

Subject Area:	ANIMAL SCIENCE
Title:	LIVESTOCK SELECTION
Teacher:	
School:	CHISUM HIGH SCHOOL
Lesson Objective(s) & Career Cluster:	To obtain knowledge that will allow students to select livestock by criteria for reproduction or market.
Activity:	<p>Give each student a hand-out for cattle, sheep, swine, goats, and horses. The hand-out will be used to identify the student's prior knowledge of naming body parts and meat cuts for each species.</p> <ol style="list-style-type: none"> 1. Cattle ID 2. Sheep ID 3. Swine ID 4. Goat ID 5. Horse ID <p>Take up sheets after students have answered all that they know, and give them a bonus point for each one they got right. Then pass out another sheet just like the first one and go over them as a class, naming and explaining each part. Also, explain why each part is essential to selecting the best of each species for reproduction or market purposes.</p>
Evaluation:	Evaluate what each student knew from the beginning, and re-test them with the same information after covering it in class. Determine the progress of each student to see which species they are weak or strong in.
Extension/Modification and/or Instructional Methodology:	Bring in a show animal of a students or local ranch and show where the parts are on a live animal. Attend a local livestock show, if possible, take class to see how evaluation works.
SCAN Skills:	Information, Evaluation, Technology, Reading, Writing, Identification, and Visualization
Cooperative Learning Ideas, TAAS, TEKS Competencies:	These are the TEKS for:
	§119.62. Animal Science (One-Half Credit).
	(a) General requirements. This course is recommended for students in

Grades 9-12.

(b) Introduction. To be prepared for careers in food and fiber production systems, students need to attain academic skills and knowledge, to acquire knowledge and skills related to food and fiber production and the workplace, and to develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need to have opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.

(c) Knowledge and skills.

(1) The student learns the employability characteristics of a successful worker in the modern workplace. The student is expected to:

(A) identify career development and entrepreneurship opportunities in the field of animal science;

(B) apply competencies related to resources, information, interpersonal skills, and systems of operation in animal science;

(C) demonstrate knowledge of personal and occupational safety practices in the workplace;

(D) identify employers' expectations, appropriate work habits, and good citizenship skills; and

(E) plan and manage supervised agricultural experience programs.

(2) The student explains animal anatomy and physiology related to nutrition, reproduction, health, and management of domesticated animals. The student is expected to:

(A) know the skeletal, muscular, respiratory, and circulatory systems of animals;

(B) explain the anatomy and physiology of other systems; and

(C) explain vital signs and normal behavior.

Team Project, Guest Speaker, or Field Trip:

Guest speaker would be a local university or college animal science instructor. If they teach livestock judging or train a livestock judging team, they would be a great guest for your class.

Resources:

Students will need paper, pen/pencil, and high-lighters.

Teacher will need overhead, power-point, hand-outs, screen, computer, and data projector.