

**Course Title: ANIMAL SCIENCE**

<b>Unit 1:</b>	<b>Career Opportunities</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>Identify employment opportunities in the livestock industry. Examples: farm management, livestock production</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>Identify career opportunities in Animal Science.</li> <li>Identify science-oriented career opportunities in animal science.</li> <li>Identify career opportunities in the animal services sector.</li> <li>Identify career opportunities in animal science education and communication.</li> </ol>
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<b>Essential Question(s):</b>	What are some Animal Science career opportunities and their entry level credentials in Alabama?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
I. Occupations in Animal Science A. General, Poultry, Cattle (Beef and Dairy), Swine, sheep, Goats, Equine careers in Animal Science 1. High School graduate 2. College graduate a. Two Year degree b. 4 year degree c. Advanced degrees	Lecture with Powerpoint Homework Note-taking Research Simulation	Text Dictionary of Occupational Titles Occupational Outlook Handbook <a href="http://www.bls.gov">www.bls.gov</a>

<b>Unit Assessment:</b>	Class participation, research report, interview
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<b>Unit/Course CTSO Activity:</b>	Knowledge present in this unit that may be helpful in one or more of the following FFA activities: Livestock CDE, Proficiency Awards, Public Speaking CDE, Parliamentary Procedure CDE, Extemporaneous Speaking CDE. The information in this course can also be reinforced using SAE projects related to the course such as livestock show projects.
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<b>Unit/Course Culminating Product:</b>	Students research the qualifications, working conditions, job availability and salaries of an Animal Science career opportunity in Alabama. The class will then formulate potential job interview questions for the selected careers. Each student will interview for a job in their selected career.
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<b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:
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**Course Title: ANIMAL SCIENCE**

<b>Unit 2:</b>	<b>Safety</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	Students will: 2. Describe safety procedures for handling livestock.
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	Students will: 1. Compare safe handling procedures between species of livestock. 2. Evaluate safe livestock facilities. 3. Explain environmental concerns associated with livestock. 4. Design Biosecurity safety systems to protect livestock.
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<b>Essential Question(s):</b>	What are the many considerations for keeping livestock and the handlers safe?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
I. Livestock handling protocol A. Safety considerations for Handling Poultry, Cattle, Swine, Sheep, Goats, Equine and Specialty animals. 1. Sanitation 2. Biosecurity B. Disease transfer to handlers C. Preventing diseases D. Treating diseases 1. Veterinarian Client II. Relationship. A. Handling Chemicals B. Environmental concerns C. PPE (Personal protective III. Equipment	Text Brainstorming Session Instructional technology Guest speaker	Video on tractor safety Fireman to visit classroom

<p>IV. Handling Equipment safety</p> <ul style="list-style-type: none"> <li>A. Tractor Safety</li> <li>B. Loading and Catch Chutes</li> <li>C. Dehorning equipment</li> <li>D. Many others</li> </ul> <p>V Fire Safety</p> <ul style="list-style-type: none"> <li>A. Types of fires <ul style="list-style-type: none"> <li>1. Extinguishers</li> </ul> </li> </ul> <p>VI. Fire Prevention</p> <ul style="list-style-type: none"> <li>A. Class of Extinguishers</li> <li>B. Use of Extinguishers</li> </ul> <p>VII Facility Safety</p> <ul style="list-style-type: none"> <li>A. Poultry facility</li> <li>B. Grain Storage facility</li> <li>C. Silo</li> <li>D. Meat Processing</li> <li>E. Confinement Facilities</li> </ul>		
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<b>Unit Assessment:</b>	
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<b>Unit/Course CTSO Activity:</b>	Knowledge present in this unit that may be helpful in one or more of the following FFA activities: Livestock CDE, Proficiency Awards, Public Speaking CDE, Parliamentary Procedure CDE, Extemporaneous Speaking CDE. The information in this course can also be reinforced using SAE projects related to the course such as livestock show projects.
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<b>Unit/Course Culminating Product:</b>	Students will develop a check list that they will use to evaluate facility safety. The check list should include animal, handler, equipment and environmental safety.
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<b>Course/Program Credential(s):</b>	<input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree
<input type="checkbox"/> Other:	

**Course Title: Animal Science**

<b>Unit 3:</b>	<b>Importance of livestock industry</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>3. Trace the domestication of livestock.</li> <li>4. Identify livestock by common names.             <ul style="list-style-type: none"> <li>• Explaining the importance of binomial classification</li> </ul> </li> <li>5. Explain benefits of livestock production to society Examples: medicine, food clothing</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Discuss the history and domestication of animals used in Agriculture.</li> <li>2. Compare common and scientific identification of animals in Agriculture.</li> <li>3. Describe the size and importance of Animal Agriculture.</li> </ol>
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<b>Essential Question(s):</b>	<p>Why did humans domesticate animals? What would a world without animals be like?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<ol style="list-style-type: none"> <li>I. Domestication of livestock               <ol style="list-style-type: none"> <li>A. Cattle</li> <li>B. Swine</li> <li>C. Sheep</li> <li>D. Poultry</li> <li>E. Horses</li> <li>F. Other animals used in Agriculture</li> </ol> </li> <li>II. The common names of livestock               <ol style="list-style-type: none"> <li>A. The scientific classification of livestock.                   <ol style="list-style-type: none"> <li>1. Taxonomy                       <ol style="list-style-type: none"> <li>a. kingdom                           <ul style="list-style-type: none"> <li>• animalia</li> </ul> </li> </ol> </li> <li>2. Phylum                       <ol style="list-style-type: none"> <li>a. chordata</li> </ol> </li> </ol> </li> </ol> </li> </ol>	<p>Research report Lecture with PowerPoint Text Lecture with PowerPoint</p>	<p>Computer lab with internet PowerPoint presentation on scientific names</p>

<ul style="list-style-type: none"> <li>• sub-phylum</li> <li>• vertebrata</li> </ul> <ol style="list-style-type: none"> <li>3. Class             <ol style="list-style-type: none"> <li>b. mammals</li> <li>c. aves</li> </ol> </li> <li>4. Order</li> <li>5. Family</li> <li>6. Genus             <ol style="list-style-type: none"> <li>a. sus</li> <li>b. bos</li> <li>c. ovis</li> <li>d. capra</li> <li>e. equus</li> <li>f. gallus</li> </ol> </li> <li>7. Species</li> </ol> <p>B. Relate common name to scientific name</p> <ol style="list-style-type: none"> <li>1. Need of livestock production.             <ol style="list-style-type: none"> <li>a. medicine</li> <li>b. food</li> </ol> </li> </ol>		
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<b>Unit Assessment:</b>	Test, participation in discussion, research results
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<b>Unit/Course CTSO Activity:</b>	Public speaking
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<b>Unit/Course Culminating Product:</b>	The student will present results from research on the organizations which supports agriculture.
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<b>Course/Program Credential(s):</b>	<input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree
<input type="checkbox"/> Other:	

**Course Title: Animal Science**

<b>Unit 4:</b>	<b>Breed Identification and Characteristics</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>6. Trace the history of major large animal breeds.             <ul style="list-style-type: none"> <li>Examples: beef, swine equine goat sheep specialty animal breeds</li> <li>• explaining the economic importance of major large animal breeds</li> </ul> </li> <li>7. Describe facilities used to manage livestock.             <ul style="list-style-type: none"> <li>Examples: corral catch pen head chute</li> </ul> </li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. List the common large animal breeds.</li> <li>2. Discuss the history of the major large animal breeds.</li> <li>3. Describe facility needs for beef cattle.</li> <li>4. Identify facility needs of swine.</li> <li>5. List and explain facility needs of sheep and goats.</li> <li>6. Discuss facility needs for dairy cattle.</li> <li>7. Describe equine facilities.</li> </ol>
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<b>Essential Question(s):</b>	Why do some animals of the same species look different?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<ol style="list-style-type: none"> <li>I. History of major large animal breeds               <ol style="list-style-type: none"> <li>A. Beef</li> <li>B. Swine</li> <li>C. Equine</li> <li>D. Goat</li> <li>E. Sheep</li> <li>F. Economically important specialty animals</li> </ol> </li> <li>II. Economically important animal breeds               <ol style="list-style-type: none"> <li>A. Beef</li> <li>B. Swine</li> <li>C. Equine</li> </ol> </li> </ol>	<p>Research report Lecture with PowerPoint Text Lecture with PowerPoint Internet research Text Group investigation</p>	<p>Computer lab with Internet PowerPoint on scientific names Computer lab <a href="http://www.ansi.okstate.edu/breeds">www.ansi.okstate.edu/breeds</a></p>

D. Goat E. Sheep III. Facilities used to manage livestock A. Corral B. Catch pen C. Head chute		
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<b>Unit Assessment:</b>	Test, participation in discussion, research results
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<b>Unit/Course CTSO Activity:</b>	
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<b>Unit/Course Culminating Product:</b>	
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<b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:
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**Course Title: ANIMAL SCIENCE**

<b>Unit 5:</b>	<b>Nutrition</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>8. Compare digestive systems of large animals. Examples: nonruminant ruminant</li> <li>9. Describe proper nutrition and balanced rations for animals.             <ul style="list-style-type: none"> <li>• Differentiating among nutrients affecting the health of livestock</li> </ul>             Examples: vitamins, minerals, proteins, fats, carbohydrates, roughages, concentrates, feed additives           </li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify the various types of digestive systems found in animals.</li> <li>2. Describe the functions of the major parts of the digestive systems.</li> <li>3. Identify the steps in balancing a ration.</li> <li>4. Discuss the importance of feed analysis.</li> <li>5. Discuss how nutritional information is used in developing rations.</li> <li>6. Develop balanced rations using the Pearson Square method.</li> </ol>
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<b>Essential Question(s):</b>	Why can't you feed a pig the same as a cow?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<ol style="list-style-type: none"> <li>I. Digestive systems of large animals             <ol style="list-style-type: none"> <li>A. Non-ruminant</li> <li>B. Ruminant</li> </ol> </li> <li>II. Balanced rations for animals             <ol style="list-style-type: none"> <li>A. Nutrients affecting the health of livestock                 <ol style="list-style-type: none"> <li>1. Vitamins</li> <li>2. Minerals</li> <li>3. Proteins</li> <li>4. Fats</li> <li>5. Carbohydrates</li> <li>6. Roughages</li> <li>7. Concentrates</li> </ol> </li> </ol> </li> </ol>	<p>Lecture using power point Text Internet research</p>	<p>PowerPoint presentation on digestive systems Text with balancing rations information Computer lab where students can find computer programs for balancing rations Example: The National Research council</p>

a. Feed additives B. Balancing a ration using a Pearson square		
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<b>Unit Assessment:</b>	
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<b>Unit/Course CTSO Activity:</b>	Knowledge present in this unit that may be helpful in one or more of the following FFA activities: Livestock CDE, Proficiency Awards, Public Speaking CDE, Parliamentary Procedure CDE, Extemporaneous Speaking CDE. The information in this course can also be reinforced using SAE projects related to the course such as livestock show projects.
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<b>Unit/Course Culminating Product:</b>	
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<b>Course/Program Credential(s):</b>	<input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:
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**Course Title: ANIMAL SCIENCE**

<b>Unit 6:</b>	<b>Disease and parasite control</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <p>10. Evaluate methods of disease prevention in livestock.</p> <p style="padding-left: 20px;">Examples: parasite control, vaccination, sanitation</p> <ul style="list-style-type: none"> <li>• Categorizing symptoms of animal diseases for diagnostic purposes Example: black leg symptoms</li> <li>• Comparing drugs used to treat animal diseases Examples: antibiotics, wormers</li> <li>• Critiquing environmental factors affecting livestock operations Examples: soil loss, water quality, air quality</li> </ul>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify good animal health management practices.</li> <li>2. Discuss beneficial record keeping programs for livestock.</li> <li>3. Explain common maintenance needs to promote animal health.</li> <li>4. Describe identification methods for various animals.</li> <li>5. Discuss signs of good and bad animal health.</li> <li>6. Identify diseases transmissible from animals to humans and humans to animals.</li> <li>7. Describe common animal parasites and diseases.</li> <li>8. List ways to prevent and treat diseases and parasites.</li> <li>9. Describe qualities of manure.</li> <li>10. List uses and value of manure.</li> <li>11. Discuss environmental concerns with manure.</li> </ol>
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<b>Essential Question(s):</b>	How can a producer keep livestock healthy?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Disease prevention in livestock.</p> <p style="padding-left: 20px;">A. Parasite control</p> <p style="padding-left: 20px;">B. Vaccination</p> <p style="padding-left: 20px;">C. Sanitation</p>		

<p>II. Animal diseases and Symptoms</p> <p>A. Classification of diseases</p> <ol style="list-style-type: none"> <li>1. contagious <ol style="list-style-type: none"> <li>a. Virus</li> <li>b. Bacterial</li> <li>c. Fungi</li> </ol> </li> <li>2. non-contagious <ol style="list-style-type: none"> <li>a. genetic</li> <li>b. injuries</li> <li>c. nutritional</li> <li>d. physiology</li> </ol> </li> </ol> <p>B. Drugs used to treat animal diseases</p> <ol style="list-style-type: none"> <li>1. Antibiotics</li> <li>2. De-wormers</li> </ol> <p>C. Environmental factors affecting livestock operations</p> <ol style="list-style-type: none"> <li>1. Soil loss</li> <li>2. Water quality</li> <li>3. Air quality</li> </ol>		
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<b>Unit Assessment:</b>	
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<b>Unit/Course CTSO Activity:</b>	<p>Knowledge present in this unit that may be helpful in one or more of the following FFA activities: Livestock CDE, Proficiency Awards, Public Speaking CDE, Parliamentary Procedure CDE, Extemporaneous Speaking CDE. The information in this course can also be reinforced using SAE projects related to the course such as livestock show projects.</p>
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<b>Unit/Course Culminating Product:</b>	
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<p><b>Course/Program Credential(s):</b>   <input type="checkbox"/> Credential   <input type="checkbox"/> Certificate   <input type="checkbox"/> Postsecondary Degree   <input type="checkbox"/> University Degree</p> <p><input type="checkbox"/> Other:</p>
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**Course Title: Animal Science**

<b>Unit 7:</b>	<b>Genetics and reproduction</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>11. Describe the structure and function of male and female reproductive systems in livestock.             <ul style="list-style-type: none"> <li>• Describing the process of genetic engineering, including the use of recombinant deoxyribonucleic acid (DNA)</li> <li>• Assessing the use of biotechnology in animal reproduction Examples: cloning, genetic engineering, embryo transfer</li> <li>• Describing how selective breeding has influenced the improvement of animals Examples: trimness, muscle expression, structure, size, scale</li> </ul> </li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify and describe the male reproductive organs in mammals.</li> <li>2. Identify and describe the female reproductive organs in mammals.</li> <li>3. Identify and describe the male and female reproductive organs in poultry.</li> <li>4. Explain the process of artificial insemination.</li> <li>5. Discuss the advantages and disadvantages of artificial insemination.</li> <li>6. Define the processes of estrous synchronization, embryo transfer, cloning and OTHER genetic engineering process</li> </ol>
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<b>Essential Question(s):</b>	How is it possible for animals of today to look and perform differently than 50 years ago?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<ol style="list-style-type: none"> <li>I. Reproductive systems             <ol style="list-style-type: none"> <li>A. Male System                 <ol style="list-style-type: none"> <li>1. Parts and functions                     <ol style="list-style-type: none"> <li>a. Testes</li> <li>b. scrotum</li> <li>c. penis</li> <li>d. sperm</li> <li>e. vesicular glands</li> <li>f. prostate gland</li> <li>g. cowpers gland</li> <li>h. epididymis</li> </ol> </li> </ol> </li> </ol> </li> </ol>		

<p>B. Female System</p> <ol style="list-style-type: none"> <li>1. Parts and functions <ol style="list-style-type: none"> <li>a. Vagina</li> <li>b. vulva</li> <li>c. ovaries</li> <li>d. cervix</li> <li>e. infundibulum</li> <li>f. uterine horn</li> <li>g. teats</li> <li>h. udder</li> </ol> </li> <li>2. Genetic engineering <ol style="list-style-type: none"> <li>a. Definition</li> </ol> </li> <li>3. Biotechnology in animal reproduction <ol style="list-style-type: none"> <li>a. Cloning</li> <li>b. Genetic engineering</li> <li>c Embryo transfer</li> <li>d. Selective breeding for trait improvement</li> <li>e Trimness</li> <li>f Muscle expression</li> <li>g. Structure</li> <li>h. Size</li> <li>i. Scale</li> </ol> </li> </ol>		
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<b>Unit Assessment:</b>	
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<b>Unit/Course CTSO Activity:</b>	<p>Knowledge present in this unit that may be helpful in one or more of the following FFA activities: Livestock CDE, Proficiency Awards, Public Speaking CDE, Parliamentary Procedure CDE, Extemporaneous Speaking CDE. The information in this coarse can also be reinforced using SAE projects related to the coarse such as livestock show projects.</p>
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<b>Unit/Course Culminating Product:</b>	
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<b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:
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**Course Title: Animal Science**

<b>Unit 8:</b>	<b>Animal rights versus animal welfare</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <p>12. Differentiate animal rights from animal welfare.</p> <ul style="list-style-type: none"> <li>• Describing responsible ownership of animals</li> <li>• Listing ways the use of animals in research has benefited humans and animals</li> <li>• Interpreting laws governing the use of animals for research</li> </ul>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify ethics involved with animal production.</li> <li>2. Distinguish between animal welfare and animal rights issues.</li> <li>3. Describe animals used for genetic engineering and biotechnology.</li> <li>4. Explain animals used in research and the benefits to society.</li> </ol>
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<b>Essential Question(s):</b>	How can the use of some animals to benefit society be considered by some people as cruel to animals?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>I. Responsible animal ownership</p> <ol style="list-style-type: none"> <li>A. Economy of animals for research Animal well being</li> <li>B. Animal research has benefited humans and animals</li> <li>C. Laws governing the use of animals in research.</li> </ol>		

<b>Unit Assessment:</b>	
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<b>Unit/Course CTSO Activity:</b>	Knowledge present in this unit that may be helpful in one or more of the following FFA activities: Livestock CDE, Proficiency Awards, Public Speaking CDE, Parliamentary Procedure CDE, Extemporaneous Speaking CDE. The information in this course can also be reinforced using SAE projects related to the course such as livestock show projects.
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<b>Unit/Course Culminating Product:</b>	
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**Course Title: Animal Science**

<b>Unit 9:</b>	<b>Specialty animals and animal products</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <p>13. Identify economically important specialty animals and animal products.              Examples: animals—alligators, cashmere goats, quail, ratites, pheasants                            animal products—specialty meats, cheeses</p> <p>14. Compare requirements for specialty animal production with traditional animal production.              Examples: care and feeding, management, marketing, sales</p>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Discuss specialty animals and products.</li> <li>2. Discuss management systems for specialty animals.</li> <li>3. Determine marketing systems for specialty animals.</li> </ol>
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<b>Essential Question(s):</b>	What changes would a producer of traditional livestock need to make to produce specialty livestock.
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<ol style="list-style-type: none"> <li>I. Economically important specialty animals and animal products               <ol style="list-style-type: none"> <li>A. Animals                   <ol style="list-style-type: none"> <li>1. Alligators</li> <li>2. Cashmere goats</li> <li>3. Quail</li> <li>4. Ratites</li> <li>5. Pheasants</li> </ol> </li> <li>B. Animal products                   <ol style="list-style-type: none"> <li>1. Specialty meats</li> <li>2. Cheeses</li> </ol> </li> </ol> </li> <li>II. Requirements for specialty animal production with traditional animal production               <ol style="list-style-type: none"> <li>A. Care and feeding</li> </ol> </li> </ol>		

B. Management C. Marketing D. Sales		
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<b>Unit Assessment:</b>	
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<b>Unit/Course CTSO Activity:</b>	Knowledge present in this unit that may be helpful in one or more of the following FFA activities: Livestock CDE, Proficiency Awards, Public Speaking CDE, Parliamentary Procedure CDE, Extemporaneous Speaking CDE. The information in this course can also be reinforced using SAE projects related to the course such as livestock show projects.
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<b>Unit/Course Culminating Product:</b>	
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<b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:
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