

BCCS
High School ANIMAL SCIENCE Curriculum Map
(Revised 4-25-08)

Month	Content What topic(s) is being covered and what is the important vocabulary? What do students need to know?	Skills What do students have to be able to do connected to the Content?	Essential Questions What are fundamental, enduring questions that will guide study and instruction?	Standards / Benchmarks What benchmarks are met through this topic?	Instruction What activities are used to develop the skills and knowledge?	Resources What materials, texts, videos, internet, software, or human resources support instruction?	Assessment What evident (products and/or performances) is collected to establish that the Content and Skills have been learned?
September	<ul style="list-style-type: none"> ▪ Course outline and expectations 	<ul style="list-style-type: none"> ▪ Ability to understand the value of animals to humans and to the environment 	<ul style="list-style-type: none"> ▪ How valuable are animals to other life forms? 	N/A	<ul style="list-style-type: none"> ▪ Instruction / lecture notes ▪ Text reading and related assignments 	<ul style="list-style-type: none"> ▪ Instructor notes and experience ▪ Text: Livestock & Companion Animals 	<ul style="list-style-type: none"> ▪ Graded career species report
	<ul style="list-style-type: none"> ▪ Careers related to animal science 	<ul style="list-style-type: none"> ▪ Ability to identify several potential careers in the field of animal science 	<ul style="list-style-type: none"> ▪ What kind of jobs can I expect to find related to animals? ▪ Are there animal related jobs in our local community? 	N/A	<ul style="list-style-type: none"> ▪ Guest speakers from various animal related careers ▪ Plant career research report 	<ul style="list-style-type: none"> ▪ Community members ▪ Internet career search ▪ High School career office 	<ul style="list-style-type: none"> ▪ Student created list of animal related careers
	<ul style="list-style-type: none"> ▪ Cells, cell parts and functions 	<ul style="list-style-type: none"> ▪ Be able to understand the roll of cells in living things ▪ Understand the basic parts of cells, and their functions 	<ul style="list-style-type: none"> ▪ How do cells relate to all living things? ▪ What do cells do? ▪ How small are cells? 	N/A	<ul style="list-style-type: none"> ▪ Lecture ▪ Videos ▪ Hand-out pictures and models ▪ Power point presentation 	<ul style="list-style-type: none"> ▪ Power point projector ▪ Text book ▪ Instructor notes ▪ Cell video ▪ Chapter 2 	<ul style="list-style-type: none"> ▪ Quiz on daily notes ▪ Identification of cell parts and functions ▪ Final test on cells
	<ul style="list-style-type: none"> ▪ Genetics 	<ul style="list-style-type: none"> ▪ Understand the role of genes in animals ▪ How to determine the probability of traits 	<ul style="list-style-type: none"> ▪ How are genes transferred to off-spring? ▪ What are dominant and recessive 	N/A	<ul style="list-style-type: none"> ▪ Test reading ▪ Worksheet ▪ Lecture ▪ Practice sheets 	<ul style="list-style-type: none"> ▪ Chapter 5 ▪ Biotech power point projector 	<ul style="list-style-type: none"> ▪ Graded worksheet ▪ Quiz
	<ul style="list-style-type: none"> ▪ Feed and Nutrition 	<ul style="list-style-type: none"> ▪ Know parts of a ration ▪ Balance feed rations ▪ What feeds give digestion and absorption 	<ul style="list-style-type: none"> ▪ What are the essential nutrition requirements? ▪ How do you know what and how much to feed? 	N/A	<ul style="list-style-type: none"> ▪ Lecture ▪ Demonstration ▪ Practice square method balancing 	<ul style="list-style-type: none"> ▪ Instructor notes ▪ Feed Samples ▪ Text – Chapter 3 	<ul style="list-style-type: none"> ▪ Graded ration sheets ▪ Feed ID ▪ Ration component quiz

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FOR ALL SPECIES WE COVER ANATOMY, NUTRITION, HOUSING, HEALTH MANAGEMENT PRACTICES, REPRODUCTION, MARKETING, CAREERS, TERMS AND GENERAL IMPACT ON ECONOMY.							
October	<ul style="list-style-type: none"> ▪ Aquaculture 	<ul style="list-style-type: none"> ▪ Ability to raise and manage fish for a variety of uses ▪ Identify careers related to forest binomial nomenclature 	<ul style="list-style-type: none"> ▪ What are some of the reasons that fish are raised commercially? ▪ What do fish need to stay healthy 	N/A	<ul style="list-style-type: none"> ▪ Lecture ▪ Demonstration ▪ Text work ▪ Field trip to hatchery ▪ Labs 	<ul style="list-style-type: none"> ▪ Local DNR specialists ▪ Benzie fisheries coalition ▪ Chapter 12 ▪ School aquaculture lab 	<ul style="list-style-type: none"> ▪ Worksheet ▪ Quizzes ▪ Graded lab based on time on task ▪ Graded lab sheets ▪ Water testing labs
	<ul style="list-style-type: none"> ▪ Aquaculture – cont. 	<ul style="list-style-type: none"> ▪ Ability to maintain healthy water for fish in the aqua lab 	<ul style="list-style-type: none"> ▪ What water quality factors must be regulated and controlled 	N/A	<ul style="list-style-type: none"> ▪ Lecture notes ▪ Text review / read water labs ▪ Video presentation 	<ul style="list-style-type: none"> ▪ Water test kits and meters ▪ Aqua lab ▪ Chapter 12 ▪ Fish farming video 	<ul style="list-style-type: none"> ▪ Daily water testing ▪ Quizzes ▪ Aqua test decathlon contest
	<ul style="list-style-type: none"> ▪ Aquaculture – cont. 	<ul style="list-style-type: none"> ▪ Reproduce and raise healthy fish of a variety of species 	<ul style="list-style-type: none"> ▪ What are some important species to raise for specific uses 	N/A	<ul style="list-style-type: none"> ▪ Instructor notes ▪ Text Chapter 12 ▪ Extensive aqua lab facility 	<ul style="list-style-type: none"> ▪ Live salmon, tilapia, bluegill, perch raise in the aqua lab 	<ul style="list-style-type: none"> ▪ Time on task and quality of lab work ▪ Species ID quiz ▪ Record keeping skill ▪ COMPREHENSIVE AQUACULTURE TEST
	<ul style="list-style-type: none"> ▪ Poultry 	<ul style="list-style-type: none"> ▪ Basic understanding of the poultry industry 	<ul style="list-style-type: none"> ▪ What is poultry ▪ What are different parts of the industry? ▪ Where do eggs and chickens come from? 	NA	<ul style="list-style-type: none"> ▪ Instructor notes ▪ Experience ▪ Text work ▪ Labs ▪ Videos ▪ Hands on 	<ul style="list-style-type: none"> ▪ Text – Chapter 11 ▪ Models ▪ Live and dead birds ▪ Eggs ▪ Incubators 	<ul style="list-style-type: none"> ▪ Graded assignments ▪ Quizzes ▪ Labs ▪ Hands on management chores

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October - continued	<ul style="list-style-type: none"> ▪ Poultry – cont. 	<ul style="list-style-type: none"> ▪ Understand the anatomy of an egg 	<ul style="list-style-type: none"> ▪ What do the parts of an egg do? 	N/A	<ul style="list-style-type: none"> ▪ Instructor notes ▪ Experiences ▪ Labs ▪ Assigned reading and writing 	<ul style="list-style-type: none"> ▪ Text chapter 11 ▪ Egg anatomy chart ▪ Eggs ▪ Egg candler ▪ Instructor knowledge ▪ Power point project 	<ul style="list-style-type: none"> ▪ Graded lab ▪ Quiz on anatomy ▪ Graded written assignments
	<ul style="list-style-type: none"> ▪ Poultry – cont. 	<ul style="list-style-type: none"> ▪ Understand how birds reproduce 	<ul style="list-style-type: none"> ▪ How are eggs produced? ▪ Where do they come from? 	N/A	<ul style="list-style-type: none"> ▪ Text reading ▪ Instructor lecture ▪ Video on poultry reproduction 	<ul style="list-style-type: none"> ▪ Video ▪ Lecture ▪ Written Assignments ▪ Dissection of chicken reproductive system 	<ul style="list-style-type: none"> ▪ Graded written assignments. ▪ Lab ▪ Anatomy quiz
	<ul style="list-style-type: none"> ▪ Poultry – cont. 	<ul style="list-style-type: none"> ▪ Ability to develop poultry ration 	<ul style="list-style-type: none"> ▪ What do chickens eat? ▪ What kind of digestive system do they have? 	N/A	<ul style="list-style-type: none"> ▪ Text reading ▪ Written assignments ▪ Lecture notes ▪ Lab 	<ul style="list-style-type: none"> ▪ Digestive system dissection lab ▪ Instructor notes ▪ Text - chapter 11 	<ul style="list-style-type: none"> ▪ Graded lab ▪ Anatomy / function quiz
	<ul style="list-style-type: none"> ▪ Poultry – cont. 	<ul style="list-style-type: none"> ▪ Diseases affecting poultry 	<ul style="list-style-type: none"> ▪ How do I keep my bird healthy? ▪ What are the most common diseases of chickens? 	N/A	<ul style="list-style-type: none"> ▪ Text assignments ▪ Lecture notes 	<ul style="list-style-type: none"> ▪ Text – chapter 11 	<ul style="list-style-type: none"> ▪ Disease quiz
	<ul style="list-style-type: none"> ▪ Poultry – cont. 	<ul style="list-style-type: none"> ▪ Housing poultry 	<ul style="list-style-type: none"> ▪ What kind of facilities are necessary for housing chickens 	N/A	<ul style="list-style-type: none"> ▪ Instructor lecture notes ▪ Chapter 11 	<ul style="list-style-type: none"> ▪ Text – chapter 11 	<ul style="list-style-type: none"> ▪ Housing worksheet - graded
November	<ul style="list-style-type: none"> ▪ Poultry – cont. 	<ul style="list-style-type: none"> ▪ Careers 	<ul style="list-style-type: none"> ▪ What kinds of jobs / careers are related to the poultry industry? 	N/A	<ul style="list-style-type: none"> ▪ Lecture ▪ Video of research ▪ Production framing ▪ Vet. Med. Processing ▪ Pets ▪ Wildlife 	<ul style="list-style-type: none"> ▪ Text – chapter 11 ▪ Video ▪ Lecture notes 	<ul style="list-style-type: none"> ▪ Career interest sheet ▪ COMPREHENSIVE POULTRY TEST

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November continued	<ul style="list-style-type: none"> ▪ Wildlife 	<ul style="list-style-type: none"> ▪ Role of main in managing wildlife birds 	<ul style="list-style-type: none"> ▪ How much natural reproduction is there? ▪ How much is planted 	N/A	<ul style="list-style-type: none"> ▪ Lecture notes ▪ Guest speaker ▪ Chapter – 19 (part) 	<ul style="list-style-type: none"> ▪ Guest speaker from DNR ▪ Chapter 19 ▪ Pheasant video ▪ Lecture notes 	<ul style="list-style-type: none"> ▪ Wildlife report
	<ul style="list-style-type: none"> ▪ Horses 	<ul style="list-style-type: none"> ▪ The role of horses in modern agriculture 	<ul style="list-style-type: none"> ▪ What do we get from horses today? ▪ How does horse production fit into today's economy and agriculture industry? 	N/A	<ul style="list-style-type: none"> ▪ Intro reading assignment ▪ Lecture notes ▪ Demonstration of live horses 	<ul style="list-style-type: none"> ▪ Local horse producer ▪ Chapter 13 ▪ Notes 	<ul style="list-style-type: none"> ▪ Paragraph writing assignment ▪ Horse anatomy quiz
	<ul style="list-style-type: none"> ▪ Horses – cont. 	<ul style="list-style-type: none"> ▪ Horse breeds – identify and recognize different purposes ▪ Horse anatomy ▪ Draft vs pleasure vs pony 	<ul style="list-style-type: none"> ▪ What is the difference between all the various types of horses? ▪ Can I use a horse for different purposes? 	N/A	<ul style="list-style-type: none"> ▪ Horse breeds chart in Animal Science Digest ▪ Text – chapter 51 	<ul style="list-style-type: none"> ▪ Library research ▪ Text – Chapter 51 of Animal Science Digest text ▪ Power Point projector 	<ul style="list-style-type: none"> ▪ Individual horse breed report presented to the class
	<ul style="list-style-type: none"> ▪ Horses – cont 	<ul style="list-style-type: none"> ▪ Horse digestion – ID anatomy and know proper feed types 	<ul style="list-style-type: none"> ▪ What does a horse eat? ▪ What type of digestive system does it have? 	N/A	<ul style="list-style-type: none"> ▪ Chapter 3 and 13 ▪ Anatomy drawing ▪ Lecture notes ▪ Written assignments 	<ul style="list-style-type: none"> ▪ Text – chapter 3 and 13 ▪ Instructor notes 	<ul style="list-style-type: none"> ▪ Anatomy quiz ▪ Graded written assignment
	<ul style="list-style-type: none"> ▪ Horses – cont. 	<ul style="list-style-type: none"> ▪ Reproduction – understand the gestation time and foaling procedure 	<ul style="list-style-type: none"> ▪ How long does it take to have a baby horse (foal)? ▪ What are some foaling problems and how do I avoid them? 	N/A	<ul style="list-style-type: none"> ▪ Notes ▪ Chapter 13 ▪ Video on horse reproduction ▪ Guest speaker 	<ul style="list-style-type: none"> ▪ Instructor information ▪ Text book ▪ Video ▪ Local horse production guest speaker 	<ul style="list-style-type: none"> ▪ Horse reproductive quiz ▪ Worksheet

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November - continued	<ul style="list-style-type: none"> ▪ Horses – cont 	<ul style="list-style-type: none"> ▪ Housing – understand housing needs and designs 	<ul style="list-style-type: none"> ▪ What are the housing needs for raising a horse? ▪ How do these differ from other farm animals? 	N/A	<ul style="list-style-type: none"> ▪ Chapter 13 ▪ Notes ▪ Discussion ▪ Extension bulleting on stable requirements and design 	<ul style="list-style-type: none"> ▪ Extension bulleting ▪ Text ▪ Instructor notes ▪ Design paper rulers 	<ul style="list-style-type: none"> ▪ Students work in pairs and design and draw a horse facility for a given number and variety of horse sizes and sexes
	<ul style="list-style-type: none"> ▪ Horses – cont 	<ul style="list-style-type: none"> ▪ Selection – what to look for in a sound horse 	<ul style="list-style-type: none"> ▪ What should a good horse look like? ▪ What are the most important factors? ▪ What is a blemish and unsoundness? 	N/A	<ul style="list-style-type: none"> ▪ Reading / writing assignment note – Chapter 13 	<ul style="list-style-type: none"> ▪ Fact sheet E-920 textbook ▪ Notes 	<ul style="list-style-type: none"> ▪ Worksheet on horse selection
	<ul style="list-style-type: none"> ▪ Horses – cont 	<ul style="list-style-type: none"> ▪ Hoof care – how to properly care for a horses hoof 	<ul style="list-style-type: none"> ▪ What are the parts of a hoof? ▪ When should a horse be shod? ▪ How do you trim a hoof without hurting the horse or the person? 	N/A	<ul style="list-style-type: none"> ▪ Hoof care video ▪ Lecture notes ▪ Guest farrier with live horse demo ▪ Text – chapter 13 	<ul style="list-style-type: none"> ▪ Textbook ▪ Horse ▪ Farrier ▪ Video ▪ Guide to proper hoof care pamphlet 	<ul style="list-style-type: none"> ▪ Hoof anatomy quiz ▪ Hoof care worksheet ▪ Hoof trimming quiz ▪ COMPREHENSIVE HORSE TEST
December	<ul style="list-style-type: none"> ▪ Dairy Science 	<ul style="list-style-type: none"> ▪ General introduction – understand what dairy involves and how it applies to our daily lives in general terms 	<ul style="list-style-type: none"> ▪ What is "Dairy science"? ▪ What animals are involved? ▪ What product is produced? ▪ Any by product? 	N/A	<ul style="list-style-type: none"> ▪ Lecture notes ▪ Text – chapter 10 	<ul style="list-style-type: none"> ▪ Instructor knowledge ▪ Text 	<ul style="list-style-type: none"> ▪ Paragraph writing
	<ul style="list-style-type: none"> ▪ Dairy Science – cont 	<ul style="list-style-type: none"> ▪ Anatomy – know and be able to identify the external parts of a dairy cow 	<ul style="list-style-type: none"> ▪ What are the important parts of a dairy cow? 	N/A	<ul style="list-style-type: none"> ▪ Textbook – page 270 	<ul style="list-style-type: none"> ▪ Text diagram 	<ul style="list-style-type: none"> ▪ Anatomy quiz

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December – continued	<ul style="list-style-type: none"> ▪ Dairy Science – cont 	<ul style="list-style-type: none"> ▪ Grades and quality of mild 	<ul style="list-style-type: none"> ▪ What do the terms on a milk carton mean? ▪ Grade A? ▪ Pasteurized? ▪ Homogenized? 	N/A	<ul style="list-style-type: none"> ▪ Lecture notes 	<ul style="list-style-type: none"> ▪ Instructor knowledge 	<ul style="list-style-type: none"> ▪ Becomes part of dairy test
	<ul style="list-style-type: none"> ▪ Dairy Science – cont 	<ul style="list-style-type: none"> ▪ Dairy selection – ability to identify the important features of a good dairy cow 	<ul style="list-style-type: none"> ▪ What is a “good” dairy cow supposed to look like? ▪ What specific things do I look for? 	N/A	<ul style="list-style-type: none"> ▪ Lecture notes ▪ Practice judging sheets 	<ul style="list-style-type: none"> ▪ Hoards dairyman judging papers ▪ Textbook ▪ Instructor knowledge 	<ul style="list-style-type: none"> ▪ Dairy cow judging contest in class
	<ul style="list-style-type: none"> ▪ Dairy Science – cont 	<ul style="list-style-type: none"> ▪ Dairy housing and milking facilities 	<ul style="list-style-type: none"> ▪ What special facilities are necessary for housing and milking dairy cows? 	N/A	<ul style="list-style-type: none"> ▪ Chapter 10 ▪ Lecture notes ▪ Video tour of a dairy farm 	<ul style="list-style-type: none"> ▪ Textbook ▪ Instructor knowledge ▪ Video 	<ul style="list-style-type: none"> ▪ Discussion of video ▪ Short quiz
	<ul style="list-style-type: none"> ▪ Dairy Science – cont 	<ul style="list-style-type: none"> ▪ Understand the anatomy and function of a cows mammary system 	<ul style="list-style-type: none"> ▪ How is milk produced within the cow? ▪ How do we get the milk out of the cow? 	N/A	<ul style="list-style-type: none"> ▪ Video ▪ Lecture ▪ Reading assignment ▪ Worksheet 	<ul style="list-style-type: none"> ▪ The “Dairy Cow” video ▪ Chapter 10 of text ▪ Instructor information 	<ul style="list-style-type: none"> ▪ Mammary system drawing / label mammary system quiz
	<ul style="list-style-type: none"> ▪ Dairy Science – cont 	<ul style="list-style-type: none"> ▪ Reproduction – understand the how and why of dairy reproduction 	<ul style="list-style-type: none"> ▪ Why do dairy cows need to keep having calves? ▪ What are some modern tech. advan. In breeding? 	N/A	<ul style="list-style-type: none"> ▪ Chapter 10 of text ▪ Lecture notes ▪ Dairy reproductive video ▪ Pedigree notes 	<ul style="list-style-type: none"> ▪ Text ▪ Video ▪ AI pictures ▪ Embryo transplant pictures ▪ Show an actual registered pedigree 	<ul style="list-style-type: none"> ▪ Check individual notes and give a grade for having them
January	<ul style="list-style-type: none"> ▪ Dairy Science – cont 	<ul style="list-style-type: none"> ▪ Breeds – be able to identify the live common dairy breeds and some general knowledge of each 	<ul style="list-style-type: none"> ▪ What is the name for the large black and white dairy breed? ▪ How do the different breeds differ in milk production and quality? 	N/A	<ul style="list-style-type: none"> ▪ Lecture ▪ Notes ▪ Pictures of breeds power pt. 	<ul style="list-style-type: none"> ▪ Hoards dairyman pictures ▪ Instruction notes ▪ Power point projector 	<ul style="list-style-type: none"> ▪ Breeds quiz

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	<ul style="list-style-type: none"> ▪ Dairy Science – cont 	<ul style="list-style-type: none"> ▪ Feeding – know the type of digestive system in cows and what kind of food they need 	<ul style="list-style-type: none"> ▪ What kind of digestive system do cows have? ▪ What kind of feed do they perform the best on? 	N/A	<ul style="list-style-type: none"> ▪ Instruct notes on ruminant digestion ▪ Text – reading on forage type feeds and how they are grown and stored 	<ul style="list-style-type: none"> ▪ Chapter 10 of “Feed Types and Delivery Methods ▪ Instructor information 	<ul style="list-style-type: none"> ▪ Diagram of ruminant digestive system ▪ Digestive system quiz
	<ul style="list-style-type: none"> ▪ Dairy Science – cont 	<ul style="list-style-type: none"> ▪ Dairy records – be able to read and extract accurate information from dairy records 	<ul style="list-style-type: none"> ▪ What information is important to a dairy producer? ▪ How do I read a milk records sheet? 	N/A	<ul style="list-style-type: none"> ▪ Instructor knowledge and examples 	<ul style="list-style-type: none"> ▪ Actual milk production sheets 	<ul style="list-style-type: none"> ▪ Milk production search sheet using production records ▪ Dairy Unit Test is part of first semester exam ▪ FIRST SEMESTER EXAM

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February	Beef	<ul style="list-style-type: none"> ▪ Ability to understand the different management approach of beef vs dairy 	<ul style="list-style-type: none"> ▪ Nearly everything is the same as the dairy industry except in how we feed and the style of the animal we want 	N/A	<ul style="list-style-type: none"> ▪ Use Chapter 7 of text ▪ Instructor notes ▪ Beef cattle video 	<ul style="list-style-type: none"> ▪ Beef is a short unit due to the fact that most of the information has been covered in the dairy unit 	<ul style="list-style-type: none"> ▪ Short quiz on information that is specific to beef
	Sheep and Goats	<ul style="list-style-type: none"> ▪ Introduction – understand the terms and general information necessary to study this unit 	<ul style="list-style-type: none"> ▪ How do sheep and goats differ? ▪ What do we get from these animals? 	N/A	<ul style="list-style-type: none"> ▪ Instructor notes ▪ Textbook reading assignment 	<ul style="list-style-type: none"> ▪ Text – chapter 9 ▪ Instructor information 	<ul style="list-style-type: none"> ▪ Check and grade notes
	Sheep and Goats – cont	<ul style="list-style-type: none"> ▪ Feeds – know what kind of digestive systems they have and what they eat 	<ul style="list-style-type: none"> ▪ This information is very similar to cattle because of the same type of digestive systems 	N/A	<ul style="list-style-type: none"> ▪ Same as cattle ▪ Some reference is given to how sheep graze vs. cattle 	<ul style="list-style-type: none"> ▪ Text – chapter 9 	<ul style="list-style-type: none"> ▪ Class discussion
	Sheep and Goats – cont	<ul style="list-style-type: none"> ▪ Reproduction – understand how and when sheep reproduce 	<ul style="list-style-type: none"> ▪ When are lambs born? ▪ How many are born per ewe? ▪ When are the ewes bred? 	N/A	<ul style="list-style-type: none"> ▪ Chapter 9 ▪ Instructor notes 	<ul style="list-style-type: none"> ▪ Text ▪ Notes 	<ul style="list-style-type: none"> ▪ Graded worksheet
	Sheep and Goats – cont	<ul style="list-style-type: none"> ▪ Housing – recognize the necessary facilities to house sheep properly 	<ul style="list-style-type: none"> ▪ What do sheep need to stay comfortable and healthy? 	N/A	<ul style="list-style-type: none"> ▪ Sheep housing notes ▪ Reading assignment from text 	<ul style="list-style-type: none"> ▪ Textbook ▪ Instructor notes 	<ul style="list-style-type: none"> ▪ Part of sheep test

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Month	Content What topic(s) is being covered and what is the important vocabulary? What do students need to know?	Skills What do students have to be able to do connected to the Content?	Essential Questions What are fundamental, enduring questions that will guide study and instruction?	Standards / Benchmarks What benchmarks are met through this topic?	Instruction What activities are used to develop the skills and knowledge?	Resources What materials, texts, videos, internet, software, or human resources support instruction?	Assessment What evident (products and/or performances) is collected to establish that the Content and Skills have been learned?
February – continued	Sheep and Goats – cont	<ul style="list-style-type: none"> ▪ Anatomy – know parts of a sheep 	<ul style="list-style-type: none"> ▪ What is the name for the various anatomy parts of sheep 	N/A	<ul style="list-style-type: none"> ▪ Chapter 9 and page 36 of text book ▪ Bring in a live lamb to look at 	<ul style="list-style-type: none"> ▪ Textbook ▪ Live lamb ▪ Anatomy chart 	<ul style="list-style-type: none"> ▪ Anatomy quiz
March	Sheep and Goats – cont	<ul style="list-style-type: none"> ▪ Breed ID – be able to identify various breeds of sheep that are important to the industry 	<ul style="list-style-type: none"> ▪ Why are some breeds raised more often than others? ▪ Is there a difference in the breed if the use is different? 	N/A	<ul style="list-style-type: none"> ▪ Read and study breeds of sheep ▪ Use breed flashcards to quiz each other on breeds ▪ Notes 	<ul style="list-style-type: none"> ▪ Textbook ▪ Notes ▪ Flashcards 	<ul style="list-style-type: none"> ▪ Flashcard quiz. (trying to get the quiz on slides or power pt.)
	Sheep and Goats – cont	<ul style="list-style-type: none"> ▪ Diseases and health care issues – understand how to recognize symptoms of a disease and treatments that are available 	<ul style="list-style-type: none"> ▪ What diseases do sheep tend to get? ▪ How can I prevent these? ▪ What should I do if they get a disease? 	N/A	<ul style="list-style-type: none"> ▪ Animal Science Digest on sheep breeds – read and extract information 	<ul style="list-style-type: none"> ▪ Textbook ▪ Paper 	<ul style="list-style-type: none"> ▪ Students construct a chart on cause, symptom, treatment, and prevention of common diseases. ▪ Quiz (can use chart)
	Goats	<ul style="list-style-type: none"> ▪ Goats are very similar to sheep in many respects 	<ul style="list-style-type: none"> ▪ The goat unit is taught at the same time as the sheep, but the different terms and slight variations are added 	N/A	<ul style="list-style-type: none"> ▪ Goats are raised right with sheep for protection so the text books combine the two into one unit 	<ul style="list-style-type: none"> ▪ We often have goats brought into the classroom from a goat dairy farm in Kingsley 	<ul style="list-style-type: none"> ▪ Goat information becomes part of the overall sheep and goat test. ▪ COMPREHENSIVE SHEEP AND GOAT TEST
APRIL	Swine	<ul style="list-style-type: none"> ▪ Introduction to swine – get the general terms and information to open up a new unit on swine production 	<ul style="list-style-type: none"> ▪ What special terms are related specifically to swine? ▪ What is farrowing, a boar, gilt, or ringing 	N/A	<ul style="list-style-type: none"> ▪ Instructor lecture notes (Students relate to this unit very well. Many have or are raising swine at home) 	<ul style="list-style-type: none"> ▪ Instructor knowledge 	<ul style="list-style-type: none"> ▪ Check notes – maybe give an open notes quiz to reward note takers.

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April – continued	Swine – cont	<ul style="list-style-type: none"> ▪ Swine feeding – understand the workings of a monogastric digestive system and how it differs from ruminants 	<ul style="list-style-type: none"> ▪ What does monogastric mean? ▪ How does the feed differ for this type system? 	N/A	<ul style="list-style-type: none"> ▪ Chapter 8 ▪ Feed efficiency of swine 	<ul style="list-style-type: none"> ▪ Baby pig lab – students perform procedures on still born piglets. Iron shots, disinfect umbilical, doc tail, notch ears, clip needle teeth (08-09 students will investigate monogastric digestive system information in the paragraph above) 	<ul style="list-style-type: none"> ▪ Graded lab ▪ Anatomy quiz ▪ Lab Sheets handed in for grade
	Swine – cont	<ul style="list-style-type: none"> ▪ Reproduction of swine, gestation and care for litter, farrowing procedures 	<ul style="list-style-type: none"> ▪ How many offspring do sows have? ▪ What needs to be done to prepare for a litter? ▪ How is the sow housed during farrowing? 	N/A	<ul style="list-style-type: none"> ▪ Students will not only learn about swine reproduction in traditional manners, but will farrow a sow in the pole barn 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Daily chores credit ▪ Care for the new born credit ▪ Graded pig lab ▪ COMPREHENSIVE SWINE TEST
May	Honey bees	<ul style="list-style-type: none"> ▪ How honey bees play an important role in agriculture ▪ General info 	<ul style="list-style-type: none"> ▪ Why are honey bees so important to agriculture? ▪ I thought the only thing we got from them is honey? ▪ What is pollination? 	N/A	<ul style="list-style-type: none"> ▪ Students will learn how plants depend on bees to pollinate their blossoms and how humans benefit from that action 	<ul style="list-style-type: none"> ▪ Videos ▪ Guest visit from local bee keeper ▪ Extension bulletins ▪ Lecture notes 	<ul style="list-style-type: none"> ▪ Bee quiz

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May - continued	Honey bees – cont	<ul style="list-style-type: none"> ▪ The student will understand the structure of a colony and hive of bees. The type of activities that take place in a hive, how bees communicate. Individual bees and their tasks 	<ul style="list-style-type: none"> ▪ How do bees live? ▪ What is a hive? ▪ How do they make honey? ▪ Are there different bees in one hive? ▪ Can all bees sting? 	N/A	<ul style="list-style-type: none"> ▪ Students will study the detailed activities that take place in a colony. ▪ They will identify different types of bees within the hive ▪ What each is responsible for ▪ Anatomy of a honey bee 	<ul style="list-style-type: none"> ▪ Bee lab – where they view honey bees under a microscope ▪ Lecture notes ▪ Video ▪ Demonstration of an actual hive without bees ▪ Visible hive if available 	<ul style="list-style-type: none"> ▪ Quiz on characteristics and features of different bees in a hive ▪ Graded lab on bee anatomy
	Honey bees – cont	<ul style="list-style-type: none"> ▪ How bees communicate with each other ▪ Predators and diseases of bees ▪ Current threats to bees and thus modern agriculture 	<ul style="list-style-type: none"> ▪ How do bees know where to go for food? ▪ Do any other animals eat or prey on bees? ▪ What about wild bees? ▪ Do bees get sick? 	N/A	<ul style="list-style-type: none"> ▪ Student will learn how bees tell the rest of the colony where a good source of pollen and nectar is located ▪ They will learn about animals and diseases that are a threat to honey bees 	<ul style="list-style-type: none"> ▪ Lecture notes ▪ Agriculture extension bulletin ▪ Video on bee dances 	<ul style="list-style-type: none"> ▪ General quiz on information
	Honey bees – cont	<ul style="list-style-type: none"> ▪ Social insects and their role in nature. ▪ How societies in nature function 	<ul style="list-style-type: none"> ▪ What is a social insect? ▪ Does that mean they are friendly? ▪ What makes some insects / animals social and others not? 	N/A	<ul style="list-style-type: none"> ▪ Students will learn the characteristics of a social insect, i.e. having a common home, a leader, specific jobs, storing foods, etc. 	<ul style="list-style-type: none"> ▪ Instructor notes ▪ Posters ▪ Bee Video ▪ Students will research what other insects and larger animals are social 	<ul style="list-style-type: none"> ▪ Graded poster ▪ Quiz
	Rabbits	<ul style="list-style-type: none"> ▪ Anatomy, housing, reproduction, value and nutrition 	<ul style="list-style-type: none"> ▪ Where do rabbits fit into agriculture? ▪ How are they different from larger agricultural animals? ▪ Aren't rabbits just pets? 	N/A	<ul style="list-style-type: none"> ▪ Students will learn the various roles rabbits play, i.e. pets, meat, research, fur / hair, and prey 	<ul style="list-style-type: none"> ▪ Textbook lesson ▪ Lecture notes ▪ Anatomy diagram 	<ul style="list-style-type: none"> ▪ COMPREHENSIVE BEE TEST ▪ Rabbit quiz / test

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May – continued	Companion animals	<ul style="list-style-type: none"> ▪ Animals that are raised, sold, and cared for as companions 	<ul style="list-style-type: none"> ▪ Are companion animals actually pets? ▪ What role do they play? ▪ How large is the industry? 	N/A	<ul style="list-style-type: none"> ▪ Students will learn what a companion animal is ▪ How large the industry is ▪ Wide variety of animals included in this field 	<ul style="list-style-type: none"> ▪ Chapter 15, 16, 17 ▪ Use study sheet ▪ Student research / report 	<ul style="list-style-type: none"> ▪ Graded oral report ▪ Quiz
	Exotic / invasive species	<ul style="list-style-type: none"> ▪ Animals that are from vastly different habitats being brought into new surroundings as pets or livestock 	<ul style="list-style-type: none"> ▪ What is an exotic or invasive species? ▪ Do they have any potential risks? ▪ Do you need special permits? 	N/A	<ul style="list-style-type: none"> ▪ Students will learn about the huge number of exotic species being transported to new, strange environments and what that can mean for the native species if the exotics escape or are released? 	<ul style="list-style-type: none"> ▪ Pet store research ▪ List the kind of animals for sale ▪ Cost ▪ Can they survive if released into their new surroundings 	<ul style="list-style-type: none"> ▪ Each student will take on exotic species and do a poster on it with valuable information about how it can affect our environment