

COURSE UNIT PLAN

Title of Unit: Animal Behaviors, Safety and Handling
Curriculum Area: Animal Science I

Grade Level: 11
Time Frame: 4 weeks

DESIRED RESULTS

Common Core State Standards	College and Career Readiness Standards
<p><i>What standards are you specifically targeting in this lesson?</i></p> <p><u>CCSS.ELA-LITERACY.RST.11-12.2</u> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><u>CCSS.ELA-LITERACY.RST.11-12.4</u> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i>.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><i>Which technical standards/21st century skills are you specifically targeting in this lesson?</i></p> <p><u>Technical Standards</u></p> <ul style="list-style-type: none"> • Understand basic animal behaviors. • Understand animal safety including but not limited to proper animal handling. <p><u>21st Century Skills</u></p> <ul style="list-style-type: none"> • Organizes information that serves the purpose of the message, context and audience. • Completes tasks as they have been assigned or agreed upon by the group. • Seeks input to gauge others' understanding of the message. • Needs minimal supervision to complete tasks.

Understandings/Knowledge/Skills	Essential Questions
<p><i>What do you want students to understand, know, and/or be able to do at the end of this unit?</i></p> <ul style="list-style-type: none"> • Understand different types of animal behaviors • Understand ways to be safe around animals • Understand proper animal handling • Know the types of behavior to look for in certain animals to know how they are feeling • Know how to be safe around animals 	<p><i>What questions will foster inquiry, understanding, and transfer of learning?</i></p> <ul style="list-style-type: none"> • What are the types of animal behavior? • Why is animal safety important? • What ways can we be safe around animals? • Why do we need to handle animal properly? • What are the proper ways to handle animals?

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<ul style="list-style-type: none"> • Know how to properly handle an animal in any situation 	
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ASSESSMENT EVIDENCE

Performance Task	Other Evidence
<p><i>What criteria will you use to assess the levels of mastery?</i></p> <ul style="list-style-type: none"> • Students will complete in class assignments including readings and worksheets • Students will complete online assessments that follow along with readings • Students will take a cumulative quiz in order to assess their understanding 	<p><i>Tests, quizzes, independent practice, journals, formative assessments, etc.</i></p> <p><i>How will students reflect upon and self-assess their learning?</i></p> <ul style="list-style-type: none"> • In class reading assignments • Worksheets • Online assessments • Cumulative quiz • Independent practice (<i>differentiated chores given determined by skill level</i>)

LEARNING PLAN

Focus of the Week	Learning Activities	Assessments (Formal and Informal)
<p>Week 1: Student will identify normal/abnormal behaviors.</p>	<p>Day 1: Introduction to Animal Behavior: Popcorn read “Dog Behavior – What’s Normal and What’s Not” / Make connections with personal experiences and information found in the article / Predict: Why is learning about abnormal/normal behaviors critical for the Animal Science Pathway?</p> <p>Days 2 - 4: Watch “Temple Grandin” to</p>	<p>Days 1: Guided questions, group discussions</p> <p>Days 2 – 4: Guided questions, group</p>

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<p>Week 2: Students will identify normal/abnormal animal behaviors.</p>	<p>learn how to interact with animals / Complete guided questions (<i>on-task behaviors, reference sheet</i>) / Discuss Temple Grandin / report out on information learned in video</p> <p>Days 5 – 7: Notes: Animal Behaviors (<i>skeletal notes, complete copies as needed</i>)</p> <ul style="list-style-type: none"> - <i>T-Chart: compare/contrast abnormal and normal behaviors</i> - <i>Vocabulary Overview Guide</i> - <i>Template: assist with comprehending content specific vocabulary</i> - <p>Days 8 – 9: Animal Behavior Project: assign one species found on the farm to research and identify normal/abnormal behaviors</p> <ul style="list-style-type: none"> - <i>Intentional grouping of students to incorporate all levels</i> 	<p>discussions</p> <p>Days 5 – 7: Question/Answer, graphic organizers</p> <p>Days 8 – 9: Teacher Observation</p>
<p>Week 3: Students will learn the appropriate safety and handling of animals.</p>	<p>Day 10: Group Presentations: Students have to identify which species is being described by each group</p> <ul style="list-style-type: none"> - <i>Sketch to Stretch: Students will sketch normal animal behaviors and write a summary of important points</i> <p>Days 11 – 14: Notes: Animal Safety (<i>skeletal notes, complete copies as</i></p>	<p>Day 10: Teacher-generated rubric, group presentations, student responses, graphic organizer</p> <p>Days 11 – 14: Question/Answer, graphic organizers</p>

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<p>Week 4: Students will demonstrate mastery of skills learned.</p>	<p><i>needed)</i></p> <ul style="list-style-type: none"> - <i>Vocabulary Overview Guide</i> <p><i>Template: assist with comprehending content specific vocabulary as well as instructional practice vocabulary that may be referenced during daily chores</i></p> <p>Day 15: Create an Animal Safety Guide that will be posted in the Barn.</p> <p>Day 16: Review: Word Searches, Cahoots, Crossword Puzzle (<i>Monitor organizational skills utilizing binders</i>)</p> <p>Day 17: Assessment (<i>modify as needed to accommodate students with an IEP</i>)</p>	<p>Day 15: Independent Practice</p> <p>Day 16: Teacher-generated review materials, teacher observation</p> <p>Day 17: Teacher-generated rubric & Unit Assessment</p>
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