

# Dallas High School

## Home of the Dragons



### Animal Science 2022-2023

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**Office Hours:** By arrangement

### **Course Description:**

The animal science course is aligned with the LBCC ANS 121 course (at such time as articulation agreements are reached this course may be offered for LBCC credit). The course examines body systems of the food and fiber species and the interaction of these systems. The students are introduced to a various phases of the livestock industry, including terminology production practices, marketing, and selection techniques.

### **Standards to Be Assessed:**

Upon successful completion of the course, students should be able to:

1. AG 01.01 - ACQUIRE THE SPECIFIC ACADEMIC KNOWLEDGE AND SKILLS NECESSARY TO PURSUE A FULL RANGE OF CAREER AND POST-SECONDARY OPPORTUNITIES WITHIN AGRICULTURAL BUSINESS AND INDUSTRIES.
2. AG 05.01 - IDENTIFY AGRICULTURE RELATED ORGANIZATIONS, IN THE AGRICULTURE MANAGEMENT SYSTEM AND THEIR ROLES.
3. AG 02.01 - USE ORAL AND WRITTEN COMMUNICATION SKILLS IN CREATING, EXPRESSING AND INTERPRETING AGRICULTURAL INFORMATION AND IDEAS INCLUDING TECHNICAL TERMINOLOGY.
4. AG 02.02 - COMMUNICATE AGRICULTURAL TECHNICAL INFORMATION CLEARLY AND EFFICIENTLY USING TEMPLATES, STANDARD FORMATS AND TECHNICAL INSTRUMENTS AND TOOLS.
5. AG 03.02 - ACCESS RELEVANT RESOURCES TO IDENTIFY PUBLIC POLICIES, ISSUES AND REGULATIONS IMPACTING AGRICULTURAL MANAGEMENT.
6. ANS 02. - Classify, evaluate, select and manage animals based on anatomical and physiological characteristics.

7. ANS 04. - Apply principles of animal nutrition to ensure the proper growth, development, reproduction and economic production of animals.
8. ANS 05. - Evaluate and select animals based on scientific principles of animal production.
9. ANS 09. - Identify contentious issues in animal science.
10. ANS 04. - Apply principles of animal nutrition to ensure the proper growth, development, reproduction and economic production of animals.
11. ANS 05. - Evaluate and select animals based on scientific principles of animal production.
12. ANS 09. - Identify contentious issues in animal science.

### **Course Outline: First Semester**

	Unit Topic	Summative Assessment	Standards
Unit 1	Introduction to ag and animal science	Group promotional animal science display - rubric	AG 01.01 ACQUIRE THE SPECIFIC ACADEMIC KNOWLEDGE AND SKILLS NECESSARY TO PURSUE A FULL RANGE OF CAREER AND POST-SECONDARY OPPORTUNITIES WITHIN AGRICULTURAL BUSINESS AND INDUSTRIES AG 05.01 - IDENTIFY AGRICULTURE RELATED ORGANIZATIONS
Unit 2	Livestock evaluation	Unit exam Practicum – evaluation of livestock placement / reasons Graphic display - rubric	AG 02.01 USE ORAL AND WRITTEN COMMUNICATION SKILLS IN CREATING, EXPRESSING AND INTERPRETING AGRICULTURAL INFORMATION AND IDEAS INCLUDING TECHNICAL TERMINOLOGY. ANS 02. - Classify, evaluate, select and manage animals based on anatomical and physiological characteristics.
Unit 3	Cellular function	Cell function graphic display - rubric Unit exam	AG 01.01 - ACQUIRE THE SPECIFIC ACADEMIC KNOWLEDGE AND SKILLS NECESSARY TO PURSUE A FULL RANGE OF CAREER AND POST-SECONDARY OPPORTUNITIES WITHIN AGRICULTURAL BUSINESS AND INDUSTRIES.
Unit 4	Genetics and heredity	Genetics lab write up and report Unit exam Heredity labs #1, #2, and #3 write ups	ANS 05. - Evaluate and select animals based on scientific principles of animal production.
Unit 5	Digestion and nutrition	Digestion lab report Digestions lab design Nutrition lab report Unit exam Tract dissection	ANS 04. - Apply principles of animal nutrition to ensure the proper growth, development, reproduction and economic production of animals.
Unit 6	Selection and reproduction	Unit exam Reproduction lab EPD report Reproduction dissection	AG 02.02 - COMMUNICATE AGRICULTURAL TECHNICAL INFORMATION CLEARLY AND EFFICIENTLY USING TEMPLATES, STANDARD FORMATS AND TECHNICAL INSTRUMENTS AND TOOLS.

Unit 7	Issues in animal agriculture	Unit overview Issues paper – rubric Presentation - rubric	ANS 09. - Identify contentious issues in animal science. AG 03.02 - ACCESS RELEVANT RESOURCES TO IDENTIFY PUBLIC POLICIES, ISSUES AND REGULATIONS IMPACTING AGRICULTURAL MANAGEMENT.
Unit 8	International Animal Production & Biosecurity	Written exam and practicum	AG 01.01 Acquire the specific academic knowledge and skills necessary to pursue a full range of career and post-secondary opportunities within agricultural business and industries AG 05.01 - Identify agriculture related organizations
Unit 9	Livestock Body Systems	Unit exam	Ag 02.01 Use oral and written communication skills in creating, expressing and interpreting agricultural information and ideas including technical terminology. ANS 01. - Examine the components, historical development, global implications and future trends of the animal systems industry.
Unit 10	Common Surgical Procedures	Cell function graphic display - rubric Unit exam	ANS 03. - Provide for the proper health care of animals.
Unit 11	Animal Care procedures	Unit exam Handling practicums	ANS 03. - Provide for the proper health care of animals. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">ANS 06. - Outline handling procedures for the safety of animals, producers and consumers of animal products.</div>
Unit 12	Meat Science	Unit exam Identification practicum	ANS 01. - Examine the components, historical development, global implications and future trends of the animal systems industry.
Unit 13	Poultry	Unit exam	AGS10.04 - Forecast the influence of emerging technology on widespread agricultural markets.

**Career Related Learning Standards:** Career-related learning standards (CRLS) are fundamental skills essential for success in employment, college, family, and community life. We have integrated the Personal Management standard from the CRLS into all courses at DHS. **This standard will be assessed and communicated independent of the academic grade.** It is included below and mainly includes behaviors that will be assessed in this course.

- **Personal Management Standard:** Exhibit appropriate work ethic and behaviors in school, community and workplace.
  - Students will identify tasks that need to be done and initiate action to complete the tasks.
  - Students will plan, organize and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
  - Students will take responsibility for decisions and actions and anticipate consequences of decisions and actions.
  - Students will maintain regular attendance and be on time daily.
  - Students will maintain appropriate interactions with colleagues.

**Extra Credit:** Extra credit is not offered, however students may be given additional opportunities to show mastery.

**Grading and Assessment:**

The following grading scales will be used to calculate a student’s course grades and grade point average:

Course Grades will be calculated using the following scale:	Grade Point Averages (GPAs) will be calculated using the following scale:	GPAs for Advanced Placement courses will be calculated using the following scale:
<b>A 90-100%</b>	<b>A (4.0)</b>	<b>A (5.0)</b>
<b>B 80-89%</b>	<b>B (3.0)</b>	<b>B (4.0)</b>
<b>C 70-79%</b>	<b>C (2.0)</b>	<b>C (3.0)</b>
<b>D 60-69%</b>	<b>D (1.0)</b>	<b>D (2.0)</b>
<b>F 0-59%</b>	<b>F (0)</b>	<b>F (0)</b>

**Academic Integrity**

The faculty and administration of Dallas High School believe that honesty and integrity are personal attributes worth nurturing in our students. Because we value the educational and skill development opportunities provided by classroom assignments, research projects, tests, and

credit recovery, we expect students to express academic integrity by doing their own work and properly documenting information gathered from other sources. Congruous with this belief is our resolve to handle those who violate the principles of academic integrity with stringent consequences as outlined in the K-12 Code of Conduct.

### **Student Behavior and Expectations:**

Students are expected to demonstrate appropriate behavior in the classroom and contribute to a safe, positive, caring learning environment by cooperating; doing their best to achieve academic excellence; respecting themselves, others, and the environment; and conducting themselves in a safe manner at all times. Clearly defined behavioral expectations are consistent school-wide through the Dragon **PRIDE** acronym. We strive to teach our students to take **PRIDE** in themselves and the school by demonstrating: **Purpose, Respect, Integrity, Determination, and Empathy** at all times. For more information, please see the [Student/Parent Handbook](#).

### **Student Electronic Devices at Dallas High School:**

Students are allowed to possess personal electronic devices at school and at school-sponsored activities provided such devices are not used in any manner that may disrupt the learning environment, school-sponsored activities or violate Board policies, administrative regulations, school or classroom rules, or state and federal laws. Cell phone usage is **only** permitted during scheduled passing periods and lunch times. Students are not allowed to be on their phones in the hallways and other common areas during class time and cell phone usage in the bathrooms and locker rooms is prohibited **at all times**. Students must use a Chromebook or laptop to complete and submit coursework. Cell phones cannot be used for this purpose and can only be used during class time with express advance permission from the teacher.

### **Diversity**

Dallas School District #2 recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy for the Dallas School District #2 Board of Education that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment.

### **Gender**

Dallas High School will be proactive in creating a school culture that respects and values all students and fosters understanding of gender identity within the school community. Such guidelines are intended to ensure a safe learning environment free of discrimination and harassment, and to promote the educational and social integration of transgender students. They do not anticipate every situation that may occur and the needs of each student will be assessed on a case-by-case basis.

# DHS AGRICULTURE DEPARTMENT SAFETY AGREEMENT

I, \_\_\_\_\_ (printed name) the undersigned, a student in the Dallas High School Career and Technical Education Center, agree to follow all safety rules and procedures and agree to the statements below. I will:

- Successfully complete the Safety Orientation Unit.
- Have lab policies and procedures explained to me.
- Received demonstrations on all labs.
- Be instructed to ask for help on any machine/tool/animal with which I am not familiar.
- refrain from using any machine/tool/animal without such instruction.
- Receive a pair of safety glasses.
- Be responsible for wearing eye protection at all times during lab activities.

I understand that there are certain risks associated with the use of this equipment and if I have any questions or think that a piece of equipment is not functioning properly, I will ask the person in charge.

Additionally, I know that I must:

- dress appropriately for the shop and lab areas. (closed toed shoes, eye protection, etc.)
- Follow school policy regarding any and all other regulations to include: use of tobacco, foul language, etc.

**Student Signature:**

\_\_\_\_\_ Date: \_\_\_\_\_

**Parent or Guardian**

Name (Print) \_\_\_\_\_ Signature \_\_\_\_\_

**Below please indicate the best method of contact as well as the best time to contact. (email, phone, etc.)**

With the passage of senate bill 2444 all students enrolled in agricultural education course at Dallas High School will have paid membership in the National FFA Organization. Students have access to and are encouraged to participate at the level with which they feel comfortable. The FFA is a youth leadership organization that is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. If you have any questions please ask.