

Livestock, Equine and Small Animal - Year at a Glance - 2025/2026

1st Nine Weeks - Livestock Production 9wk Start Date: 8/11/25 - 9wk End Date: 10/10/25

- **Unit 01: SAE/FFA - 10 days**
 - **TEKS in this Unit:** (2) The student develops a supervised agricultural experience program. The student is expected to: (A) plan, propose, conduct, document, and evaluate a supervised agricultural experience program as an experiential learning activity; and (B) use appropriate record-keeping skills as they relate to the supervised agricultural experience program.
 - (3) The student develops leadership skills through participation in an agricultural youth organization. The student is expected to: (A) participate in youth agricultural leadership opportunities; (B) review and participate in a local program of activities; and (C) create or update documentation of relevant agricultural experience such as community service, professional, or classroom experiences.
 - **Target Completion Date:** 08/22
- **Unit 02: Relationship with Livestock - 14 days**
 - **TEKS in this Unit:** (10) The student examines the interrelationship of the factors impacting livestock and poultry production operations. The student is expected to: (A) research and explain livestock and poultry biosecurity and waste management practices; (B) create an effective financial management plan for a livestock and poultry production operation; (C) analyze and discuss environmental regulations, governmental regulations, and animal welfare policies related to livestock and poultry production; (D) analyze the United States Department of Agriculture (USDA) standards and guidelines for organic livestock and poultry production; (E) analyze and describe the interrelationship between grain markets and the livestock and poultry industry; (F) assess the impact of the United States livestock and poultry industry on world commodity markets; (G) use charts, tables, data, or graphs to evaluate the efficiency of livestock and poultry production; and (H) develop and present a livestock or poultry operation plan that includes health, reproduction, nutrition, and management practices necessary for maximum efficiency.
 - **Target Completion Date:** 09/12
- **Unit 03: Livestock ID/Management - 10 days**
 - **TEKS in this Unit:** (4) The student analyzes the history, domestication, and selection of livestock and poultry. The student is expected to: (A) research and describe the history, domestication, and evolution of livestock and poultry species; (B) describe the impacts other industries such as entertainment, recreation and leisure, and exhibition of animals have on the livestock and

3rd Nine Weeks - Equine & Small Animal 9 wk Start Date: 1/6/26 -9wk End Date: 3/6/26

- **Unit 01: SAE/FFA - 4 days**
 - **TEKS in this Unit:** (2) The student develops a supervised agricultural experience program. The student is expected to: (A) plan, propose, conduct, document, and evaluate a supervised agricultural experience program as an experiential learning activity; and (B) use appropriate record-keeping skills as they relate to the supervised agricultural experience program.
 - (3) The student develops leadership skills through participation in an agricultural youth organization. The student is expected to: (A) participate in youth agricultural leadership opportunities; (B) review and participate in a local program of activities; and (C) create or update documentation of relevant agricultural experience such as community service, professional, or classroom experiences.
 - **Target Completion Date:** 01/09
- **Unit 02: Horse Selection/Usage - 9 days**
 - **TEKS in this Unit:** (4) The student analyzes the history, domestication, and selection of equine. The student is expected to: (A) research and describe the history and evolution of equine; (B) describe the impacts of equine industries such as racing, rodeos, equestrian therapy, and the global food market; and (C) evaluate and select equine breeds based on purpose and conformation.
 - (5) The student explains the anatomy and physiology of equine. The student is expected to: (A) explain the function of the skeletal, muscular, respiratory, reproductive, digestive, and circulatory systems of equine; (B) identify and interpret ranges for healthy equine vital signs; and (C) compare normal and abnormal behavior of equine such as emotional and physical
 - **Target Completion Date:** 01/23
- **Unit 03: Equine Industries - 5 days**
 - **TEKS in this Unit:** (9) The student discusses issues affecting the equine industry. The student is expected to: (A) describe biotechnology issues related to the equine industry; (B) research and explain animal welfare policy pertaining to equine industries such as racing, rodeos, equestrian therapy, the global food market, and pharmaceutical research; and (C) research and explain governmental regulations, environmental regulations, or current events that affect the equine industry.
 - **Target Completion Date:** 01/30

- poultry industry; and (C) evaluate and select livestock and poultry breeds based on purpose and conformation.
- (9) The student analyzes the management skills needed for livestock and poultry production. The student is expected to: (A) identify tools and equipment for safe handling and restraining of livestock and poultry and select the appropriate tools or equipment for such tasks and purposes; (B) identify types and essential features of facilities for livestock and poultry such as housing, veterinary, and reproduction facilities; (C) evaluate and describe industry practices such as dehorning, castrating, docking, and vaccinating and sire, dam, and newborn care to maximize the efficiency of livestock and poultry; (D) explain and demonstrate methods of identifying ownership of livestock and poultry such as branding, ear tagging, ear notching, wing bands, and tattooing; and (E) explain the use of technology such as aircraft, robotics, and smart irrigation in modern livestock and poultry production.
- **Target Completion Date:** 09/26
- **Unit 04: Livestock A&P - 18 days**
 - **TEKS in this Unit:** (5) The student explains the anatomy and physiology of livestock and poultry species. The student is expected to: (A) identify and explain the skeletal, muscular, respiratory, and circulatory systems of livestock and poultry; (B) identify and interpret ranges for healthy livestock and poultry vital signs; and (C) compare normal and abnormal behavior of livestock and poultry.
 - (6) The student determines nutritional requirements of livestock and poultry. The student is expected to: (A) describe and compare the digestive systems of ruminant and non-ruminant animals; (B) identify sources of nutrients and classes of feed for livestock and poultry; (C) identify vitamins, minerals, and feed additives for livestock and poultry; (D) formulate feed rations based on nutritional needs and economic factors for livestock and poultry; (E) research and discuss feeding practices and feed quality issues for livestock and poultry; (F) identify forage plants used for livestock grazing; and (G) research and explain livestock and poultry grazing practices such as rotational grazing and deferred grazing.
 - (7) The student explains livestock and poultry genetics and reproduction. The student is expected to: (A) describe and compare the reproductive systems of various livestock and poultry; (B) identify and explain livestock and poultry breeding systems such as grading up, crossbreeding, linebreeding, and inbreeding; (C) use Expected Progeny Differences (EPDs) to evaluate livestock production; (D) research and explain current and emerging technologies in livestock and poultry reproduction such as cloning, embryo transfer, in vitro fertilization, and artificial insemination; (E) use Punnett squares to predict phenotypes and genotypes of livestock offspring; and (F) explain the relationship between body condition scores and reproductive efficiency for livestock and poultry.
 - **Target Completion Date:** 10/24

- **Unit 04: Equine Anatomy/Nutrition - 10 days**
 - **TEKS in this Unit:** (6) The student determines the nutritional requirements of equine. The student is expected to: (A) compare the equine digestive system to the digestive systems of other species; (B) identify and describe sources of nutrients and classes of feed for equine; (C) identify and research vitamins, minerals, and feed additives for equine; (D) formulate feed rations based on the nutritional requirements of equine; and (E) identify and discuss equine feeding practices, grazing practices, and feed quality issues
 - **Target Completion Date:** 02/13
- **Unit 05: Equipment/Reproduction - 4 days**
 - **TEKS in this Unit:** (8) The student analyzes the management of equine. The student is expected to: (A) identify tools and equipment for grooming, riding, and training equine and select the appropriate tools or equipment for such tasks and purposes; (B) identify tools and equipment for safe handling and restraining of equine and select the appropriate tools or equipment for such tasks and purposes; (C) identify types and essential features of equine facilities such as housing, performance, veterinary, and reproduction facilities; (D) explain the procedures for breeding equine and caring for foals in accordance with industry standards; (E) explain and demonstrate methods of identifying ownership of equine, including branding and tattooing; (F) discuss effective equine management strategies such as financial planning, complying with governmental regulations, and interpreting performance data; and (G) explain methods of maintaining equine health and soundness such as hoof care and dental health.
 - **Target Completion Date:** 02/20
- **Unit 06: Pests and Diseases - 5 days**
 - **TEKS in this Unit:** (7) The student understands how equine are affected by diseases and pests. The student is expected to: (A) identify and describe how bacteria, fungi, viruses, genetics, and nutrition affect equine health; (B) identify signs, symptoms, and prevention of equine diseases; (C) identify parasites of equine and explain the signs, symptoms, treatment, and prevention of equine parasites; and (D) discuss methods of administering equine medications and calculating dosage.
 - **Target Completion Date:** 02/27
- **Unit 07: Career Opportunities- 4 days**
 - **TEKS in this Unit:** (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (A) identify career development, education, and entrepreneurship opportunities in the field of equine science; (B) identify and demonstrate interpersonal, problem-solving, and critical-thinking skills used in equine science; (C) describe and demonstrate appropriate personal and occupational safety and health practices for the workplace; (D) identify employers' legal responsibilities and expectations, including appropriate work habits and ethical conduct; (E) describe and demonstrate characteristics of good citizenship in the agricultural workplace, including promoting stewardship, community leadership, civic engagement, and agricultural awareness and literacy; and (F) identify training, education, and certification requirements for occupational choices.

- **Target Completion Date:** 03/05

2nd NineWeeks - Livestock Production 9wk Start Date: 10/15/25 - 9wk End Date: 12/18/25

- **Unit 05: Pests and Diseases - 15 days**
 - **TEKS in this Unit:** (8) The student understands how livestock and poultry are affected by pests and diseases. The student is expected to: (A) identify and describe how bacteria, fungi, viruses, genetics, and nutrition affect livestock and poultry health; (B) identify signs, symptoms, and prevention of livestock and poultry diseases; (C) identify parasites and explain the signs, symptoms, treatment, and prevention of livestock and poultry parasites; and (D) calculate dosage and identify administration methods of livestock and poultry medications.
 - **Target Completion Date:** 11/14
- **Unit 06: Career Opportunities - 15 days**
 - **TEKS in this Unit:** (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (A) identify career development, education, and entrepreneurship opportunities in the field of livestock and poultry production; (B) identify and demonstrate interpersonal, problem-solving, and critical-thinking skills used in livestock and poultry production; (C) describe and demonstrate appropriate personal and occupational safety and health practices for the workplace; (D) identify employers' legal responsibilities and expectations, including appropriate work habits and ethical conduct; (E) describe and demonstrate characteristics of good citizenship in the agricultural workplace, including promoting stewardship, community leadership, civic engagement, and agricultural awareness and literacy; and (F) identify training, education, and certification requirements for occupational choices.
 - **Target Completion Date:** 12/12

4th Nine Weeks - Equine & Small Animal 9 wk Start Date: 3/16/26-9wk End Date: 5/21/25

- **Unit 01: SAE/FFA - 5 days**
 - **TEKS in this Unit:** (2) The student develops a supervised agricultural experience program. The student is expected to: (A) plan, propose, conduct, document, and evaluate a supervised agricultural experience program as an experiential learning activity; and (B) use appropriate record-keeping skills as they relate to the supervised agricultural experience program.
 - (3) The student develops leadership skills through participation in an agricultural youth organization. The student is expected to: (A) participate in youth agricultural leadership opportunities; (B) review and participate in a local program of activities; and (C) create or update documentation of relevant agricultural experience such as community service, professional, or classroom experiences.
 - **Target Completion Date:** 03/20
- **Unit 02: Small Animal Ownership/Uses - 9 days**
 - **TEKS in this Unit:** (4) The student analyzes the history, domestication, and importance of small animal ownership. The student is expected to: (A) research and explain the history, domestication, and purpose of small animals; (B) identify and discuss the influence small animals have on society; (C) describe the economic impact of the small animal industry; (D) describe the responsibilities and benefits of small animal ownership; (E) explain services small animals provide to society such as medical, support, research, and working; and (F) research and discuss the environmental and governmental regulations related to small animal ownership.
 - **Target Completion Date:** 04/02
- **Unit 03: Care and Management - 9 days**
 - **TEKS in this Unit:** (7) The student explains anatomy and physiology of small animals. The student is expected to: (A) identify and explain the skeletal, muscular, respiratory, reproductive, digestive, and circulatory systems for each species studied; (B) identify and interpret ranges for healthy small animal vital signs; and (C) compare normal and abnormal behavior of small animals.
 - (8) The student analyzes the care and management skills for a variety of small animals. The student is expected to: (A) identify and discuss the impact physical characteristics have on the management practices for each species studied; (B) identify and compare the breeds and types of each species studied; (C) discuss the ownership identification methods, habitat, housing, and equipment needs for each species studied; (D) identify nutritional requirements for each species studied; (E) explain health maintenance for each species studied, including prevention and control of diseases and parasites; (F) describe and practice methods of handling for each species studied; (G) discuss basic grooming procedures for each species studied; and (H) identify copulation, gestation, parturition, and weaning practices for each species studied
 - **Target Completion Date:** 04/17
- **Unit 04: Animal Rights/Welfare - 9 days**

- **TEKS in this Unit:** (6) The student evaluates current topics in small animal rights and animal welfare. The student is expected to: (A) analyze current issues in animal rights and animal welfare; (B) research and report important persons, organizations, and groups involved in the animal rights movement; and (C) create and discuss a historical timeline of major legislation related to animal welfare.
- **Target Completion Date:** 04/24
- **Unit 05: Pests and Diseases - 10 days**
 - **TEKS in this Unit:** (5) The student understands the hazards associated with working in the small animal industry. The student is expected to: (A) explain and demonstrate safe practices, including the proper use of personal protective equipment (PPE), when working with small animals; (B) identify zoonotic diseases that can be transmitted by small animals; (C) describe sanitation methods used to prevent the spread of disease in small animals; and (D) locate, interpret, and implement safety data sheets (SDS) for handling chemicals
 - **Target Completion Date:** 05/08
- **Unit 06: Career Opportunities - 5 days**
 - **TEKS in this Unit:** (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (A) identify career development, education, and entrepreneurship opportunities in the field of small animal management; (B) identify and demonstrate interpersonal, problem solving, and critical thinking skills used in small animal management; (C) describe and demonstrate appropriate personal and occupational safety and health practices for the workplace; (D) identify employers' legal responsibilities and expectations, including appropriate work habits and ethical conduct; (E) describe and demonstrate characteristics of good citizenship in the agricultural workplace, including promoting stewardship, community leadership, civic engagement, and agricultural awareness and literacy; and (F) identify training, education, and certification requirements for occupational choices.
 - (9) The student examines the interrelationship of the factors impacting small animal ownership. The student is expected to: (A) develop and present a small animal ownership plan that includes health, reproduction, nutrition, and management practices; and (B) research and create a financial plan for small animal operation or ownership.
 - **Target Completion Date:** 05/15