

Course Title: Aquaculture Science

Unit 1:	Career Opportunities
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Content Standard(s) and Depth of Knowledge Level(s):	Students will: 1. Describe various career opportunities in the aquaculture industry.
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Learning Objective(s) and Depth of Knowledge Level(s):	Students will: 1. List career opportunities in aquaculture. 2. List required skills and education required for successful employment in the aquaculture industry. 3. Identify entrepreneur opportunities in the aquaculture industry. 4. Discuss competencies used to find and secure employment. 5. Define listening and speaking skills needed in the aquaculture world economy.
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Essential Question(s):	Would I enjoy working in an industry that grows and cares for fish?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
I. Career Opportunities. A. Jobs in Aquaculture 1. Supplies and services 2. Feed and supplies 3. Equipment 4. Training 5. Production 6. Marketing 7. Inspection research and development B. Education and experience II. Entrepreneurship in aquaculture A. The attitude of an entrepreneur B. Investments opportunities in aquaculture	Discussion with PowerPoint Presentation 10 + 2 Discussion Internet Research 10 + 2 Discussion PowerPoint Presentation	Computer Projector Lead Questions Computer Internet Textbook Computer Projector

<p>III. Skills needed to find and keep a job</p> <ul style="list-style-type: none"> A. Résumé B. Filling out an application C. The Interview <ul style="list-style-type: none"> 1. Basic skills 2. listening 3. speaking 		
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Unit Assessment:	Test, participation in discussion, research results
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Unit/Course CTSO Activity:	Public speaking
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Unit/Course Culminating Product:	The student will present results from research on the organizations which supports agriculture.
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:

Course Title: Aquaculture Science

Unit 2:	Safety
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 2. Describe safety precautions for the aquaculture industry.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Explain water safety. 2. Identify potential hazards with aquaculture equipment. 3. List safe chemical handling methods and record keeping. 4. Define safe lifting techniques. 5. Discuss first aid for the aquaculture industry. 6. Discuss fire safety.
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Essential Question(s):	Is your health worth any job?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Safety</p> <ol style="list-style-type: none"> A. Water safety <ol style="list-style-type: none"> 1. Boat safety 2. Electricity use around water. B. Aquaculture equipment <ol style="list-style-type: none"> 1. Mechanical 2. Scientific C. Chemicals used in aquaculture <ol style="list-style-type: none"> 1. Safe chemical handling 2. Record keeping 3. Withdrawal times 4. Water quality D. Safe lifting techniques E. First Aid 	<p>Discussion with PowerPoint Presentation 10 + 2 Discussion Internet Research 10 + 2 Discussion PowerPoint Presentation</p>	<p>Computer Projector Lead Questions Computer Internet Textbook Computer Projector</p>

F. Fire Safety 1. Fire extinguishers		
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Unit Assessment:	Test, participation in discussion, research results
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Unit/Course CTSO Activity:	Public speaking
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Unit/Course Culminating Product:	The student will present results from research on the organizations which supports agriculture.
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:

Course Title: Aquaculture Science

Unit 3:	History
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 3. Explain the historical background of aquaculture. <ul style="list-style-type: none"> • Explaining how aquaculture relates to agriculture • Describing science and technology related to aquaculture • Identifying the economic significance of aquaculture at the local, state, and national levels 4. Differentiate among freshwater, brackish water, and saltwater ecosystems. <ul style="list-style-type: none"> • Identifying chemical, geological, and physical features of aquatic ecosystems 5. Relate geological and hydrological phenomena and fluid dynamics to aquatic systems. 6. Explain the importance of biogeochemical cycles in an aquatic environment. 7. Categorize aquaculture species as cold, cool, or warm water species.
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Explain how aquaculture has become a viable part of agriculture. 2. Name civilizations in history that practiced aquaculture. 3. Identify scientific events that helped the aquaculture industry grow. 4. Discuss the economic impact of aquaculture in Alabama and the U.S.A. 5. Define agriculture, including the many divisions in the industry. 6. Define the different water ecosystems and dynamics that are common to aquatic systems.
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<p>Essential Question(s):</p>	<p>Did aquaculture get its start in the United States?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. History of Aquaculture</p> <p style="padding-left: 20px;">A. Aquaculture and Agricultural</p> <ol style="list-style-type: none"> 1. U.S Aquaculture development 2. Catfish in Mississippi 3. Land grant Universities 4. U.S. Department of Agriculture 5. National Fish Hatcheries 	<p>Discussion; PowerPoint Presentation</p> <p>10 + 2 Discussion</p> <p>Internet Research</p> <p>10 + 2 Discussion</p> <p>PowerPoint Presentation</p>	<p>Computer</p> <p>Projector</p> <p>Lead Questions</p> <p>Computer</p> <p>Internet</p> <p>Textbook</p> <p>Computer</p> <p>Projector</p>

<ul style="list-style-type: none"> 6. U.S. Wildlife service 7. Other organizations B. Historical Advancements <ul style="list-style-type: none"> 1. Chinese 2. Egyptian 3. Roman 4. European 5. Native Americans 6. Others C. Economic Impact of Aquaculture <ul style="list-style-type: none"> 1. Local 2. State 3. National D. Scientific and technical advancements <ul style="list-style-type: none"> 1. Research 2. Technical advancements E. Water ecosystems <ul style="list-style-type: none"> 1. Warm water 2. Fresh water 3. Cold water 4. Brackish water 		
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Unit Assessment:	Test, participation in discussion, research results
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Unit/Course CTSO Activity:	Public speaking
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Unit/Course Culminating Product:	The student will present results from research on the organizations which support agriculture.
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Course/Program Credential(s): <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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Unit 4:	Water Chemistry and Management
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>8. Determine important properties and content of water as related to aquaculture. Examples: turbidity, pH, pollutants, dissolves oxygen, high specific heat, density, temperature</p> <ul style="list-style-type: none"> • Describing the influence of water quality on aquaculture. Examples: aquatic plant control, water quality management, recognition and correction of oxygen deficiency, pH control • Identifying sources of aquatic pollution Examples: point and nonpoint pollution, volcanic ash, waste disposal. • Describing methods of reclaiming waste water and polluted water Examples: settling ponds, hydroponics, irrigation water, chemical additives, mechanical, biological, and chemical filtering systems • Calculating pH, oxygen, and nitrogen levels in aquatic environments
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Explain properties and content of water. 2. Identify water pollutants. 3. Discuss reclaiming waste water. 4. Define vocabulary words associated with aquaculture. 5. Demonstrate mathematical calculations used in aquaculture.
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Essential Question(s):	Is all water the same?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
I. Water chemical and Management A. Water Chemistry 1. Water molecule 2. Temperature 3. Salinity 4. Dissolved substances 5. Ionic Components 6. Hardness	Discussion: PowerPoint Presentation 10 + 2 Discussion Internet Research 10 + 2 Discussion PowerPoint Presentation Inside-outside circles	Computer Projector Lead Questions Computer Internet Textbook Computer Projector

<ul style="list-style-type: none"> 7. Trace Elements 8. Dissolved Gases <p>B. Water pollution</p> <ul style="list-style-type: none"> 1. Pollution affects everyone 2. Cost of Pollution 3. Pollutants <p>C. Reclaiming waste water</p> <ul style="list-style-type: none"> 1. Treating 2. Disposing 3. Filtering Systems 4. Hydroponics 5. Regulations 6. Agencies <p>D. Math Calculations</p> <ul style="list-style-type: none"> 1. Calculating water needs 2. Treatments 		Lead questions
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Unit Assessment:	Test, participation in discussion, research results
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Unit/Course CTSO Activity:	Public speaking
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Unit/Course Culminating Product:	The student will present results from research on the organizations which support agriculture.
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Unit 5:	Aquaculture Systems
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>9. Describe various structures and equipment used in growing aqua crops. Examples: open ponds, cages, raceways, tanks, silos</p> <ul style="list-style-type: none"> • Determining the suitability of habitat construction for aquaculture • Identifying biological concerns in a recirculating or closed system <p>10. Describe infrastructure necessary for aquaculture production. Examples: labor, feed, manufacturing, transportation</p>
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Explain structures for growing aquaculture crops. 2. Distinguish between types of ponds. 3. Explain pond construction. 4. Compare tank and raceway culture. 5. Evaluate cage culture. 6. Identify habitats for growing aqua crops. 7. Compare recirculating and closed systems for growing aquacultural crops. 8. Analyze infrastructure needed for aquaculture production. 9. Discuss equipment use in aquaculture.
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Essential Question(s):	What is the best system for growing aquaculture crops?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
I. Aquaculture Systems A. Aquaculture structures 1. Ponds 2. Raceways 3. Tanks 4. Silos 5. Circular tanks 6. Cages 7. Pens	Discussion; PowerPoint Presentation 10 + 2 Discussion Internet Research 10 + 2 Discussion PowerPoint Presentation Lecture	Computer Projector Lead Questions Computer Internet Textbook Computer Projector

<ul style="list-style-type: none"> B. Aqua-Equipment <ul style="list-style-type: none"> 1. Aeration 2. Seines 3. Socks 4. Boats 5. Tractors 6. Testing 7. Trucks C. Aquaculture infrastructure <ul style="list-style-type: none"> 1. Farm 2. Transportation 3. Processing Facility 4. Inspection 5. Warehousing 6. Freezer plant 7. Packaging equipment 8. Feed Production 9. Equipment manufacturing 10. Marketing 11. Stores 12. Restaurants D. Aquaculture habitats <ul style="list-style-type: none"> 1. Needs of various crops 2. Construction of Habitats 		
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Unit Assessment:	Test, participation in discussion, research results
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Unit/Course CTSO Activity:	Public speaking
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Unit/Course Culminating Product:	The student will present results from research on the organizations which support agriculture.
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Course/Program Credential(s): <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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Unit 6:	Aquatic Biology
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <p>11. Identify the genotype and phenotype for specific characteristics in aquatic animal resulting from selective breeding. Examples: Disease-resistant fish, rapid maturation rates</p> <ul style="list-style-type: none"> • Explaining the importance of anatomy and physiology in aquaculture Examples: body systems, internal and external anatomy of fish, basic structure of an oyster • Calculating genotypic and phenotypic percentages and ratios for aquatic species <p>12. Describe adaptations that allow organisms to exist in specific aquatic environments.</p> <p>13. Describe processes and environmental characteristics that affect growth rates of aquatic animals. Examples: reproductive habits, feeding habits, interdependence of organisms, overcrowding, seasonal changes</p> <ul style="list-style-type: none"> • Collecting aquatic growth-rate data <p>14. Determine effects of the fishing industry on the aquatic environment. Examples: aquaculture, overfishing</p> <ul style="list-style-type: none"> • Describing basic principles involved in fish production • Explaining various methods of pond preparation, predator control, and species management • Explaining harvesting techniques and methods of transporting fish to market
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Explain selective breeding. 2. Identify different breeding systems for maintaining desirable traits in populations. 3. Analyze the anatomy and physiology of aquatic species. 4. Evaluate genetic improvement calculations for aquatic species. 5. Explain how aquatic organisms have adapted to various environments. 6. Analyze how environmental conditions affect production traits. 7. Evaluate the effects of the fishing industry on our environment. 8. Describe techniques of fish production.
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<p>Essential Question(s):</p>	<p>How do aquatic species change over time?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Aquatic Biology A. Selective Breeding</p>	<p>Discussion; PowerPoint Presentation 10 + 2 Discussion</p>	<p>Computer Projector</p>

<ul style="list-style-type: none"> 1. Purpose 2. Methods <ul style="list-style-type: none"> a. Hybridization b. Crossbreeding c. Line breeding d. Other systems 3. Hybrid Vigor B. Anatomy and Physiology <ul style="list-style-type: none"> 1. Sex determination 2. Finfish 3. Alligators 4. Frogs 5. Clams 6. Crabs 7. Crawfish 8. Mussels 9. Shrimp 10. Others C. Environmental conditions <ul style="list-style-type: none"> 1. Adaptation 2. Difference in habitats 3. Over crowding 4. Nutrition 5. Temperature 6. Other D. Fish Industry <ul style="list-style-type: none"> 1. Basic principles 2. Predator control 3. Species management 4. Harvesting 5. Transportation 6. Our environment and the fish industry E. Genetic Improvement Calculations <ul style="list-style-type: none"> 1. Punnett square 	<p>Group Investigation and report. 10 + 2 Discussion PowerPoint Presentation Field Trip Lecture</p>	<p>Lead Questions Computer Internet Textbook Computer Projector Field trip site Permission slips</p>
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Unit Assessment:	Test, participation in discussion, research results
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Unit/Course CTSO Activity:	Public speaking
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Unit/Course Culminating Product:	The student will present results from research on the organizations which support agriculture.
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Unit 7:	Health and Sanitation
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>15. Define concepts associated with health management of aqua crops.</p> <p>16. Describe the control of disease and pest in aquatic environments.</p> <p>Examples: pathogenic microspecies, parasites, predators, trash fish</p> <ul style="list-style-type: none"> • Identifying the relationship among pathogen, environment, and host
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Outline health management concepts. 2. Identify diseases and pest of aqua crops. 3. List disease and pest control methods used in aquatic environments. 4. Identify relationships between pathogens and host.
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Essential Question(s):	Do fish get sick?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Health and sanitation</p> <p>A. Health Management</p> <ol style="list-style-type: none"> 1. Stress 2. Disease Resistance 3. Procedural aquaculture <p>B. Diseases</p> <ol style="list-style-type: none"> 1. Infectious 2. Parasitic 3. Bacterial 4. Viral 5. Fungal 6. Noninfectious 7. Methods of treatment 8. Others <p>C. Pest</p> <ol style="list-style-type: none"> 1. Tapeworms 	<p>Discussion; PowerPoint Presentation</p> <p>10 + 2 Discussion</p> <p>Internet Research (Have each student find and give reports on fish diseases or pest,)</p> <p>10 + 2 Discussion</p> <p>PowerPoint Presentation</p>	<p>Computer</p> <p>Projector</p> <p>Lead Questions</p> <p>Computer</p> <p>Internet</p> <p>Textbook</p> <p>Computer</p> <p>Projector</p>

<ul style="list-style-type: none"> 2. Trichodiniasis 3. Ichthyophthiriasis 4. Monogenetic Flukes 5. Anchor Parasites 6. Fish lice 7. Fish grubs 8. Whirling Disease 9. Methods of treatment 10. Others <p>D. Hosts</p> <ul style="list-style-type: none"> 1. Life cycles <ul style="list-style-type: none"> a. Eggs b. Larval c. Adult 		
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Unit Assessment:	Test, participation in discussion, research results
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Unit/Course CTSO Activity:	Public speaking
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