS.04.02.04.c. Create a plan to differentiate care of a species of breeding animals throughout their growth stages. AS.04.03.01.c. Select animal breeding methods based on reproductive and economic efficiency. AS.04.03.02.c. Evaluate the implementation and effectiveness of artificial insemination techniques. AS.04.03.03.c. Create and evaluate plans and procedures for estrous synchronization, superovulation, flushing, embryo transfer and other reproductive management practices. AS.04.03.04.c. Select and assess animal performance based on quantitative breeding values for specific characteristics.</p>		
Unit Strands & Concepts	male and female reproductive anatomy, hormone identification and functions associated with male and female reproduction, estrous cycle, artificial insemination, careers in mammalian reproduction negative feedback loop, estrous cycles, anatomy, physiology, breeding, artificial insemination, genetic engineering, how hormones work together to maintain homeostasis, estrous synchronization		
Vocabulary	Endocrine system, genetic engineering, estrous, vas deferens, corpus luteum, negative feedback loop, homeostasis, gestation, artificial insemination		

Unit Title	Mammalian Reproduction	Length of Unit	4-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> the hormones and organs associated with the male and female reproductive systems. the hormone level changes while a female is in estrous. the function of technologies such as radiographs and ultrasounds. how artificial insemination is performed. the differences and similarities of the reproductive anatomy between species in both the male and female. the form and function of male and female reproductive tracts within species and between species. 	<ul style="list-style-type: none"> create an estrous synchronization pattern for a herd of cattle. identify advanced laboratory equipment associated with reproduction and breeding. use summarizing, note taking, and research strategies. analyze female animal behavior to determine if she is in estrous. describe the purpose of male and female reproductive tracts compare and contrast male and female reproductive tracts compare and contrast different species reproductive tracts determine when an animal is due to have babies after copulation artificially inseminate an animal describe the process of maturation from fertilization to birth determine possible issues with birthing and how to fix them identify mating and courtship behaviors

Assessments:	<ul style="list-style-type: none"> Unit Test on Content knowledge Performance Assessments
Teacher Resources:	❖ Various Primary Industry Resources

Unit Title	Animal Genetics	Length of Unit	3-4 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does genetics relate to animal reproduction? • How can selection allow for adaptation, evolution, or modification of animal species? • How does DNA and RNA relate to genetics? 		
Standards	<p>Animal Systems (AS): AS.03.01.02.a Identify common diseases, parasites and physiological disorders that affect animals AS.06.01.01.c Interpret animal behaviors and execute protocols for safe handling of animals AS.06.02.02.a. Examine the basic functions of animal cells in animal growth and reproduction. AS.04.03.04.b. Compare and contrast quantitative breeding value differences between genetically superior animals and animals of average genetic value. AS.04.03.04.c. Select and assess animal performance based on quantitative breeding values for specific characteristics. AS.06.02.02.c. Apply the processes of meiosis and mitosis to solve animal growth, development, health and reproductive problems. AS.06.02.01.c. Correlate the functions of animal cell structures to animal growth, development, health and reproduction AS.06.02.02.b. Analyze the processes of meiosis and mitosis in animal growth, development, health and reproduction.. AS.04.02.03.c. Perform a DNA analysis and use the data to make and defend breeding decisions AS.04.02.03.b. Analyze how DNA analysis can detect genetic defects in breeding stock AS.04.02.03.a. Identify and summarize genetic defects that affect animal performance AS.04.02.02.c. Select and evaluate breeding animals and determine the probability of a given trait in their offspring. AS.04.02.01.b. Compare and contrast the use of genetically superior animals in the production of animals and animal products. AS.04.02.01.c. Select and evaluate a breeding system based on the principles of genetics.</p>		
Unit Strands & Concepts	<p>Transcription, translation, cell biology, heredity, chromosomes, punnett squares, genetic engineering, DNA makeup, RNA makeup, genotypes vs. phenotypes, dominant vs recessive genes, mitosis, careers in animal genetics Genetic engineering, transcription, translation, cell anatomy, cell biology, heredity, chromosomes, punnett squares, estimating probability, ratios</p>		
Key Vocabulary	DNA, RNA, transcription, translation, heredity, chromosomes, sex-linked, punnett square, genotype, phenotype, mitosis		

Unit Title	Animal Genetics	Length of Unit	3-4 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • the similarities and differences of the processes of transcription, translation, mitosis and meiosis • the similarities and differences of transcription and translation. • how dominant and recessive genes can affect genotypes and phenotypes 	<ul style="list-style-type: none"> • demonstrate the processes of mitosis and meiosis in a creative way. • use note taking and research skills. • determine if two organisms will produce desirable progeny • be able to determine probability of offspring outcomes • analyze dominant and recessive genes • determine the likelihood animals will develop heritable diseases

Assessments:	<ul style="list-style-type: none"> • Formative and Interim Assessments • Unit Test on Content knowledge • Performance Assessments
Teacher Resources:	<ul style="list-style-type: none"> ❖ Various primary industry resources

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

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

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

Unit Title	Animal Health and Disease	Length of Unit	6-7 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How can behavior be used to identify a problem? • What are common practices that are used to prevent disease? • Why are vaccines important? 		
Unit Strands & Standards	<p>Cluster Skills (CS): CS.02.02.02.c Present oneself appropriately in various settings. CS.02.03.03.b Develop skills required for a specific career. CS.07.02.01.b Use first aid knowledge and procedures relevant to a particular situation. CS.08.01.01.c Use tools and equipment appropriately to complete a specific task</p> <p>Animal Systems (AS): AS.03.01.01.b Perform simple health-check evaluations on animals AS.03.01.02.a Identify common diseases, parasites and physiological disorders that affect animals AS.06.01.01.c Interpret animal behaviors and execute protocols for safe handling of animals AS.06.02.03.c. Apply knowledge of anatomical and physiological characteristics of animals to make production and management decisions. AS.06.02.02.c. Apply the processes of meiosis and mitosis to solve animal growth, development, health and reproductive problems AS.06.02.01.c. Correlate the functions of animal cell structures to animal growth, development, health and reproduction.</p>		
Unit Strands & Concepts	Common vaccinations, common disease symptoms, common disease diagnosis techniques, common disease prevention, common disease treatment, zoonotic diseases, sanitization, safety, physical exams, vitals, careers in animal health and disease, zoonoses, sanitization , personal safety, handling animals, restraint of animals, physical exams		
Key Vocabulary	Vaccines, passive immunity, active immunity, physical exams, TPR		

Unit Title	Animal Health and Disease	Length of Unit	6-7 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> the areas of the body that are examined in physical exams. various handling and restraint tools and techniques. what normal animal behavior looks like the symptoms, diagnosis, prevention, and treatment of common animal diseases in small and animal species. common vaccines associated with domesticated animal species and when the vaccines should be administered. 	<ul style="list-style-type: none"> independently perform physical exams on various animal species. independently and properly handle and restrain various animal species. identify variations from normal animal behavior that can indicate abnormalities in health in that species. use note taking and research techniques. educate people on vaccination schedules for various species and why vaccines are important. diagnose, treat, and prevent common diseases and disorders of large and small animal species. be able to perform and analyze fecal floats

Assessments:	<ul style="list-style-type: none"> Unit Summative Assessment Performance Assessments
Teacher Resources:	<ul style="list-style-type: none"> ❖ Various Industry Resources

Unit Title	Exotic Animal Species	Length of Unit	4-5 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does avian care and maintenance differ from mammalian care and maintenance? • What are the purposes of birds? • Why is it important to understand the anatomy and physiology of birds? 		
Standards	<p>Cluster Skills (CS): CS.01.05.01.c Articulate current issues that are important to the local, state, national and global communities CS.02.02.02.c Present oneself appropriately in various settings CS.02.03.03.b Develop skills required for a specific career CS.03.02.03.c Examine an ethical dilemma and prepare an argument for a position.</p> <p>Animal Systems (AS): AS.02.01.01.c Classify animals according to the taxonomical classification system. AS.02.03.01.b Compare and contrast desirable anatomical and physiological characteristics of animals within and between species. AS.03.01.01.b Perform simple health-check evaluations on animals. AS.03.01.02.a Identify common diseases, parasites and physiological disorders that affect animals. AS.04.01.01.c Select appropriate feedstuffs for animals based on factors such as economics, digestive system and nutritional needs AS.06.01.01.c Interpret animal behaviors and execute protocols for safe handling of animals</p>		
Unit Strands & Concepts	Avian anatomy and physiology, avian production, avian management, avian handling, avian diseases, avian taxonomy, careers in avian management, comparative anatomy, care, management, production, diseases, avian taxonomy		
Key Vocabulary	Avian, taxonomy, cloaca, H1N1, disorder, anatomical, vital		

Unit Title	Exotic Animal Species	Length of Unit	4-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> the form and function of various anatomical systems of birds, reptiles, amphibians and fish the similarities and differences between exotic species. how to properly care and manage birds, reptiles, amphibians and fish. common disease symptoms, prevention, and treatment in birds. normal behavior of birds, reptiles, amphibians and fish 	<ul style="list-style-type: none"> use note taking and research skills. identify and locate parts of the body of a bird, reptile, amphibian and fish. identify species of birds, reptiles, amphibians and fish identify normal behavior of birds, reptiles, amphibians and fish handle and restrain various species of birds, reptiles, amphibians and fish take vital signs of birds, reptiles, amphibians and fish identify common diseases and disorders of birds, reptiles, amphibians and fish

Assessments:	<ul style="list-style-type: none"> Formative and Interim Assessments
Teacher Resources:	<ul style="list-style-type: none"> ❖ Industry Resources

Unit Title	Animal Rights and Welfare	Length of Unit	4-5 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is the difference between Animal Rights and Animal Welfare? • Why should animal owners be concerned about animal welfare? • Is it ethical to use animals for human needs? • Why do the laws and regulations change from species to species of animals? 		
Standards	<p>Cluster Skills (CS): CS.01.05.01.c Articulate current issues that are important to the local, state, national and global communities CS.02.02.02.c Present oneself appropriately in various settings CS.03.02.03.c Examine an ethical dilemma and prepare an argument for a position.</p> <p>Animal Systems (AS): AS.01.01.01.b Evaluate and describe characteristics of animals that developed in response to the animals' environment and led to their domestication. AS.02.01.01.c Classify animals according to the taxonomical classification system AS.02.03.01.b Compare and contrast desirable anatomical and physiological characteristics of animals within and between species. AS.03.01.01.b Perform simple health-check evaluations on animals AS.04.01.01.c Select appropriate feedstuffs for animals based on factors such as economics, digestive system and nutritional needs. AS.06.01.01.c Interpret animal behaviors and execute protocols for safe handling of animals AS.08.02.01.c Establish and maintain favorable environmental conditions for animal growth and performance and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>		
Unit Strands & Concepts	Animal rights, animal welfare, animal production, laws and regulations regarding animal management, ethics, careers in animal welfare, debates, ethics, animal rights vs. welfare, laws and regulations of animal management and care.		
Key Vocabulary	IACUC, PETA, animal welfare, husbandry, rights, Five Freedoms, Veterinarian's Oath		

Unit Title	Animal Rights and Welfare	Length of Unit	4-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> the five freedoms associated with Animal Welfare and how they can be implemented into animal husbandry systems the differences and similarities between animal welfare and animal rights. various laws and regulations governing different species of animals. 	<ul style="list-style-type: none"> identify violations of laws and regulations governing animal care and management. compare and contrast animal rights and animal welfare. use the information to maintain excellent animal husbandry. present personal beliefs on animal rights and welfare to the class. participate in discussions regarding controversial topics related to animal care and management practices.

Assessments:	<ul style="list-style-type: none"> Formative and Interim Assessments Unit Test on Content knowledge Performance Assessments
Teacher Resources:	<ul style="list-style-type: none"> Various primary resources

Unit Title	Small Business Planning	Length of Unit	3-4 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • Why should students enter the animal industry? • What can students do for work within the animal industry? • How will the animal industry change in the coming years? 		
Standards	<p>Career Ready Practices (CRP): CRP.10.01.02.a. Examine career clusters and identify potential career opportunities based on personal interests, talents, goals and preferences. CRP.10.02. Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.</p> <p>Cluster Skills (CS): CS.01.01.01.c Work independently and in group settings to accomplish a task CS.02.02.02.c Present oneself appropriately in various settings CS.02.03.03.b Develop skills required for a specific career CS.06.02.01.a Use proper safety practices/personal protective equipment CS.08.01.01.c Use tools and equipment appropriately to complete a specific task.</p>		
Unit Strands & Concepts	Careers in animal industry, interview skills, business planning, budgeting, public speaking Entrepreneurship, how to be an employee, how to be a boss, how to start a business, animal systems career options		
Vocabulary	Entrepreneur, investment, marketing, budgeting, strategy		

Unit Title	Small Business Planning	Length of Unit	3-4 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • the career options associated with animal systems • how to create a business plan, budget, and marketing scheme • how to start a hypothetical business and lead it. 	<ul style="list-style-type: none"> • determine if the animal systems industry is the industry that they want to work in. • create a business plan, budget, and marketing scheme for a hypothetical business • determine capital investments and inventory.

Assessments:	<ul style="list-style-type: none"> • Formative and Interim Assessments • Performance Assessment on project presentation
Teacher Resources:	❖ Various primary and industry resources