



2022 Diversified Agriculture Animals Core

Program CIP: 01.0000—Agriculture, General

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The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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Standards

Standards and alignment crosswalks are referenced in the appendix. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's CTE diversified agriculture animals core curriculum is aligned to the following standards:

National Agriculture, Food, and Natural Resources (AFNR) Career Cluster Content Standards

The National AFNR Career Cluster Content Standards were developed by the National Council on Agricultural Education to serve as a guide for what students should know or be able to do through a study of agriculture in Grades 9-12 and two-year postsecondary programs. The standards were extensively researched and reviewed by leaders in the agricultural industry, secondary and postsecondary instructors, and university specialists. The standards consist of a pathway content standard for each of the eight career pathways. For each content standard, performance elements representing major topic areas with accompanying performance indicators were developed. Measurements of assessment of the performance elements and performance indicators were developed at the basic, intermediate, and advanced levels. The National AFNR Career Cluster Content Standards are copyrighted by the National Council for Agricultural Education and are used with permission.

thecouncil.ffa.org/afnr

International Society for Technology in Education Standards (ISTE)

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iste.org

College- and Career-Ready Standards

College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.

mdek12.org/oe/college-and-career-readiness-standards

Framework for 21st Century Learning

In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills. *21 Framework Definitions* (2019).

battelleforkids.org/networks/p21/frameworks-resources

Preface

Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning

Program resources can be found at the RCU's website, rcu.msstate.edu.

Learning Management System: An Online Resource

Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, call the RCU at 662.325.2510.

Executive Summary

Pathway Description

The diversified agriculture animals core curriculum is a one-Carnegie unit course within the four-credit diversified agriculture program. All students must complete the principles of agriscience course before being allowed to enroll in the diversified agriculture animals core course. The course is a culmination of in-depth study in the production, management, and evaluation of livestock based upon intended use. The course also addresses livestock facilities and management and guides students to research current issues in animal agriculture. Emphasis is on an active learning environment enriched with technology and hands-on, science-based applications.

College, Career, and Certifications

Beef Quality Assurance (BQA) is a national certification that has been cross walked to this curriculum. This certification is optional and can be taught and tested according to local district policies. Competencies and suggested performance indicators in this course have also been correlated to the AFNR Career Cluster Content Standards that have been reviewed and endorsed at the national level by the National Council on Agricultural Education.

Grade Level and Class Size Recommendations

It is recommended that students enter this program as 10th graders. Exceptions to this are a district-level decision based on class size, enrollment numbers, and student maturity. A maximum of 25 students is recommended for classroom-based courses, while a maximum of 15 students is recommended for lab-based courses.

Student Prerequisites

For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
2. C or higher in high school-level math (last course taken or the instructor can specify the level of math instruction needed)
3. Instructor approval and TABE reading score (eighth grade or higher)

or

1. TABE reading and math score (eighth grade or higher)
2. Instructor approval

or

1. Instructor approval

Assessment

The latest assessment blueprint for the curriculum can be found at rcu.msstate.edu/curriculum/curriculumdownload.

Applied Academic Credit

The latest academic credit information can be found at mdek12.org/ese/approved-course-for-the-secondary-schools.

Teacher Licensure

The latest teacher licensure information can be found at mdek12.org/oel/apply-for-an-educator-license.

Professional Learning

If you have specific questions about the content of any of the training sessions provided, please contact the RCU at 662.325.2510.

Course Outlines

This curriculum consists of one 1-credit course.

Diversified Agriculture Animals Core—Course Code: 991001

Unit	Title	Hours
1	Leadership and SAE for All	5
2	Introduction to Animal Agriculture	15
3	Worker Safety, Biosecurity, and Emergency Management	10
4	Application of Feed and Feeding to Animal Growth and Production	15
5	Genetics	15
6	Animal Reproduction	20
7	Livestock Evaluation and Selection	20
8	Animal Production Management	15
9	Facility and Equipment Management in Animal Agriculture	10
10	Issues in Animal Agriculture	5
11	Business Management in Animal Agriculture	10
Total		140

Career Pathway Outlook

The agricultural sciences career cluster covers the broad field of occupations related to the production and use of plants and animals for food, fiber, aesthetic, and environmental purposes. According to the U.S. Department of Agriculture, during the next five years (2020-2025) 59,400 jobs are expected to open in food, agriculture, renewable natural resources, or the environment for graduates with bachelor's or higher degrees in those areas. Almost half of those jobs will be in management and business at 42%; 31% in science, technology, engineering, and math in agriculture; 13% in sustainable food and biomaterials production; and 14% in education, communication, and government services. According to USDA, agriculture, food, and related industries contributed \$1.109 trillion to the U.S. gross domestic product (GDP) in 2019. The Mississippi Department of Agriculture and Commerce reports that agriculture is Mississippi's number one industry at \$7.35 billion and employing approximately 17.4% of the state's workforce.

Diversified agriculture will target careers at the professional and technical levels in agriculture. Students enrolled in these courses should be better prepared to pursue degrees at the community college and four-year college levels.

Needs of the Future Workforce

Data for this synopsis were compiled from the Mississippi Department of Employment Security (2016). Employment opportunities for each of the occupations are listed below:

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2016	Projected Jobs, 2026	Change (Number)	Change (Percent)	Average Yearly Earnings, 2020
Agricultural and Food Science Technicians	260	270	10	3.9%	\$39,270
Agricultural Sciences Teachers, Postsecondary	150	160	10	6.7%	\$93,260
Animal Trainers	100	110	10	10%	\$23,120
Career/Technical Education Teachers, Middle School	320	350	30	9.4%	\$47,270
Career/Technical Education Teachers, Secondary School	1220	1310	90	7.4%	\$50,370
Conservation Scientists	700	730	30	4.3%	\$54,950
Environmental Engineers	410	420	10	2.4%	\$75,940
Environmental Engineering Technicians	160	170	10	6.3%	\$46,790
Environmental Scientists and Specialists, Including Health	620	670	50	8.1%	\$64,460

Environmental Science and Protection Technicians, Including Health	420	460	40	9.5%	\$38,780
Farm and Home Management Advisors	290	300	10	3.2%	\$38,650
Logging Equipment Operators	1,680	1,740	60	3.6%	\$41,840
Landscaping and Groundskeeping Workers	6,000	6,620	620	10.3%	\$25,630
Nonfarm Animal Caretakers	1,520	1,780	260	17.1%	\$24,030
Soil and Plant Scientists	110	110	0	0%	\$92,250
Farmers, Ranchers, and Other Agricultural Managers	1,790	1,840	20	2.8%	\$55,830
First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	980	1,090	110	11.2%	\$40,270
First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers	940	990	50	5.3%	\$54,550
Fish and Game Wardens	40	40	0	0%	\$46,610
Foresters	190	200	10	5.3%	\$52,660
Surveyors	450	470	20	4.4%	\$48,600
Surveying and Mapping Technicians	530	550	20	3.8%	\$39,840
Tree Trimmers and Pruners	270	300	30	11.1%	\$44,920
Veterinarians	490	540	50	10.2%	\$81,950
Veterinary Assistants and Laboratory Animal Caretakers	970	1,090	120	12.4%	\$26,150
Veterinary Technologists and Technicians	570	630	60	10.5%	\$35,890
Zoologists and Wildlife Biologists	260	270	10	3.9%	\$70,200

Source: Mississippi Department of Employment Security; mdes.ms.gov (2021).

Perkins V Requirements and Academic Infusion

The diversified agriculture animals core curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in agricultural fields. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare them for careers in agriculture. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Lastly, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

Transition to Postsecondary Education

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, mccb.edu.

Best Practices

Innovative Instructional Technologies

Classrooms should be equipped with tools that will teach today’s digital learners through applicable and modern practices. The diversified agriculture educator’s goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

Differentiated Instruction

Students learn in a variety of ways, and numerous factors—students’ background, emotional health, and circumstances, for example—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunity to succeed.

CTE Student Organizations

Teachers should investigate opportunities to sponsor a student organization. The National FFA Organization is the student organization for this pathway and will foster the types of learning expected from the diversified agriculture curriculum. FFA provides students with growth opportunities and competitive events and opens the doors to the world of agriculture and scholarship opportunities.

Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the curriculum for group work. To function in today’s workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The diversified agriculture curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the curriculum that will allow and encourage collaboration with professionals currently in the agriscience field.

Work-Based Learning

Work-based learning is an extension of understanding competencies taught in the diversified agriculture classroom. This curriculum is designed in a way that necessitates active involvement by the students in the community around them and the global environment. These real-world connections and applications link to all types of students to knowledge, skills, and professional dispositions. Work-based learning should encompass ongoing and increasingly more complex involvement with local companies and agriscience professionals. Thus, supervised collaboration and immersion into the agriculture industry around the students are keys to students’ success, knowledge, and skills development.

Professional Organizations

American Association for Agricultural Education (AAAE)

aaaeonline.org

Association for Career and Technical Education (ACTE)

acteonline.org

Mississippi ACTE

mississippiacte.com

Mississippi FFA/ Mississippi Association of Vocational Agriculture Teachers (MAVAT)

mississippiffa.org

National FFA Organization

ffa.org

National Association of Agricultural Educators (NAAE)

naae.org

Using This Document

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Teacher Resources

Teacher resources for this curriculum may be found in multiple places. Many program areas have teacher resource documents that accompany the curriculum and can be downloaded from the same site as the curriculum. The teacher resource document contains references, lesson ideas, websites, teaching and assessment strategies, scenarios, skills to master, and other resources divided by unit. This document could be updated periodically by RCU staff. Please check the entire document, including the entries for each unit, regularly for new information. If you have something you would like to add or have a question about the document, call or email the RCU's instructional design specialist for your program. The teacher resource document can be downloaded at rcu.msstate.edu/curriculum/curriculumdownload.aspx. All teachers should request to be added to the Canvas Resource Guide for their course. This is where all resources will be housed in the future if they are not already. To be added to the guide, [send a Help Desk ticket to the RCU](#) by emailing helpdesk@rcu.msstate.edu.

Perkins V Quality Indicators and Enrichment Material

Some of the units may include an enrichment section at the end. If the diversified agriculture animals core program is currently using the Mississippi Career Planning and Assessment System (MS-CPAS) as a measure of accountability, the enrichment section of material will not be tested. If this is the case, it is suggested to use the enrichment material when needed or desired by the teacher and if time allows in the class. This material will greatly enhance the learning experiences for students. If, however, the diversified agriculture animals core program is using a national certification, work-based learning, or other measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be tested on that quality indicator. It is the responsibility of the teacher to ensure all competencies for the selected quality indicator are covered throughout the year.

Unit 1: Leadership and SAE for All

Competencies and Suggested Objectives

1. Participate in local, state, and/or national FFA activities that provide opportunities for leadership development and career exploration. ^{DOK3}
 - a. Actively participate in FFA activities.
 - Leadership Development Events (LDE)
 - Career Development Events (CDE)
 - Dairy Cattle Evaluation and Management
 - Dairy Cattle Handlers Activity
 - Horse Evaluation
 - Livestock Evaluation
 - Meats Evaluation and Technology
 - Poultry Evaluation
 - Veterinary Science
 - Livestock shows
 - Premier exhibitor event
 - Leadership retreats or conferences
 - Industry-related seminars, workshops, or conferences
 - Other related FFA activities
2. Identify potential college and career opportunities in animal agriculture. ^{DOK2}
 - a. Research postsecondary institutions that offer studies in animal agriculture or a related field and prepare a two- to three-minute speech on their programs and potential career choices.
 - b. Complete applications for college admission and scholarships.
 - c. Revise a personal résumé for the purpose of applying for a specific job.
 - d. Complete a job application for employment.
 - e. Participate in a mock or real interview.
3. Review the types of programs under Supervised Agricultural Experience (SAE) for All. ^{DOK1}
 - a. Explore concepts of a Foundational SAE.
 - Career exploration and planning
 - Employability skills for college and career readiness
 - Personal financial management and planning
 - Workplace safety
 - Agricultural literacy
 - b. Explore concepts of an Immersion SAE.
 - Placement/internship
 - Ownership/entrepreneurship
 - Research
 - Experimental

<ul style="list-style-type: none"> ○ Analytical ○ Invention ● School-based enterprise ● Service learning
<p>4. Review individual plans for student Foundational SAE programs. ^{DOK2}</p> <ul style="list-style-type: none"> a. Assess goal attainment in SAE from the previous year. b. Review and update short- and long-range goals pertaining to the SAE program.
<p>5. Develop an Immersion SAE and maintain agricultural records. ^{DOK2}</p> <ul style="list-style-type: none"> a. Redefine and adjust requirements of agreements between the student, parents, supervisor, and/or employer. b. Utilize an electronic/computer-based system of record keeping. c. Update SAE records. <ul style="list-style-type: none"> ● SAE program goals ● Student inventory related to the SAE program ● Expense records ● Income/gift and scholarship records ● Skill-attainment records ● Leadership-activity records and participation in FFA activities ● Community service hours d. Complete degree and proficiency award applications as they apply to the SAE.

Unit 2: Introduction to Animal Agriculture

Competencies and Suggested Objectives

1. Investigate the nature of animal agriculture and its associated enterprises. ^{DOK1}
 - a. Describe the importance of agricultural animals to people.
 - b. Identify the major animal enterprises.
 - Beef cattle
 - Dairy cattle
 - Horses
 - Swine
 - Poultry
 - Aquaculture
 - Goats and sheep
 - Companion animals
 - c. Identify careers in the agriculture industry and the skills required by employers.
 - Livestock producer
 - Veterinarian
 - Reproductive specialist
 - Nutritionist
 - Animal-health sales/marketing
 - Rodeo stock contractor
2. Discuss the beef cattle industry. ^{DOK1}
 - a. Identify products produced from beef cattle.
 - Meat
 - By-products (edible/nonedible)
 - b. Discuss beef cattle enterprises.
 - Cow-calf operation
 - Purebred herd
 - Stocker cattle
 - Feedlot
 - c. Identify beef cattle breeds.
 - Angus
 - Hereford
 - Brahman
 - Brangus
 - Charolais
 - Simmental
 - Limousin
 - Santa Gertrudis
 - Texas Longhorn

3. Discuss the dairy cattle industry. ^{DOK1}
- a. Identify products produced from dairy cattle.
 - Milk
 - Milk by-products (e.g., butter, cheese, yogurt, ice cream, etc.)
 - Meat
 - b. Discuss dairy cattle enterprises.
 - Milk production
 - Heifer development
 - c. Identify dairy cattle breeds.
 - Jersey
 - Holstein
 - Guernsey
 - Brown Swiss
 - Ayrshire

4. Discuss the equine industry. ^{DOK1}
- a. Identify uses for horses.
 - Work
 - Pleasure
 - Companion
 - Recreation
 - b. Discuss equine enterprises.
 - Breeders
 - Trainers
 - Boarding
 - c. Identify horse breeds.
 - Quarter horse
 - Appaloosa
 - Thoroughbred
 - Clydesdale
 - Arabian
 - Shetland ponies

5. Discuss the swine industry. ^{DOK1}
- a. Identify products produced from swine.
 - Meat
 - By-products (edible/nonedible)
 - b. Discuss swine enterprises.
 - Farrowing
 - Nursery
 - Feeder pig
 - Breeding
 - Finishing
 - c. Identify swine breeds.
 - Duroc

- Yorkshire
- Hampshire
- Chester White
- Spot

6. Discuss the poultry industry. ^{DOK1}

- a. Identify products produced from poultry.
 - Meat
 - Eggs
 - By-products
- b. Discuss poultry enterprises.
 - Layers
 - Broiler production
 - Backyard flocks
 - Turkey production
 - Game bird production
- c. Identify breeds of poultry.
 - Leghorns
 - Plymouth Rock
 - Rhode Island Red

7. Discuss the aquaculture industry. ^{DOK1}

- a. Identify products produced from aquaculture.
 - Meat
 - By-products
- b. Discuss aquaculture enterprises.
 - Fish
 - Shellfish
 - Alligators
 - Frogs
- c. Identify aquaculture species.
 - Catfish
 - Crawfish
 - Tilapia
 - Shrimp/prawn

8. Discuss the goat industry. ^{DOK1}

- a. Identify products produced from goats.
 - Meat
 - Milk
 - Fiber
 - By-products
- b. Discuss goat enterprises.
 - Market goats
 - Dairy goats
 - Companion goats

<p>c. Identify goat breeds.</p> <ul style="list-style-type: none"> • Boer • Kiko • Nubian • Lamancha • Pygmy
<p>9. Discuss the sheep industry. ^{DOK1}</p> <p>a. Identify products produced from sheep.</p> <ul style="list-style-type: none"> • Meat • Fiber • By-products <p>b. Discuss sheep enterprises.</p> <ul style="list-style-type: none"> • Farm flocks • Purebred operations <p>c. Identify sheep breeds.</p> <ul style="list-style-type: none"> • Dorper • Katahdin • Suffolk • Dorset • Hampshire • Rambouillet
<p>10. Conduct an in-depth investigation of an animal industry in your area that provides opportunities for hands-on experience while developing workplace skills. ^{DOK3}</p>

Unit 3: Worker Safety, Biosecurity, and Emergency Management

Competencies and Suggested Objectives
<p>1. Investigate workplace safety and the use of personal protective equipment (PPE). ^{DOK1}</p> <ul style="list-style-type: none">a. Describe safe practices when using equipment, handling livestock, handling animal health products, and working around potentially hazardous areas.b. Explore safety scenarios within the animal industry.<ul style="list-style-type: none">• Manure pits• Fumes in areas with poor or no ventilation• Health product and pesticide handling/storage• Injuries from handling animals
<p>2. Develop and maintain an emergency action plan (EAP) for working in animal agriculture. ^{DOK3}</p> <ul style="list-style-type: none">a. Develop an EAP with the necessary information in the event of an emergency. Name of site<ul style="list-style-type: none">• Premise identification number (PIN)• Owner/operator name• Farm Services Agency (FSA) number• Global Positioning System (GPS) coordinates• Physical address of the site (911 address)• Directions to the nearest town• Important telephone numbers and contact information<ul style="list-style-type: none">○ Veterinarian○ Police○ Fire○ Doctor○ Poison control○ Utilities○ Local emergency management agency
<p>3. Evaluate biosecurity risks in animal agriculture and understand how to mitigate risk. ^{DOK2}</p> <ul style="list-style-type: none">a. Define the term biosecurity and its effect on animal agriculture.b. Investigate biosecurity practices for animal agriculture:<ul style="list-style-type: none">• Disease containment• Sanitation• Livestock management• Preventing infectious disease from entering operations• Controlling microbial contamination• Water contamination• Pest control
<p>Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.</p>

Unit 4: Application of Feed and Feeding to Animal Growth and Production

Competencies and Suggested Objectives

1. Investigate the role of the animal digestive system in growth and nutrition. ^{DOK1}
 - a. Describe a monogastric digestive system.
 - b. Describe a ruminant digestive system.
 - Rumen
 - Reticulum
 - Omasum
 - Abomasum
 - c. Describe a pseudoruminant digestive system (i.e., cecum).
 - d. Describe an avian digestive system (i.e., crop, gizzard).
 - e. Describe a fish's digestive system (i.e., stomach, intestines).
2. Examine the role of nutrition in animal growth and health at different life stages. ^{DOK2}
 - a. Explain metabolism.
 - b. List six nutrients essential to life and how they are used to meet the nutritional requirements of animals.
 - Proteins
 - Carbohydrates
 - Fats
 - Vitamins
 - Fat-soluble (e.g., A, D, E, K)
 - Water-soluble (e.g., B, C)
 - Minerals
 - Macro (e.g., Ca P, Na, Cl)
 - Micro
 - Water (source and quality)
 - c. Define common terms associated with feed and feeding.
 - Feedstuffs
 - Concentrates
 - Roughages
 - Rations
 - Total Digestible Nutrients (TDN)
 - Crude protein
 - Dry matter
 - d. Distinguish between different sources of nutrients found in concentrates and roughages associated with various animal rations.
 - Plant sources (e.g., corn, soybean meal, cotton seed meal, hay)
 - Animal sources (e.g., bone meal, fish meal, feather meal)
 - Synthetic sources (e.g., urea)
 - e. Explain the role of microorganisms in ruminants in increasing feed utilization.

<p>3. Explain the role of nutrition in agricultural animal production. ^{DOK3}</p> <ol style="list-style-type: none"> a. Determine the available/appropriate feedstuffs that meet the nutrient requirements of various types of livestock. <ul style="list-style-type: none"> • Beef cattle • Dairy cattle • Horses • Sheep • Goats • Swine • Poultry • Aquaculture crops b. Determine the nutritional requirements of a class of livestock based on production purposes. <ul style="list-style-type: none"> • Growth • Maintenance • Reproduction • Production • Lactation • Work
<p>4. Explain how animals are fed. ^{DOK3}</p> <ol style="list-style-type: none"> a. Describe how a feed ration is formulated. b. Calculate feed rations using the Pearson square. c. Interpret an ingredient label from a bag of livestock feed. d. Distinguish between feed additives and feed supplements. e. Calculate a least-cost formulation for feeding livestock. f. Interpret a hay sample report.
<p>5. Describe the various types of feeding systems used in livestock production (e.g., hand-fed, free choice/ad libidum, creep feed). ^{DOK1}</p>
<p>6. Discuss forage management systems that emphasize production and utilization by ruminants and pseudoruminants. ^{DOK2}</p> <ol style="list-style-type: none"> a. Compare cool-season and warm-season grasses. b. Describe grazing systems (e.g., continuous, rotational, intense). c. Determine carrying capacity. d. Discuss the utilization and management of harvested forages (e.g., hay, haylage, silage).

Unit 5: Genetics

Competencies and Suggested Objectives

1. Discuss the application of heredity and genetics in animal production. ^{DOK1}
 - a. Investigate the importance of heredity and genetics.
 - b. Define terms related to genetics and heredity.
 - Genes
 - Chromosomes
 - Mutations
 - Inherited traits
 - Dominant
 - Recessive
 - Codominant
 - Heterozygous
 - Homozygous
 - Alleles
 - Gametes
 - Genotypes
 - Phenotypes
2. Predict the transmission of a trait from parents to offspring using a Punnett square to complete a monohybrid and dihybrid cross. ^{DOK2}

Unit 6: Animal Reproduction

Competencies and Suggested Objectives

1. Examine the process of reproduction in animal production. ^{DOK1}
 - a. Define common terms associated with animal reproduction.
 - Copulation
 - Estrus/heat
 - Conception
 - Gestation
 - Fertilization
 - Ovulation
 - Lactation
 - Parturition
 - Incubation
 - b. Describe the importance of reproduction and reproductive efficiency to animal enterprises.
 - c. Describe the process of fertilization.
2. Examine the reproduction process. ^{DOK2}
 - a. Identify the parts of the male and female reproductive systems and discuss the function of each part.
 - Male (i.e., penis, testicle, scrotum, epididymis, accessory glands)
 - Female (i.e., uterus, cervix, ovary, Fallopian tubes, vagina, vulva, infundibulum)
 - b. Discuss the male and female reproductive hormones.
 - Estrogen
 - Progesterone
 - Testosterone
 - c. Identify signs of estrus in various female agricultural animals.
 - Cattle
 - Horses
 - Sheep
 - Goats
 - Swine
 - d. Calculate the expected birth date for a given species based on conception date.
 - Cattle
 - Sheep
 - Goats
 - Swine
 - Horses
 - e. Identify and describe the function of the reproductive system in poultry.
 - Male (i.e., cloaca, vas deferens, testes)
 - Female (i.e., ovary, infundibulum, magnum, isthmus, uterus, vagina, cloaca, vent)

<p>f. Describe the reproductive process in poultry.</p> <p>g. Indicate incubation and hatching conditions, including humidity and temperature required by various species.</p> <ul style="list-style-type: none"> • Turkey • Chicken • Quail <p>h. Describe brooding for newly hatched chicks and poults.</p> <p>i. Describe the general process of spawning and incubation of Mississippi farm-raised catfish.</p>
<p>3. Investigate the use of breeding systems and genetic improvement techniques. ^{DOK1}</p> <p>a. Describe various types of breeding systems.</p> <ul style="list-style-type: none"> • Purebred breeding system • Crossbreeding system • Maternal vs. terminal cross
<p>4. Determine which breeding system works best for specific animal enterprises. ^{DOK2}</p> <p>a. Compare and contrast the types of mating systems.</p> <ul style="list-style-type: none"> • Natural • Hand-mated • Artificial insemination • Embryo transfer <p>b. Describe the application of estrus synchronization in breeding systems.</p> <p>c. Observe and describe the artificial insemination method of breeding.</p> <p>d. Observe and describe the procedure for collecting and processing semen.</p> <p>e. Observe and describe the procedure for conducting a breeding soundness exam.</p> <p>f. Observe and describe the process of embryo transfer.</p> <p>g. Discuss the male-to-female ratio (e.g., bull to cow) in a natural or hand-mated breeding program.</p>
<p>5. Discuss new scientific technology that will be of benefit to livestock producers. ^{DOK1}</p> <p>a. Investigate technology and issues related to genetic engineering.</p> <p>b. Investigate research and technology as it applies to cloning in animal production.</p> <p>c. Discuss the pros and cons of using new technologies in animal production.</p>

Unit 7: Livestock Evaluation and Selection

Competencies and Suggested Objectives

1. Evaluate the external parts of an agricultural animal as they relate to selecting quality animals for meat production or breeding purposes. ^{DOK1}
 - a. Describe the external parts of beef, dairy, horse, swine, goat, chicken, and lamb as they relate to selection and evaluation.
 - Neck
 - Shoulder
 - Back
 - Loin
 - Hip/rump
 - Hock
 - Foot
 - Flank
 - Barrel
 - b. Identify the wholesale meat cuts on a market animal.
 - Beef: (e.g., chuck, rib, loin, round)
 - Lamb/goat: (e.g., shoulder, rack, loin, leg)
 - Swine: (e.g., picnic shoulder, Boston butt, loin, ham)
 - Chicken: (e.g., breast, thigh, wing, leg)
2. Investigate the selection of market animals. ^{DOK3}
 - a. Critique the main points to consider when visually evaluating a market animal.
 - Type
 - Muscle
 - Finish
 - Carcass merit
 - Yield grade (i.e., 1, 2, 3, 4, 5)
 - Quality grade (i.e., prime, choice, select, standard)
 - Balance
 - Style
 - Structural correctness
 - b. Evaluate classes of market animals and discuss placings for each class.
 - c. Develop logical reasoning for the selection of market, breeding, or performance livestock.
 - d. Explain how to improve livestock quality through selection.
3. Describe the process of selecting breeding animals. ^{DOK2}
 - a. Define characteristics used in selecting various species of animals for breeding purposes.
 - Structural soundness
 - Growth
 - Capacity

<ul style="list-style-type: none"> • Breed characteristics • Sex characteristics • Body condition • Muscle <p>b. Explain the types of performance data used in selecting breeding animals.</p> <ul style="list-style-type: none"> • Birth weight (BW) • Calving ease (CE) • Weaning weight (WW) • Yearling weight (YW) • Milk (M) • Back fat (BF) • Loin eye area (LEA) and ribeye area (REA) • Number born alive—sheep and swine • 21-day litter weight—swine • Days to 250 lbs.—swine • Expected progeny differences • Estimated breeding value • Term indexes <ul style="list-style-type: none"> ○ Sow productivity index—swine ○ Terminal sire index—swine ○ Maternal line index—swine <p>c. Evaluate various species of breeding animals and identify favorable characteristics for breeding in each animal.</p>
<p>4. Evaluate market livestock. ^{DOK3}</p> <p>a. Apply concepts in selecting high-quality market animals.</p> <ul style="list-style-type: none"> • Swine • Goats • Sheep • Beef cattle • Dairy cattle • Chickens <p>b. Evaluate classes of market animals, placing them from highest quality to lowest quality, and present sound reasoning for placing the animals in their respective positions within the class.</p>
<p>5. Evaluate performance livestock. ^{DOK3}</p> <p>a. Apply concepts in selecting high-quality performance animals.</p> <p>b. Evaluate classes of performance animals, placing them from highest quality to lowest quality, and present sound reasoning for placing the animals in their respective positions within the class.</p>

6. Evaluate breeding livestock. ^{DOK3}
 - a. Apply concepts in selecting high-quality animals for breeding.
 - b. Evaluate breeding animals based upon high-quality breeding characteristics and performance data that is distinctive to each species of agricultural-breeding animals and present sound reasoning for placing animals in their respective positions within their class.
 - c. Evaluate the classes of breeding animals and discuss the reasons for placing the animals in each class.

Unit 8: Animal Production Management

Competencies and Suggested Objectives

1. Examine basic concepts of animal health, including disease prevention, control, and treatment. ^{DOK1}
 - a. Describe the signs of good health in animals.
 - b. Define disease and describe the major causes of diseases and their impact on animal health.
 - Infectious
 - Pathogens
 - Bacteria (contagious and noncontagious)
 - Viruses (contagious and noncontagious)
 - Protozoa
 - Noninfectious
 - Genetics
 - Poor nutrition
 - Toxins
 - Parasites (internal and external)
 - Injury
 - c. Discuss methods for delivering medicines to animals.
 - Injection (e.g., intramuscular, subcutaneous, IV)
 - Drenching
 - Pills/bolus/paste
 - Topical (e.g., powders, liquids, etc.)
 - Intramammary infusion
2. Investigate how factors such as age, genetic background, stocking density, and natural immunity affect animal health and resistance to diseases. ^{DOK2}
 - a. Examine the effects of environmental conditions on animal health.
 - Temperature
 - Humidity
 - Air quality
 - Water source and quality
 - Light
 - b. Discuss the role and functions of white blood cells in the development of natural immunity.
 - c. Investigate the thermal neutral zone of beef cattle and how it affects animal performance (e.g., growth, reproduction, milk production).
 - d. Describe how vaccinations prevent disease.
 - e. Discuss practices that promote animal health.
 - Proper nutrition
 - Sanitation

<ul style="list-style-type: none"> • Vaccination • Observation • Isolation • Biosecurity <p>f. Demonstrate methods for delivering medicines to animals.</p> <ul style="list-style-type: none"> • Injection (e.g., intramuscular, subcutaneous, IV) • Drenching • Pills/bolus/paste • Topical (e.g., powders, liquids, etc.) • Intramammary infusion
<p>3. Observe and describe management and marketing practices for various animal enterprises.^{DOK3}</p> <p>a. Observe and assess critical practices in managing an animal enterprise.</p> <ul style="list-style-type: none"> • Castration • Dehorning/disbudding • Semen testing • Identification (e.g., tagging, branding, ear notching) • Animal health practices (e.g., injections, tubing, etc.) • Breeding soundness exams • Pregnancy examination <p>b. Analyze marketing practices for meat animals (e.g., cattle, swine, sheep).</p> <ul style="list-style-type: none"> • On-farm sale • Public auction (e.g., sale barn, breeding sale, online) • Order buyer • Retained ownership

Unit 9: Facility and Equipment Management in Animal Agriculture

Competencies and Suggested Objectives
1. Explore facility, equipment, sales, and management needs for various animal enterprises. ^{DOK3} <ol style="list-style-type: none">Research and discuss general facility needs for different classes of animals (e.g., shelter, feeding, birthing, watering, examining, etc.).Participate in (and understand the concept of) a marketing practice for meat or breeding animals, such as a farm sale, a public auction, or with an order buyer.Discuss biosecurity practices, animal welfare, humane treatment of animals, animal behavior, and proper restraint techniques to protect the health and safety of animals.Demonstrate skills in building, repairing, and maintaining a safe, secure fenced area for agricultural animals.Design and build a cage or hutch for small animals, such as chickens, rabbits, or quail, including a watering source and containers.
2. Develop a production management plan, including facilities, equipment, production records, and maintaining and protecting animal health for a herd or flock. ^{DOK3}
3. Explore concepts of animal transportation. ^{DOK1} <ol style="list-style-type: none">Review trailer safety practices and describe the process of verifying if a trailer is suitable for hauling livestock.Investigate precautionary procedures in the event of accidents or rollovers.Discuss appropriate handling practices when loading and unloading livestock.

Unit 10: Issues in Animal Agriculture

Competencies and Suggested Objectives	
1. Explore concepts of animal welfare and animal rights. ^{DOK1}	<ol style="list-style-type: none">a. Define the concepts of animal welfare and animal rights.b. Discuss the practice of animal welfare and the implications of animal rights in animal production.
2. Examine consumer concerns and their effect on animal production. ^{DOK1}	<ol style="list-style-type: none">a. Examine how consumer concerns and preferences about food and nutrition have affected animal production enterprises.b. Describe the role of quality assurance and safety in meat production today.c. Investigate concerns about animal waste and its effect on the environment.d. Identify and describe the role and function of government agencies in assisting animal producers in producing safe food products and protecting the environment.
3. Compare bioterrorism to biosecurity and discuss the effect each have on animal agriculture. ^{DOK2}	
4. Analyze public perceptions of animal production for human food consumption and complete a project on the findings. ^{DOK3}	

Unit 11: Business Management in Animal Agriculture

Competencies and Suggested Objectives	
1. Explore banking services for personal and business accounts. ^{DOK2}	<ol style="list-style-type: none">a. Identify common types of personal savings and checking options.b. Create and maintain a transaction register.c. Demonstrate how to write a check.d. Demonstrate how to write a deposit slip.e. Reconcile a bank statement.f. Investigate online banking services, including online security, identity theft, and fraud-prevention procedures.
2. Explore concepts of credit. ^{DOK2}	<ol style="list-style-type: none">a. Identify and compare sources of credit (e.g., credit card, bank, finance company, credit union, government agency).b. Describe factors that indicate a good credit rating (e.g., returns, repayment capacity, risk).c. Discuss guidelines for wise use of credit.d. Describe procedures for obtaining credit.e. Explain how credit is used in the decision-making process.
3. Compare loan options. ^{DOK2}	<ol style="list-style-type: none">a. Discuss the different uses of loan funds (e.g., business and personal loans).b. Describe procedures for obtaining agribusiness loans.c. Identify the types of collateral that can be used to obtain a loan.d. Calculate the cost of a loan.e. Explain the process of filling out a loan application.
4. Describe basic record-keeping principles. ^{DOK3}	<ol style="list-style-type: none">a. Discuss the purpose of keeping records.b. Define terms associated with keeping financial records.<ul style="list-style-type: none">• Accounting• Bookkeeping• Cash accounting• Accrual accounting• Whole-business records• Enterprise records• Income• Expenses• Inventory• Capital• Assets• Liabilities• Depreciation

<ul style="list-style-type: none"> c. Compare types of accounting and bookkeeping systems used in agribusiness. d. Differentiate between accounting and bookkeeping. e. Explain why financial records are necessary. f. Describe the accounting cycle (i.e., calendar and fiscal year). g. Differentiate between bookkeeping and journals. h. Differentiate between the cash and accrual accounting systems. i. Differentiate between whole-business records and enterprise records.
<p>5. Apply basic inventory principles. ^{DOK2}</p> <ul style="list-style-type: none"> a. Describe the uses of an inventory. b. Distinguish between liquid assets, consumable supplies, capital, and noncapital assets. c. Determine when to inventory (calendar or fiscal year). d. Determine the inventory values of non-depreciable and depreciable assets. e. Explain depreciation on capital goods. f. Define terms associated with depreciation. <ul style="list-style-type: none"> • Write-off • Capital goods • Salvage value • Useful life g. Compare methods of depreciation (i.e., straight line vs. accelerated). h. Calculate inventory values of depreciable assets using the straight-line depreciation method.
<p>6. Examine a balance sheet (i.e., net worth statement). ^{DOK2}</p> <ul style="list-style-type: none"> a. Differentiate between current and noncurrent assets and liabilities. b. Use a balance sheet to calculate the net worth of a business. c. Analyze a statement of owner equity for an agribusiness. d. Associate the concepts of liquidity, solvency, and equity and their relationship to assets, liabilities, and net worth. e. Evaluate the financial standing of a given agribusiness using various financial-analysis ratios. <ul style="list-style-type: none"> • Solvency (debt-asset ratio) • Liquidity (current ratio) • Profitability (return on assets ratio) • Repayment capacity • Financial efficiency (asset turnover ratio)
<p>7. Examine an income statement. ^{DOK2}</p> <ul style="list-style-type: none"> a. Differentiate between operating expenses, operating income, and revenue. b. Summarize income and expenses. c. Use an income statement to calculate profit or loss. d. Determine gross revenue.

- | |
|--|
| 8. Manage personal income taxes. ^{DOK2} <ol style="list-style-type: none">Prepare a W-4 to authorize withholding of income taxes from a paycheck.Calculate take-home pay for a given period.Complete a federal and state itemized and non-itemized tax form (e.g., 1040). |
| 9. Manage business taxes. ^{DOK1} <ol style="list-style-type: none">Identify types of business taxes (e.g., sales taxes, property taxes, licenses and permits, income taxes, etc.).Describe forms used to report and pay business taxes (e.g., Schedule F, Schedule C, etc.). |

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Leadership and SAE for All		
	1.	Participate in local, state, and/or national FFA activities that provide opportunities for leadership development and career exploration.
	2.	Identify potential college and career opportunities in animal agriculture.
	3.	Review the types of programs under SAE for All.
	4.	Review individual plans for student Foundational SAE programs.
	5.	Develop an Immersion SAE and maintain agricultural records.
Unit 2: Introduction to Animal Agriculture		
	1.	Investigate the nature of animal agriculture and its associated enterprises.
	2.	Discuss the beef cattle industry.
	3.	Discuss the dairy cattle industry.
	4.	Discuss the equine industry.
	5.	Discuss the swine industry.
	6.	Discuss the poultry industry.
	7.	Discuss the aquaculture industry.
	8.	Discuss the goat industry.
	9.	Discuss the sheep industry.
	10.	Conduct an in-depth investigation of an animal industry in your area that provides opportunities for hands-on experience while developing workplace skills.
Unit 3: Worker Safety, Biosecurity, and Emergency Management		
	1.	Investigate workplace safety and the use of personal protective equipment (PPE).
	2.	Develop and maintain an emergency action plan (EAP) for working in animal agriculture.
	3.	Evaluate biosecurity risks in animal agriculture and understand how to mitigate risk.

Unit 4: Application of Feed and Feeding to Animal Growth and Production		
	1.	Investigate the role of the animal digestive system in growth and nutrition.
	2.	Examine the role of nutrition in animal growth and health at different life stages.
	3.	Explain the role of nutrition in agricultural animal production.
	4.	Explain how animals are fed.
	5.	Describe the various types of feeding systems used in livestock production, (e.g., hand-fed, free choice/ad libidum, creep feed).
	6.	Discuss forage management systems that emphasize production and utilization by ruminants and pseudoruminants.
Unit 5: Genetics		
	1.	Discuss the application of heredity and genetics in animal production.
	2.	Predict the transmission of a trait from parents to offspring using a Punnett square to complete a monohybrid and dihybrid cross.
Unit 6: Animal Reproduction		
	1.	Examine the process of reproduction in animal production.
	2.	Examine the reproduction process.
	3.	Investigate the use of breeding systems and genetic improvement techniques.
	4.	Determine which breeding system works best for specific animal enterprises.
	5.	Discuss new scientific technology that will be of benefit to livestock producers.
Unit 7: Livestock Evaluation and Selection		
	1.	Evaluate the external parts of an agricultural animal as they relate to selecting quality animals for meat production or breeding purposes.
	2.	Investigate the selection of market animals.
	3.	Describe the process of selecting breeding animals.
	4.	Evaluate market livestock.
	5.	Evaluate performance livestock.
	6.	Evaluate breeding livestock.
Unit 8: Animal Production Management		
	1.	Examine basic concepts of animal health, including disease prevention, control, and treatment.
	2.	Investigate how factors such as age, genetic background, stocking density, and natural immunity affect animal health and resistance to diseases.
	3.	Observe and describe management and marketing practices for various animal enterprises.

Unit 9: Facility and Equipment Management in Animal Agriculture		
	1.	Explore facility, equipment, sales, and management needs for various animal enterprises.
	2.	Develop a production management plan, including facilities, equipment, production records, and maintaining and protecting animal health for a herd or flock.
	3.	Explore concepts of animal transportation.
Unit 10: Issues in Animal Agriculture		
	1.	Explore concepts of animal welfare and animal rights.
	2.	Examine consumer concerns and their effect on animal production.
	3.	Compare bioterrorism to biosecurity and discuss the effect each have on animal agriculture.
	4.	Analyze public perceptions of animal production for human food consumption and complete a project on the findings.
Unit 11: Business Management in Animal Agriculture		
	1.	Explore banking services for personal and business accounts.
	2.	Explore concepts of credit.
	3.	Compare loan options.
	4.	Describe basic record-keeping principles.
	5.	Apply basic inventory principles.
	6.	Examine a balance sheet (i.e., net worth statement).
	7.	Examine an income statement.
	8.	Manage personal income taxes.
	9.	Manage business taxes.

Appendix A: Industry Standards

Framework for AFNR Content Standards and Performance Elements Crosswalk for Diversified Agriculture Animals Core

	Unit	1	2	3	4	5	6	7	8	9	10	11
AFNR												
ABS- Agribusiness Systems		X	X	X					X	X		X
AS- Animal Systems		X	X	X	X	X	X	X	X	X	X	X
BS- Biotechnology						X	X			X		
CRP- Career Ready Practices		X	X	X	X	X	X	X	X	X	X	X
CS- AFNR Cluster Skill		X	X	X	X	X	X	X	X	X	X	X
ES- Environmental Service Systems											X	
FPP- Food Products and Processing Systems			X		X			X			X	
NRS- Natural Resource Systems											X	
PS- Plant Systems												
PST- Power, Structural, and Technical Systems												

AFNR Pathway Content Standards and Performance Elements

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ABS AGRIBUSINESS SYSTEMS
AS ANIMAL SYSTEMS
BS BIOTECHNOLOGY
CRP CAREER READY PRACTICES
CS AGRICULTURE FOOD AND NATURAL RESOURCES CLUSTER SKILL
ES ENVIRONMENTAL SERVICE SYSTEMS
FPP FOOD PRODUCTS AND PROCESSING SYSTEMS
NRS NATURAL RESOURCE SYSTEMS
PS PLANT SYSTEMS
PST POWER, STRUCTURAL, AND TECHNICAL SYSTEMS

Agribusiness Systems Career Pathway Content Standards

The Agribusiness Systems (ABS) Career Pathway encompasses the study of agribusinesses and their management including, but not limited to, record keeping, budget management (cash and credit), and business planning, and sales and marketing. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the planning, development, application and management of agribusiness systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for Agribusiness Systems (AG-ABS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

ABS.01. CCTC Standard: Apply management planning principles in AFNR businesses.

ABS.01.01. Performance Indicator: Apply micro- and macroeconomic principles to plan and manage inputs and outputs in an AFNR business.

ABS.01.02. Performance Indicator: Read, interpret, evaluate and write statements of purpose to guide business goals, objectives and resource allocation.

ABS.01.03. Performance Indicator: Devise and apply management skills to organize and run an AFNR business in an efficient, legal and ethical manner.

ABS.01.04. Performance Indicator: Evaluate, develop and implement procedures used to recruit, train and retain productive human resources for AFNR businesses.

ABS.02. CCTC Standard: Use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations.

ABS.02.01. Performance Indicator: Apply fundamental accounting principles, systems, tools and applicable laws and regulations to record, track and audit AFNR business transactions (e.g., accounts, debits, credits, assets, liabilities, equity, etc.).

ABS.02.02. Performance Indicator: Assemble, interpret and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash-flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.).

ABS.03. CCTC Standard: Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles.

ABS.03.01. Performance Indicator: Develop, assess and manage cash budgets to achieve AFNR business goals.

ABS.03.02. Performance Indicator: Analyze credit needs and manage credit budgets to achieve AFNR business goals.

ABS.04. CCTC Standard: Develop a business plan for an AFNR business.

ABS.04.01. Performance Indicator: Analyze characteristics and planning requirements associated with developing business plans for different types of AFNR businesses.

ABS.04.02. Performance Indicator: Develop production and operational plans for an AFNR business.

ABS.04.03. Performance Indicator: Identify and apply strategies to manage or mitigate risk.

ABS.05. CCTC Standard: Use sales and marketing principles to accomplish AFNR business objectives.

ABS.05.01. Performance Indicator: Analyze the role of markets, trade, competition and price in relation to an AFNR business sales and marketing plans.

ABS.05.02. Performance Indicator: Assess and apply sales principles and skills to accomplish AFNR business objectives.

ABS.05.03. Performance Indicator: Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.

Animal Systems Career Pathway Content Standards

The Animal Systems (AS) Career Pathway encompasses the study of animal systems, including content areas such as life processes, health, nutrition, genetics, and management and processing, as applied to small animals, aquaculture, exotic animals, livestock, dairy, horses and/or poultry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of animal systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for Animal Systems (AG-AS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

AS.01. CCTC Standard: Analyze historic and current trends impacting the animal systems industry.

AS.01.01. Performance Indicator: Evaluate the development and implications of animal origin, domestication and distribution on production practices and the environment.

AS.01.02. Performance Indicator: Assess and select animal production methods for use in animal systems based upon their effectiveness and impacts.

- AS.01.03. Performance Indicator:** Analyze and apply laws and sustainable practices to animal agriculture from a global perspective.
- AS.02. CCTC Standard:** Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare.
- AS.02.01. Performance Indicator:** Demonstrate management techniques that ensure animal welfare.
- AS.02.02. Performance Indicator:** Analyze procedures to ensure that animal products are safe for consumption (e.g., use in food system, etc.).
- AS.03. CCTC Standard:** Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.
- AS.03.01. Performance Indicator:** Analyze the nutritional needs of animals.
- AS.03.02 Performance Indicator:** Analyze feed rations and assess if they meet the nutritional needs of animals.
- AS.03.03 Performance Indicator:** Utilize industry tools to make animal nutrition decisions.
- AS.04. CCTC Standard:** Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.
- AS.04.01. Performance Indicator:** Evaluate animals for breeding readiness and soundness.
- AS.04.02. Performance Indicator:** Apply scientific principles to select and care for breeding animals.
- AS.04.03 Performance Indicator:** Apply scientific principles to breed animals.
- AS.05. CCTC Standard:** Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health.
- AS.05.01. Performance Indicator:** Design animal housing, equipment and handling facilities for the major systems of animal production.
- AS.05.02. Performance Indicator:** Comply with government regulations and safety standards for facilities used in animal production.
- AS.06. CCTC Standard:** Classify, evaluate and select animals based on anatomical and physiological characteristics.
- AS.06.01. Performance Indicator:** Classify animals according to taxonomic classification systems and use (e.g. agricultural, companion, etc.).
- AS.06.02. Performance Indicator:** Apply principles of comparative anatomy and physiology to uses within various animal systems.
- AS.06.03. Performance Indicator:** Select and train animals for specific purposes and maximum performance based on anatomy and physiology.
- AS.07. CCTC Standard:** Apply principles of effective animal health care.
- AS.07.01. Performance Indicator:** Design programs to prevent animal diseases, parasites and other disorders and ensure animal welfare.

AS.07.02. Performance Indicator: Analyze biosecurity measures utilized to protect the welfare of animals on a local, state, national, and global level.

AS.08. CCTC Standard: Analyze environmental factors associated with animal production.

AS.08.01. Performance Indicator: Design and implement methods to reduce the effects of animal production on the environment.

AS.08.02. Performance Indicator: Evaluate the effects of environmental conditions on animals and create plans to ensure favorable environments for animals.

Common Career Technical Core Career Ready Practices Content Standards

The CCTC CRPs encompass fundamental skills and practices that all students should acquire to be career ready such as: responsibility, productivity, healthy choices, maintaining personal finances, communication, decision-making, creativity and innovation, critical-thinking, problem solving, integrity, ethical leadership, management, career planning, technology use and cultural/global competency. Students completing a program of study in any AFNR career pathway will demonstrate the knowledge, skills and behaviors that are important to career ready through experiences in a variety of settings (e.g., classroom, CTSO, work-based learning, community etc.).

DEFINITIONS: Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for CRPs from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a CTE program of study.

CRP.01. CCTC Standard: Act as a responsible and contributing citizen and employee.

CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.

CRP.01.02 Performance Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.

CRP.01.03. Performance Indicator: Identify and act upon opportunities for professional and civic service at work and in the community.

CRP.02. CCTC Standard: Apply appropriate academic and technical skills.

CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.

CRP.02.02. Performance Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.

CRP.03. CCTC Standard: Attend to personal health and financial well-being.

CRP.03.01. Performance Indicator: Design and implement a personal wellness plan.

CRP.03.02. Performance Indicator: Design and implement a personal financial management plan.

CRP.04. CCTC Standard: Communicate clearly, effectively and with reason.

CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.

CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written and visual communication in formal and informal settings.

CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.

CRP.05. CCTC Standard: Consider the environmental, social and economic impacts of decisions.

CRP.05.01. Performance Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.

CRP.05.02. Performance Indicator: Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.

CRP.06. CCTC Standard: Demonstrate creativity and innovation.

CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.

CRP.06.02. Performance Indicator: Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.

CRP.06.03. Performance Indicator: Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.

CRP.07. CCTC Standard: Employ valid and reliable research strategies.

CRP.07.01. Performance Indicator: Select and implement reliable research processes and methods to generate data for decision-making in the workplace and community.

CRP.07.02. Performance Indicator: Evaluate the validity of sources and data used when considering the adoption of new technologies, practices and ideas in the workplace and community.

CRP.08. CCTC Standard: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.08.01. Performance Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives.

CRP.08.02. Performance Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community.

CRP.08.03. Performance Indicator: Establish plans to solve workplace and community problems and execute them with resiliency.

CRP.09. CCTC Standard: Model integrity, ethical leadership and effective management.

CRP.09.01. Performance Indicator: Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation, etc.).

CRP.09.02. Performance Indicator: Implement personal management skills to function effectively and efficiently in the workplace (e.g., time management, planning, prioritizing, etc.).

CRP.09.03. Performance Indicator: Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).

CRP.10. CCTC Standard: Plan education and career path aligned to personal goals.

CRP.10.01. Performance Indicator: Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.

CRP.10.02. Performance Indicator: Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.

CRP.10.03. Performance Indicator: Develop relationships with and assimilate input and/or advice from experts (e.g., counselors, mentors, etc.) to plan career and personal goals in a chosen career area.

CRP.10.04. Performance Indicator: Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.

CRP.11. CCTC Standard: Use technology to enhance productivity.

CRP.11.01. Performance Indicator: Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.

CRP.11.02. Performance Indicator: Evaluate personal and organizational risks of technology use and take actions to prevent or minimize risks in the workplace and community.

CRP.12. CCTC Standard: Work productively in teams while using cultural/global competence.

CRP.12.01. Performance Indicator: Contribute to team-oriented projects and builds consensus to accomplish results using cultural global competence in the workplace and community.

CRP.12.02. Performance Indicator: Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).

Agriculture, Food, and Natural Resources Cluster Skill Content Standards

The AFNR Cluster Skills (CS) encompasses the study of fundamental knowledge and skills related to all AFNR professions. Students completing a program of study in any AFNR career

pathway will demonstrate fundamental knowledge of the nature, scope and relationships of AFNR systems and the skills necessary for analysis of current and historical issues and trends; application of technologies; safety, health and environmental practices; stewardship of natural resources; and exploration of career opportunities.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for Agriculture, Food and Natural Resources Career Cluster® (AG) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

CS.01. CCTC Standard: Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.

CS.01.01. Performance Indicator: Research, examine and discuss issues and trends that impact AFNR systems on local, state, national and global levels.

CS.01.02. Performance Indicator: Examine technologies and analyze their impact on AFNR systems.

CS.01.03. Performance Indicator: Identify public policies and examine their impact on AFNR systems.

CS.02. CCTC Standard: Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.

CS.02.01. Performance Indicator: Research and use geographic and economic data to solve problems in AFNR systems.

CS.02.02. Performance Indicator: Examine the components of the AFNR systems and assess their impact on the local, state, national and global society and economy.

CS.03. CCTC Standard: Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.

CS.03.01. Performance Indicator: Identify and explain the implications of required regulations to maintain and improve safety, health and environmental management systems.

CS.03.02. Performance Indicator: Develop and implement a plan to maintain and improve health, safety and environmental compliance and performance.

CS.03.03. Performance Indicator: Apply health and safety practices to AFNR workplaces.

CS.03.04. Performance Indicator: Use appropriate protective equipment and demonstrate safe and proper use of AFNR tools and equipment.

CS.04. CCTC Standard: Demonstrate stewardship of natural resources in AFNR activities.

CS.04.01. Performance Indicator: Identify and implement practices to steward natural resources in different AFNR systems.

CS.04.02. Performance Indicator: Assess and explain the natural resource related trends, technologies and policies that impact AFNR systems.

CS.05. CCTC Standard: Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

CS.05.01. Performance Indicator: Evaluate and implement the steps and requirements to pursue a career opportunity in each of the AFNR career pathways (e.g., goals, degrees, certifications, resumes, cover letter, portfolios, interviews, etc.).

CS.06. CCTC Standard: Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

CS.06.01. Performance Indicator: Examine and explain foundational cycles and systems of AFNR.

CS.06.02. Performance Indicator: Analyze and explain the connection and relationships between different AFNR systems on a national and global level.

Biotechnology Systems Career Pathway Content Standards

The Biotechnology Systems (BS) Career Pathway encompasses the study of using data and scientific techniques to solve problems concerning living organisms with an emphasis on applications to agriculture, food and natural resource systems. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of biotechnology in the context of AFNR.

Within each pathway, the standards are organized as follows:

- **National Council for Agricultural Education (NCAE) Standard*** – These are the standards set forth by the National Council for Agricultural Education for Biotechnology Systems. They define what students should know and be able to do after completing instruction in a program of study focused on applying biotechnology to AFNR systems.
- **Performance Indicators** – These statements distill each performance element into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related performance element at the conclusion of a program of study in this area.

BS.01. NCAE Standard: Assess factors that have influenced the evolution of biotechnology in agriculture (e.g., historical events, societal trends, ethical and legal implications, etc.).

BS.01.01. Performance Indicator: Investigate and explain the relationship between past, current and emerging applications of biotechnology in agriculture (e.g., major innovators, historical developments, potential applications of biotechnology, etc.).

BS.01.02. Performance Indicator: Evaluate the scope and implications of regulatory agencies on applications of biotechnology in agriculture and protection of public interests (e.g., health, safety, environmental issues, etc.).

BS.01.03. Performance Indicator: Analyze the relationship and implications of bioethics, laws and public perceptions on applications of biotechnology in agriculture (e.g., ethical, legal, social, cultural issues).

BS.02. NCAE Standard: Demonstrate proficiency by safely applying appropriate laboratory skills to complete tasks in a biotechnology research and development environment (e.g., standard operating procedures, record keeping, aseptic technique, equipment maintenance, etc.).

BS.02.01. Performance Indicator: Read, document, evaluate and secure accurate laboratory records of experimental protocols, observations and results.

BS.02.02. Performance Indicator: Implement standard operating procedures for the proper maintenance, use and sterilization of equipment in a laboratory.

BS.02.03. Performance Indicator: Apply standard operating procedures for the safe handling of biological and chemical materials in a laboratory.

BS.02.04. Performance Indicator: Safely manage and dispose of biological materials, chemicals and wastes according to standard operating procedures.

BS.02.05. Performance Indicator: Examine and perform scientific procedures using microbes, DNA, RNA and proteins in a laboratory.

BS.03. NCAE Standard: Demonstrate the application of biotechnology to solve problems in Agriculture, Food and Natural Resources (AFNR) systems (e.g., bioengineering, food processing, waste management, horticulture, forestry, livestock, crops, etc.).

BS.03.01. Performance Indicator: Apply biotechnology principles, techniques and processes to create transgenic species through genetic engineering.

BS.03.02. Performance Indicator: Apply biotechnology principles, techniques and processes to enhance the production of food through the use of microorganisms and enzymes.

BS.03.03. Performance Indicator: Apply biotechnology principles, techniques and processes to protect the environment and maximize use of natural resources (e.g., biomass, bioprospecting, industrial biotechnology, etc.).

BS.03.04. Performance Indicator: Apply biotechnology principles, techniques and processes to enhance plant and animal care and production (e.g., selective breeding, pharmaceuticals, biodiversity, etc.).

BS.03.05. Performance Indicator: Apply biotechnology principles, techniques and processes to produce biofuels (e.g., fermentation, transesterification, methanogenesis, etc.).

BS.03.06. Performance Indicator: Apply biotechnology principles, techniques and processes to improve waste management (e.g., genetically modified organisms, bioremediation, etc.).

Environmental Service Systems Career Pathway Content Standards

The Environmental Service Systems (ESS) Career Pathway encompasses the study of systems, instruments and technology used to monitor and minimize the impact of human activity on environmental systems. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of environmental service systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for Environmental Service Systems (AG-ESS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

ESS.01. CCTC Standard: Use analytical procedures and instruments to manage environmental service systems.

ESS.01.01. Performance Indicator: Analyze and interpret laboratory and field samples in environmental service systems.

ESS.01.02. Performance Indicator: Properly utilize scientific instruments in environmental monitoring situations (e.g., laboratory equipment, environmental monitoring instruments, etc.).

ESS.02. CCTC Standard: Evaluate the impact of public policies and regulations on environmental service system operations.

ESS.02.01. Performance Indicator: Interpret and evaluate the impact of laws, agencies, policies and practices affecting environmental service systems.

ESS.02.02. Performance Indicator: Compare and contrast the impact of current trends on regulation of environmental service systems (e.g., climate change, population growth, international trade, etc.).

ESS.02.03. Performance Indicator: Examine and summarize the impact of public perceptions and social movements on the regulation of environmental service systems.

ESS.03. CCTC Standard: Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.

ESS.03.01. Performance Indicator: Apply meteorology principles to environmental service systems.

ESS.03.02. Performance Indicator: Apply soil science and hydrology principles to environmental service systems.

ESS.03.03. Performance Indicator: Apply chemistry principles to environmental service systems.

ESS.03.04. Performance Indicator: Apply microbiology principles to environmental service systems.

ESS.03.05. Performance Indicator: Apply ecology principles to environmental service systems.

ESS.04. CCTC Standard: Demonstrate the operation of environmental service systems (e.g., pollution control, water treatment, wastewater treatment, solid waste management and energy conservation).

ESS.04.01. Performance Indicator: Use pollution control measures to maintain a safe facility and environment.

ESS.04.02. Performance Indicator: Manage safe disposal of all categories of solid waste in environmental service systems.

ESS.04.03. Performance Indicator: Apply techniques to ensure a safe supply of drinking water and adequate treatment of wastewater according to applicable rules and regulations.

ESS.04.04. Performance Indicator: Compare and contrast the impact of conventional and alternative energy sources on the environment and operation of environmental service systems.

ESS.05. CCTC Standard: Use tools, equipment, machinery and technology common to tasks in environmental service systems.

ESS.05.01. Performance Indicator: Use technological and mathematical tools to map land, facilities and infrastructure for environmental service systems.

ESS.05.02. Performance Indicator: Perform assessments of environmental conditions using equipment, machinery and technology.

Food Products and Processing Systems Career Pathway Content Standards

The Food Products and Processing Systems (FPP) Career Pathway encompasses the study of food safety and sanitation; nutrition, biology, microbiology, chemistry and human behavior in local and global food systems; food selection and processing for storage, distribution and consumption; and the historical and current development of the food industry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of food products and processing systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- ***Common Career Technical Core (CCTC) Standards*** – These are the standards for Food Products and Processing Systems (AG-FPP) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- ***Performance Indicators*** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to

demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

FPP.01. CCTC Standard: Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.

FPP.01.01. Performance Indicator: Analyze and manage operational and safety procedures in food products and processing facilities.

FPP.01.02. Performance Indicator: Apply food safety and sanitation procedures in the handling and processing of food products to ensure food quality.

FPP.01.03. Performance Indicator: Apply food safety procedures when storing food products to ensure food quality.

FPP.02. CCTC Standard: Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.

FPP.02.01. Performance Indicator: Apply principles of nutrition and biology to develop food products that provide a safe, wholesome and nutritious food supply for local and global food systems.

FPP.02.02. Performance Indicator: Apply principles of microbiology and chemistry to develop food products to provide a safe, wholesome and nutritious food supply for local and global food systems.

FPP.02.03. Performance Indicator: Apply principles of human behavior to develop food products to provide a safe, wholesome and nutritious food supply for local and global food systems.

FPP.03. CCTC Standard: Select and process food products for storage, distribution and consumption.

FPP.03.01. Performance Indicator: Implement selection, evaluation and inspection techniques to ensure safe and quality food products.

FPP.03.02. Performance Indicator: Design and apply techniques of food processing, preservation, packaging and presentation for distribution and consumption of food products.

FPP.03.03. Performance Indicator: Create food distribution plans and procedures to ensure safe delivery of food products.

FPP.04. CCTC Standard: Explain the scope of the food industry and the historical and current developments of food product and processing.

FPP.04.01. Performance Indicator: Examine the scope of the food industry by evaluating local and global policies, trends and customs for food production.

FPP.04.02. Performance Indicator: Evaluate the significance and implications of changes and trends in the food products and processing industry in the local and global food systems.

FPP.04.03. Performance Indicator: Identify and explain the purpose of industry organizations, groups and regulatory agencies that influence the local and global food systems.

Natural Resource Systems Career Pathway Content Standards

The Natural Resource Systems (NRS) Career Pathway encompasses the study of the management, protection, enhancement and improvement of soil, water, wildlife, forests and air as natural resources. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of natural resource systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for Natural Resource Systems (AG-NRS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

NRS.01. CCTC Standard: Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.

NRS.01.01. Performance Indicator: Apply methods of classification to examine natural resource availability and ecosystem function in a particular region.

NRS.01.02. Performance Indicator: Classify different types of natural resources in order to enable protection, conservation, enhancement and management in a particular geographical region.

NRS.01.03. Performance Indicator: Apply ecological concepts and principles to atmospheric natural resource systems.

NRS.01.04. Performance Indicator: Apply ecological concepts and principles to aquatic natural resource systems.

NRS.01.05. Performance Indicator: Apply ecological concepts and principles to terrestrial natural resource systems.

NRS.01.06. Performance Indicator: Apply ecological concepts and principles to living organisms in natural resource systems.

NRS.02. CCTC Standard: Analyze the interrelationships between natural resources and humans.

NRS.02.01. Performance Indicator: Examine and interpret the purpose, enforcement, impact and effectiveness of laws and agencies related to natural resource management, protection, enhancement and improvement (e.g., water regulations, game laws, historic preservation laws, environmental policy, etc.).

NRS.02.02. Performance Indicator: Assess the impact of human activities on the availability of natural resources.

NRS.02.03. Performance Indicator: Analyze how modern perceptions of natural resource management, protection, enhancement and improvement change and develop over time.

NRS.02.04. Performance Indicator: Examine and explain how economics affects the use of natural resources.

NRS.02.05. Performance Indicator: Communicate information to the public regarding topics related to the management, protection, enhancement, and improvement of natural resources.

NRS.03. CCTC Standard: Develop plans to ensure sustainable production and processing of natural resources.

NRS.03.01. Performance Indicator: Sustainably produce, harvest, process and use natural resource products (e.g., forest products, wildlife, minerals, fossil fuels, shale oil, alternative energy, recreation, aquatic species, etc.).

NRS.03.02. Performance Indicator: Demonstrate cartographic skills, tools and technologies to aid in developing, implementing and evaluating natural resource management plans.

NRS.04. CCTC Standard: Demonstrate responsible management procedures and techniques to protect, maintain, enhance, and improve natural resources.

NRS.04.01. Performance Indicator: Demonstrate natural resource protection, maintenance, enhancement and improvement techniques.

NRS.04.02. Performance Indicator: Diagnose plant and wildlife diseases and follow protocols to prevent their spread.

NRS.04.03. Performance Indicator: Prevent or manage introduction of ecologically harmful species in a particular region.

NRS.04.04. Performance Indicator: Manage fires in natural resource systems.

Plant Science Systems Career Pathway Content Standards

The Plant Systems (PS) Career Pathway encompasses the study of plant life cycles, classifications, functions, structures, reproduction, media and nutrients, as well as growth and cultural practices through the study of crops, turf grass, trees, shrubs and/or ornamental plants. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of plant systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for Plant Systems (AG-PS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

- PS.01. CCTC Standard:** Develop and implement a crop management plan for a given production goal that accounts for environmental factors.
- PS.01.01. Performance Indicator:** Determine the influence of environmental factors on plant growth.
- PS.01.02. Performance Indicator:** Prepare and manage growing media for use in plant systems.
- PS.01.03. Performance Indicator:** Develop and implement a fertilization plan for specific plants or crops.
- PS.02. CCTC Standard:** Apply principles of classification, plant anatomy, and plant physiology to plant production and management.
- PS.02.01. Performance Indicator:** Classify plants according to taxonomic systems.
- PS.02.02. Performance Indicator:** Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.
- PS.02.03. Performance Indicator:** Apply knowledge of plant physiology and energy conversion to plant systems.
- PS.03. CCTC Standard:** Propagate, culture and harvest plants and plant products based on current industry standards.
- PS.03.01. Performance Indicator:** Demonstrate plant propagation techniques in plant system activities.
- PS.03.02. Performance Indicator:** Develop and implement a management plan for plant production.
- PS.03.03. Performance Indicator:** Develop and implement a plan for integrated pest management for plant production.
- PS.03.04. Performance Indicator:** Apply principles and practices of sustainable agriculture to plant production.
- PS.03.05. Performance Indicator:** Harvest, handle and store crops according to current industry standards.
- PS.04. CCTC Standard:** Apply principles of design in plant systems to enhance an environment (e.g. floral, forest landscape, and farm).
- PS.04.01. Performance Indicator:** Evaluating, identifying and preparing plants to enhance an environment.
- PS.04.02. Performance Indicator:** Create designs using plants.

Power, Structural and Technical Systems Career Pathway Content Standards

The Power, Structural and Technical Systems (PST) Career Pathway encompasses the study of agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of power, structural and technical systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for Power, Structural and Technical Systems (AG-PST) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

PST.01. CCTC Standard: Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.

PST.01.01. Performance Indicator: Apply physical science and engineering principles to assess and select energy sources for AFNR power, structural and technical systems.

PST.01.02. Performance Indicator: Apply physical science and engineering principles to design, implement and improve safe and efficient mechanical systems in AFNR situations.

PST.01.03. Performance Indicator: Apply physical science principles to metal fabrication using a variety of welding and cutting processes (e.g., SMAW, GMAW, GTAW, fuel-oxygen and plasma arc torch, etc.).

PST.02. CCTC Standard: Operate and maintain AFNR mechanical equipment and power systems.

PST.02.01. Performance Indicator: Perform preventative maintenance and scheduled service to maintain equipment, machinery and power units used in AFNR settings.

PST.02.02. Performance Indicator: Operate machinery and equipment while observing all safety precautions in AFNR settings.

PST.03. CCTC Standard: Service and repair AFNR mechanical equipment and power systems.

PST.03.01. Performance Indicator: Troubleshoot, service and repair components of internal combustion engines using manufacturers' guidelines.

PST.03.02. Performance Indicator: Service electrical systems and components of mechanical equipment and power systems using a variety of troubleshooting and/or diagnostic methods.

PST.03.03. Performance Indicator: Utilize manufacturers' guidelines to diagnose and troubleshoot malfunctions in machinery, equipment and power source systems (e.g., hydraulic, pneumatic, transmission, steering, suspension, etc.).

PST.04. CCTC Standard: Plan, build and maintain AFNR structures.

PST.04.01. Performance Indicator: Create sketches and plans for AFNR structures.

PST.04.02. Performance Indicator: Determine structural requirements, specifications and estimate costs for AFNR structures

PST.04.03. Performance Indicator: Follow architectural and mechanical plans to construct, maintain and/or repair AFNR structures (e.g., material selection, site preparation and/or layout, plumbing, concrete/masonry, etc.).

PST.04.04. Performance Indicator: Apply electrical wiring principles in AFNR structures.

PST.05. CCTC Standard: Use control, monitoring, geospatial and other technologies in AFNR power, structural and technical systems.

PST.05.01. Performance Indicator: Apply computer and other technologies (e.g., robotics, CNC, UAS, etc.) to solve problems and increase the efficiency of AFNR systems.

PST.05.02. Performance Indicator: Prepare and/or use electrical drawings to design, install and troubleshoot electronic control systems in AFNR settings.

PST.05.03. Performance Indicator: Apply geospatial technologies to solve problems and increase the efficiency of AFNR systems.

Appendix B: Beef Quality Assurance

Framework for AFNR Content Standards and Performance Elements Crosswalk for the Beef Quality Assurance (BQA) national certification

Beef Quality Assurance (BQA)	Unit	1	2	3	4	5	6	7	8	9	10	11
Standard												
Chapter 1: BQA		X	X	X	X	X	X	X	X	X	X	X
Chapter 2: Cattle Care		X	X	X				X	X	X		
Chapter 3: Biosecurity				X					X		X	
Chapter 4: Herd Health				X	X	X	X		X	X		
Chapter 5: Transporting									X	X	X	
Chapter 6: Record Keeping		X	X	X					X			X
Chapter 7: Nutrition				X	X				X		X	
Chapter 8: Environmental Stewardship				X					X	X		
Chapter 9: Worker Safety		X	X	X							X	
Chapter 10: Emergency Action Planning				X								

Beef Quality Assurance Content Standards and Performance Elements

Beef Quality Assurance is a nationally coordinated, state implemented program that provides systematic information to U.S. beef producers and beef consumers of how common-sense husbandry techniques can be coupled with accepted scientific knowledge to raise cattle under optimum management and environmental conditions. BQA guidelines are designed to make certain all beef consumers can take pride in what they purchase – and can trust and have confidence in the entire beef industry.

Industry Value

BQA does more than just help beef producers capture more value from their market cattle: BQA also reflects a positive public image and instills consumer confidence in the beef industry. When producers implement the best management practices of a BQA program, they assure their market steers, heifers, cows, and bulls are the best they can be. Today, the stakes are even higher because of increased public attention on animal welfare. BQA is valuable to all beef and dairy producers because it:

- Demonstrates commitment to food safety and quality.
- Safeguards the public image of the dairy industry.
- Upholds consumer confidence in valuable beef products.
- Improves sale value of marketed beef cattle.
- Enhances herd profitability through better management.

Chapter 1: BQA

1.1 Welcome and Principles of BQA

1.2 Background of BQA

1.2.1 Rationale for BQA

1.2.2 Brief History of BQA

1.3 Goals and Objectives of BQA

1.4 Program Guidelines and Overview

1.4.1 Use of Key Practices

1.4.2 Training via State Coordinators or BQA Online

1.5 Certification and Recertification Requirements

1.5.1 Relationship to Farm and VQA Programs

1.6 Beef Quality Audit Overview

1.7 Foundational Models of the BQA Approach

1.7.1 Total Quality Management

1.7.2 HACCP-like Considerations

1.8 Key Practices

- Provide personnel with training/experience to properly handle and care for cattle. (Code of Cattle Care)
- Make timely observations of cattle to ensure basic needs are being met.
- Provide facilities that allow safe, humane, and efficient movement and/or restraint of cattle. (Code of Cattle Care)
- Use appropriate methods to humanely euthanize terminally sick or injured livestock and properly handle carcasses. (Code of Cattle Care)

Chapter 2: Behavior and Handling

2.1 Introduction

2.2 Key Practices

- Abuse of cattle is not acceptable under any circumstances.
- Provide personnel with training/experience to properly handle and care for cattle.
- Make timely observations of cattle to ensure basic needs are being met.
- Design, provide, and regularly inspect facilities (fences, corrals, load-outs, stations, free stall areas, alleys, etc.) to help ensure safe and easy animal movement and restraint.
- Keep feed and water handling equipment clean.

2.3 Cattle Behavior-Informed Handling

2.4 Cattle Handling Facilities and Equipment

Chapter 3: Biosecurity

3.1 Introduction

3.2 Key Practices

- Evaluate the biosecurity risks on your operation and follow a plan to help mitigate risk.
- Recognize and mitigate the biosecurity risks associated with the introduction of new cattle and inter-herd/-operation traffic.
- Apply basic sanitation practices to equipment, vehicles, and clothing to decrease the chance of microbial contamination.
- Prevent manure contamination of feed and feeding equipment.

3.3 Spread of Diseases

3.4 Biosecurity Practices

Chapter 4: Herd Health Management

4.1 Introduction

4.2 Key Practices

- Develop a herd health plan that conforms to good veterinary and husbandry practices.
- Provide disease prevention practices to protect herd health including access to veterinary medical care.
- Follow all FDA/USDA/EPA guidelines and label directions for each product.
- Use FDA-approved feed additives, including those requiring veterinary feed directives (VFD), in accordance of the FDA use requirements. The FDA requires all VFD records to be retained for two (2) years and available upon FDA request for inspection.
- Keep extra-label drug use (ELDU) to a minimum and only when prescribed by a veterinarian working within a Veterinary/Client/Patient Relationship (VCPR).
- Administer products labeled for subcutaneous (SQ) administration in the neck region ahead of the shoulder slope.
- Use, when available, products cleared for SQ, Intravenous (IV), Intranasal (IN), or oral administration when available rather than products administered Intramuscular (IM) as all products can cause tissue damage when administered IM.
- Always ensure products labeled for IV-only are never given by any other route of administration because of the potential for causing violative residues at the injection site.
- Use, when available, injectable products with low dosage volumes and following the proper spacing of injections.
- Administer products labeled for intramuscular (IM) in the neck region only — no exceptions, regardless of age.
- Do no administer more than 10cc of product per IM injection site.
- Use the proper needle size for injections and never reuse a bent needle.
- Do not market compromised — terminally ill and/or non-ambulatory cattle.
- Humanely euthanize non-ambulatory animals using appropriate methods

4.3 Herd Health Planning

4.4 Vaccinations and Disease Prevention

4.5 Judicious Use of Antimicrobials

4.6 A Beef Producer's Guide for Judicious Use of Antibiotics in Cattle

4.7 Product Handling and Storage

4.8 Processing & Injections

- 4.8.1 Receiving, acclimation, and processing cattle
- 4.8.2 Cattle identification, castration, and dehorning
- 4.8.3 Syringe and needle guidelines
- 4.8.4 Injection sites
- 4.8.5 Pain management

4.9 Feed Additives and Medicated Feeds

4.10 Disease Management

- 4.10.1 Extra-label drug use (ELDU)
- 4.10.2 Compounding

4.11 Euthanasia

Chapter 5: Transportation

5.1 Introduction

5.2 Key Practices

- It is not acceptable to knowingly inflict physical injury or unnecessary pain on cattle when loading, unloading, or transporting animals is not acceptable.
- Handle/transport all cattle in a manner to minimize stress, injury, and bruising.
- Use vehicles to transport cattle that provide for the safety of personnel and cattle during loading, transporting, and unloading.
- Follow guidelines when transporting your own livestock:
 - Do a structural check of trailer/truck and tires prior to loading livestock.
 - Inspect trailer/truck for cleanliness (biosecurity) as well as condition of flooring and broken gates that may injure/bruise cattle.
 - Check weather and route to ensure for a safe and uneventful trip.
 - Verify drug withdrawal times on any animals being sold.
 - Verify that all animals are fit to ship.
 - Back up squarely and evenly to the loading chute.
 - Load using Low Stress Handling Practices.
 - Pull away from the chute slowly and drive smoothly to allow cattle a chance to gain their balance in-transit.
 - Minimize time in-transit by limiting stops and using prior-preparation to ensure an organized event.
- Follow guidelines when contracting for your livestock to be hauled:
 - Establish good communication/logistics with both the trucking company and the receiver of the livestock.
 - Request that the truck arrive clean for loading to decrease biosecurity risks.
 - Check weather and route to ensure for a safe and uneventful trip.
 - Verify drug withdrawal times on any animals being sold.
 - Verify that all animals are fit to ship.
 - Ensure that the driver backs up squarely and evenly to the loading chute.
 - Load using Low Stress Handling Practices.

- Ensure that the driver pulls away from the chute slowly and drives smoothly to allow cattle a chance to gain their balance in-transit.
- Encourage the driver to minimize time in-transit by limiting stops and using prior-preparation to ensure an organized event.
- Ask hauling contractor/driver for proof of BQA Transportation Certification.

5.3 Loading and Unloading

5.4 Fitness for Transport

5.4.1 Cull cattle

5.4.2 Marketing guidelines

5.5 Travel Considerations/Factors

Chapter 6: Record Keeping

6.1 Introduction

6.2 Key Practices

- Employ strict adherence to withdrawal periods on product labels and to extended withdrawals as determined by a veterinarian within the context of a VCPR.
- Identify all animals with appropriate individual and/or group identification methods.
- When cattle are treated/processed individually, record the following in the treatment records:
 - Individual animal identification
 - Date treated
 - Product administered and manufacturer’s lot/serial number
 - Dosage
 - Route and location of administration
 - Earliest date animal will have cleared the withdrawal period
 - Name of individual administering the treatment
- When cattle are treated/processed as a group, identify all cattle within the group as such and record the following information:
 - Group or lot identification
 - Date treated
 - Product administered and manufacturer’s lot/serial number
 - Dosage
 - Route and location of administration
 - Earliest date animal will have cleared the withdrawal period
 - Name of individual administering the treatment
- Transfer all processing and treatment records with the cattle to next production level.
- Inform prospective buyers of any cattle that have not met withdrawal times.
- When applicable, keep complete records when formulating or feeding medicated feed rations.
- Maintain records of any pesticide use on pasture or crops that could potentially lead to violative residue in cattle.

- Keep records for a minimum of two (2) years, or longer as required by laws/regulations (e.g., three years for Restricted Use Pesticides).

6.3 Cattle Identification

6.4 Types of Records

6.5 Residue Avoidance

Chapter 7: Nutrition

7.1 Introduction

7.2 Key Practices

- Ensure cattle have access to an adequate water supply and appropriate nutrition (from Code of Cattle Care, modified for sentence structure).
- Avoid feed and water interruption longer than 24 hours.
- Only use feedstuffs and feed ingredients of satisfactory quality.
- Under certain circumstances (e.g., droughts, frosts, and floods), test feedstuffs or other dietary components to determine the presence of substances that can be detrimental to cattle well-being, such as nitrates, prussic acid, mycotoxins, etc.
- Use only USDA, FDA, and EPA approved products for use in cattle; these products must be used in accordance with the approved product use guidelines.
- Analyze suspect feedstuffs prior to use and seek supplier assurance of feed ingredient quality.
- Do not feed ruminant-derived protein sources per FDA regulations.
- Support feeding of by-product/co-product ingredients with sound science.

7.3 Cattle Nutrition

7.3.1 Feeding guidelines for cows, stocker cattle, and feeder cattle

7.3.2 Weaning nutritional management

7.3.3 BSE: ruminant protein ban

7.4 Feed Additives (Non-medicated)

7.5 Feed Safety

7.5.1 Feed contaminants guidelines

7.5.2 FSMA

Chapter 8: Environmental Quality Control Points

8.1 Introduction

8.2 Key Practices

- Manage forage resources with appropriate principles to optimize production while protecting or enhancing the environment.
- Use, store, and dispose of all pesticides with care and according to label directions.
- Monitor and manage key environmental control points that affect soil and water resources.
- Properly dispose of carcasses.

8.3 Forages and Grazing

8.4 Pesticide Use

8.5 Soil

8.6 Water Quality

8.7 Mortality Disposal

Chapter 9: Worker Safety

9.1 Introduction

9.2 Key Practices

- Maintain a safe workplace and use appropriate personal protective equipment when needed.
- Train employees and others working in your operation on safe practices when using equipment, handling cattle, handling animal health products, and around potentially hazardous areas.

9.3 Safety in Beef Production Situations

Chapter 10: Emergency Action Planning

10.1 Introduction

10.2 Key Practices

- Develop and maintain an emergency action plan.
- Inform everyone involved in your operation what to do in case of an emergency.

10.3 Emergency Action Plans



~~2017 AEST Science of Agricultural Animals Level I~~

~~Program CIP: 01.0901 Animal Sciences, General~~

~~Direct inquiries to~~

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~~The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.~~

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Standards

Standards are superscripted in each unit and are referenced in the appendices. Standards in the AEST Science of Agricultural Animals Curriculum Framework and Supporting Materials are based on the following:

National Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Standards

The National Council for Agricultural Education (The Council) shapes and strengthens school-based agricultural education at all levels. The Council and the National AFNR Career Cluster Content Standards Committee have developed the career pathway content standards to outline technical knowledge and skills required for future success within Agriculture and Environmental Science and Technology. The content standards are intended to provide a forward-thinking guide for what students should know and be able to do after completing this program of study. The standards referenced in this curriculum are reprinted with permission from the National Council for Agricultural Education, 1410 King Street, Suite 400, Alexandria, VA 22314. (800) 772-0939. Copyright © 2015. <https://www.ffa.org/thecouncil/afnr>.

College and Career-Ready Standards

The College and Career-Ready Standards emphasize critical thinking, teamwork and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College and Career-Ready Standards (MCCRS) because they provide a consistent, clear understanding of what students are expected to learn so that teachers and parents know what they need to do to help them. Reprinted from <http://www.mde.k12.ms.us/MCCRS>

International Society for Technology in Education Standards (ISTE)

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21st Century Skills and Information and Communication Technologies Literacy Standards

In defining 21st-century learning, the Partnership for 21st Century Skills has embraced five content and skill areas that represent the essential knowledge for the 21st century: global awareness; civic engagement; financial, economic, and business literacy; learning skills that encompass problem-solving, critical-thinking, and self-directional skills; and information and communication technology (ICT) literacy.

Mississippi Science Curriculum Framework

Mississippi Department of Education 2010 Mississippi Science Framework

Preface

Secondary career and technical education programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and Every Student Succeeds Act 2015.).

Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers.

Curriculum, Assessment, Professional Learning, and other program resources can be found at The Research and Curriculum Unit's website: <http://www.rcu.msstate.edu>

Should you need additional instructions regarding these resources, please call 662.325.2510.

The National FFA Organization website has educator resources, student organization guidelines and program information, professional organization information and experiential learning guidelines. All Agricultural Education teachers have been given free access to these resources at www.ffa.org.

Executive Summary

Pathway Description

AEST science of agricultural animals is the pathway within the agricultural and environmental science and technology (AEST) program that concentrates on the production and management of animals in the agriculture industry. All students must complete the Concepts of Agriscience course before being allowed to enroll in the advanced courses of the program, such as the Science of Agricultural Animals Level I. This course focuses on genetics, reproduction, and animal growth as it relates to producing market or breeding animals. The course highlights technologies and applied practices of the progressive animal agriculture industry. Emphasis is on an active learning environment enriched with technology, as well as hands-on, science-based applications. The course focuses on providing an opportunity for students to explore the areas of animal science and develop foundational skills and knowledge needed for advancement in other courses and programs. The Science of Agricultural Animals Level I course may be taught to any student who has successfully completed the Concepts of Agriscience course. The course carries one-half Carnegie Unit of credit that can count as an elective credit for high school graduation.

Industry Certification

No national industry recognized certifications are known to exist at this time in the field of agriscience. Competencies and suggested performance indicators in the AEST Science of Agricultural Animals course have been correlated, however, to the National Agriculture, Food, and Natural Resources (AFNR) Career Cluster Content Standards that have been reviewed and endorsed at the national level by the National Council on Agricultural Education.

Assessment

The latest assessment blueprint for the curriculum can be found at <http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx>.

Student Prerequisites

In order for students to experience success in the program, the following student prerequisite is suggested:

1. Concepts of Agriscience—successful completion of course and MS-CPAS2 assessment

Applied Academic Credit

The latest academic credit information can be found at <http://www.mde.k12.ms.us/ACCRED/AAS>.

Once there, click the “Mississippi Public School Accountability Standards Year” tab.

Review the appendices for graduation options and superscript information regarding specific programs receiving academic credit.

Check this site often as it is updated frequently.

Teacher Licensure

The latest teacher licensure information can be found at <http://www.mde.k12.ms.us/educator-licensure>.

Professional Learning

If you have specific questions about the content of any of the training sessions provided, please contact the Research and Curriculum Unit at 662.325.2510.

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Course Outlines

Course Description: AEST Science of Agricultural Animals Level I is a 0.5-credit course that focuses on genetics, reproduction, and animal growth as they relate to producing market or breeding animals. The course highlights technologies and applied practices of the progressive animal agriculture industry. Emphasis is on an active learning environment enriched with technology, as well as hands-on, science-based applications. The course focuses on providing an opportunity for students to explore the areas of animal science and develop foundational skills and knowledge needed for advancement in other courses and programs.

AEST Science of Agricultural Animals Level I (0.5 Carnegie Unit) – Course Code: 991010

Unit	Unit Name	Hours
1	Leadership and Experiential Learning (SAE)	5
2	Introduction to Animal Agriculture	13
3	Genetics and Animal Breeding	5
4	Animal Growth and Nutrition	13
5	Animal Reproduction	10
6	Animal Evaluation	10
7	Animal Production Management	10
8	Issues in Animal Agriculture	4
Total		70

Research Synopsis

Introduction

The agricultural sciences career cluster covers the broad field of occupations related to the production and use of plants and animals for food, fiber, aesthetic, and environmental purposes. According to the U.S. Department of Agriculture, during the next five years (2015-2020) 57,900 jobs are expected to open in food, agriculture, renewable natural resources, or the environment for graduates with bachelor's or higher degrees in those areas. Almost half of those jobs will be in management and business; 27% in science, technology, engineering, and math in agriculture; 15% in sustainable food and biomaterials production; and 12% in education, communication, and government services. According to U.S. Department of Agriculture statistics, \$167.3 billion were earned in agriculture, forestry, fishing, and hunting in the United States in 2014. The Mississippi Department of Agriculture and Commerce reports that agriculture is a \$7.9 billion industry, employing approximately 29% of the state's workforce.

AEST targets careers at the professional and technical levels in agriculture. Students enrolled in these courses should be better prepared to pursue degrees at the community college and four-year college levels.

Needs of the Future Workforce

Data for this synopsis were compiled from the Mississippi Department of Employment Security (2015). Employment opportunities for each of the occupations are listed below:

Table 1.1: Current and Projected Occupation Report

Occupation	Employment		Projected Growth 2010-2020		Average Wage 2015	
	Current (2010)	Projected (2020)	Number	Percent	Hourly	Annual
Agricultural and Food Science Technicians	190	200	10	5.3	\$15.92	\$33,120
Agricultural Equipment Operators	280	300	20	7.1	\$17.32	\$36,020
Conservation Scientists	1,270	1,330	60	4.7	\$26.05	\$54,190
Environmental Engineers	890	950	60	6.7	\$34.70	\$72,170
Environmental Engineering Technicians	100	110	10	10.0	\$20.44	\$42,510
Environmental Scientists and Specialists, Including Health	920	990	70	7.6	\$27.02	\$56,190
Environmental Science and Protection Technicians, Including Health	30	40	10	33.3	\$19.73	\$41,030
Soil and Plant Scientists	70	80	10	14.3	\$39.74	\$82,660

Farmworkers and Laborers, Crop, Nursery, and Greenhouse	690	690	0	0.0	\$9.39	\$19,540
Farmworkers, Farm and Ranch Animals	440	460	20	7.1	\$10.17	\$21,150
First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers	300	310	10	3.3	\$22.61	\$47,030
Foresters	650	670	20	3.1	\$52.660	\$17.73
Forest and Conservation Workers	70	80	10	14.3	\$20.26	\$42,150
Veterinarians	430	520	90	20.9	\$39.15	\$81,440
Veterinary Assistants and Laboratory Animal Caretakers	580	580	0	0.0	\$10.30	\$21,430
Veterinary Technologists and Technicians	610	800	190	31.1	\$15.13	\$31,470

Source: Mississippi Department of Employment Security, www.mdes.ms.gov.

Perkins IV Requirements

Curriculum Content

In compiling the research for the agricultural sciences cluster, face-to-face and telephone interviews were conducted with representatives of agricultural employers and agencies. The following comments summarize the results of these interviews:

Summary of Standards

- While opportunities to enter farming on a full-scale, commercial-enterprise basis are limited, opportunities do exist and are expected to increase as current operators retire and begin to rent their land to companies and individuals. Opportunities are also expected to increase for consultants and technicians who support production enterprises by providing specialized services to producers.
- There was general agreement among all persons interviewed that students need to better develop skills related to leadership; teamwork; communication; and work ethic, habits, and values. All respondents also indicated that a basic knowledge of economics, record keeping, budgeting, and business decision-making skills will be essential in today's "lean" environment.
- Opportunities for high school graduates in all fields of agriculture are limited to the basic entry-level positions. More abundant opportunities exist for students who have received advanced training at the community college or university level.
- All respondents agreed that a college and career ready foundation of knowledge and skills existed across all major pathways related to the following themes: leadership and personal development; principles of plant science and production; principles of soil science and air and water quality; principles of agricultural power, structures, and technology; and principles

of economics and management. A sixth theme, principles of animal science and production, exists for students in the AEST and agriculture and natural resources pathways.

- All respondents agreed that students in all pathways should be exposed to the process by which agricultural products are grown, managed, harvested, processed, and marketed. As students study this process, they should also be exposed to the different careers that are involved in all segments of the industry.
- The role of federal and state agencies, including the USDA, OSHA, FDA, and EPA, should be discussed. Also, the role of agricultural organizations, such as the Poultry Association, Nurseryman's Association, and Farm Bureau, needs to be investigated.

Academic Infusion

The AEST curriculum is tied to the Mississippi College and Career Ready Standards. The curriculum provides multiple opportunities to enhance and reinforce these academic skills. Since students will be required to communicate effectively in the classroom as well as in the workforce, there is a considerable amount of reading and writing in this curriculum. Overall, the AEST curriculum requires students to make presentations, read technical manuals, and use strategic and critical thinking skills to solve real-world problems. The location of the College and Career Ready Standards for each unit is located in Appendix E.

Transition to Postsecondary Education

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website: <http://www.mccb.edu/>.

Best Practices

The premise of the success of all school-based, agricultural education programs is the three-circle model, which depicts the three major components of the program interlocked and working together as one. The three components are classroom and laboratory instruction; experiential learning through supervised agricultural experience (SAE) programs for individual students; and participation in the CTE student organization for agriculture education, the National FFA.

Classroom and Laboratory Instruction

The classroom and laboratory component of the school-based, agricultural education, three-circle model is the foundation of the success of the other two components. Through contextual learning, students in agricultural education can learn the science, business, and technology of modern agriculture through innovative instructional technologies, differentiated instruction, and cooperative learning.

Innovative Instructional Technologies

Recognizing that today's students are digital learners, the classroom should be equipped with tools that will teach them in the way they need to learn. The AEST teacher's goal should be to include teaching strategies that incorporate current technology. It is suggested that each classroom house a set of smart tablets and one teacher laptop. To make use of the latest online communication tools, such as wikis, blogs, and podcasts, the teacher is encouraged to use a learning management system that introduces students to teaching and learning strategies in an online environment and places the responsibility of learning on the student.

Differentiated Instruction

All students are unique and possess an individualized learning style. Differentiated instruction is an approach to teaching that addresses the differences in learning styles by providing alternative teaching and assessment methods that reach across the spectrum of student needs in the classroom. By differentiating instruction in AEST, teachers can more effectively reach students and address their strengths and weaknesses, therefore increasing student success. The implementation of various forms of technology, use of alternative assessments, such as rubrics and problem-based assessment, and utilizing hands-on and work-based learning opportunities in the program of instruction truly enhance the quality of the curriculum presentation.

Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the AEST science of agricultural animals curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The science of agricultural animals curriculum provides opportunities for students to work together and help each other to complete complex tasks.

Experiential Learning (SAE)

The experiential learning (SAE) component has long been an integral part of the school-based, agricultural education, three-component model. Each student is encouraged to explore their career interests and plan an experiential, service, and/or work-based learning program to guide them to their career goals. The SAE guides the student as they maintain a record-keeping system of the time and money invested, as well as the skills gained from their experiences. The experiential learning projects can be used in a variety of situations to reinforce and complement classroom theory and content. The experiential learning project consists of entrepreneurship, placement, research/experimentation, and exploratory discovery and spans the duration of program enrollment.

CTE Student Organizations

As the third part of the school-based, agricultural education program, the FFA component is the showcase and focal point of leadership, growth, and development for students. The FFA is the student organization for the science of agricultural animals curriculum. The FFA offers many opportunities for student success, such as leadership development, career development events, degrees of attainment, awards and scholarships, and community service. The FFA provides students with growth opportunities and competitive events. It also opens the doors to the world of agriculture and scholarship opportunities.

Conclusion

The AEST curriculum is one of Mississippi's most comprehensive agriculture curricula. It is a systematic program of instruction, and students who complete this program are well equipped for a variety of careers and the ability to make informed choices regarding food, fiber, and managing natural resources. Instructors are urged to encourage AEST science of agricultural animals students to pursue postsecondary educational opportunities at community colleges and universities in Mississippi.

Professional Organizations

~~Agricultural Education Division of the Association for Career and Technical Education. May be found online at <http://www.acteonline.org/>~~

~~American Association for Agricultural Education. May be found online at <http://aaaonline.org/>~~

~~Mississippi ACTE. May be found online at <http://www.mississippiacte.com/>~~

~~Mississippi Association of Vocational Agriculture Teachers (MAVAT). May be found online at www.mississippiffa.org~~

~~National Association of Agricultural Educators. May be found online at <http://www.naae.org/>~~

~~National Association of Supervisors of Agricultural Education. May be found online at <https://www.ffa.org/thecouncil/nasae/>~~

~~National FFA Alumni Association. May be found online at <https://www.ffa.org/getinvolved/alumni/>~~

~~National FFA Foundation, Inc. May be found online at <https://www.ffa.org/support/foundation/>~~

~~National Farm and Ranch Business Management Education Association. May be found online at <http://www.nfrbmea.org/>~~

~~National Postsecondary Agricultural Student Organization. May be found online at <http://www.nationalpas.org/>~~

~~National Young Farmer Educational Association. May be found online at <http://www.nyfea.org>~~

Using This Document

Suggested Time on Task

This section indicates an estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75–80% of the time in the course.

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Integrated Academic Topics, 21st Century Skills and Information and Communication Technology Literacy Standards, ACT College Readiness Standards, and Technology Standards for Students

This section identifies related academic topics as required in the Subject Area Testing Program (SATP) in Algebra I, Biology I, English II, and U.S. History from 1877, which are integrated into the content of the unit. Research-based teaching strategies also incorporate ACT College Readiness standards. This section also identifies the 21st Century Skills and Information and Communication Technology Literacy skills. In addition, national technology standards for students associated with the competencies and suggested objectives for the unit are also identified.

Unit 1: Leadership and Experiential Learning (SAE)

Competencies and Suggested Objectives

1. ~~Demonstrate career and leadership skills required for employment in the agricultural animal industry.~~^{DOK3, CPS, CS}
 - a. ~~Write and present a speech on a topic related to animal agriculture:~~
 - ~~Research a topic related to animal agriculture.~~
 - ~~Write a 2-3 minute speech on the chosen topic.~~
 - ~~Present a 2-3 minute speech on the chosen topic.~~
 - b. ~~Demonstrate skill in advanced parliamentary procedure and public speaking:~~
 - ~~Participate in a discussion demonstrating five procedures of parliamentary law.~~
 - ~~Lead a minimum of 15 minutes of group discussion.~~
 - c. ~~Participate in a minimum of 10 hours of community service activities.~~
 - d. ~~Build a personal résumé for the purpose of applying for jobs.~~
2. ~~Participate in local, state, or national FFA activities that provide opportunities for leadership development and career exploration, such as:~~^{DOK4, CPS, CS}
 - ~~Leadership development competitions~~
 - ~~Leadership retreats or conferences~~
 - ~~Industry related seminars, workshops, or conferences~~
 - ~~Livestock evaluation Career Development Event (CDE)~~
 - ~~Dairy cattle evaluation CDE~~
 - ~~Meats evaluation CDE~~
 - ~~Horse evaluation CDE~~
 - ~~Dairy handlers event~~
 - ~~Livestock shows~~
3. ~~Review individual plans for student SAE programs.~~^{DOK2, CPS, CS}
 - a. ~~Assess goal attainment in SAE from previous year.~~
 - b. ~~Review and update short and long range goals pertaining to SAE program.~~
4. ~~Maintain agricultural records for an SAE.~~^{DOK3, ABS, CPS, CS}
 - a. ~~Redefine and adjust requirements of student, parents, supervisor, and/or employer.~~
 - b. ~~Utilize an electronic/computer-based system of record keeping.~~
 - c. ~~Update SAE records to include:~~
 - ~~SAE program goals~~
 - ~~Student inventory related to SAE program~~
 - ~~Expense records~~
 - ~~Income/gift and scholarship records~~
 - ~~Skill attainment records~~
 - ~~Leadership activity records~~

- ~~• Community service hours~~
- ~~d. Complete degree and proficiency award applications as they apply to SAE.~~

Unit 2: Introduction to Animal Agriculture

Competencies and Suggested Objectives

1. Investigate the nature of animal agriculture and its associated enterprises. ^{DOK 1, AS, CS, FPP}

a. Describe the importance of agricultural animals to people.

b. Identify the major animal enterprises:

- Beef cattle
- Dairy cattle
- Horses
- Swine
- Poultry
- Aquaculture
- Goats and sheep
- Companion animals

c. Identify careers in the agriculture industry and the skills required by employers:

- Livestock producer
- Veterinarian
- Reproductive specialist
- Nutritionist
- Animal health sales/marketing
- Rodeo stock contractor

2. Discuss the beef cattle industry. ^{DOK 1, AS, CS, FPP}

a. Identify products produced from beef cattle:

- Meat
- By products (edible/nonedible)

b. Discuss beef cattle enterprises:

- Cow-calf operation
- Purebred herd
- Stocker-cattle
- Feedlot

c. Identify beef cattle breeds:

- Angus
- Hereford
- Brahman
- Brangus
- Charolais
- Simmental
- Limousin

- ~~Santa Gertrudis~~
- ~~Texas Longhorn~~

~~3. Discuss the dairy cattle industry.~~ ^{DOK 1, AS, CS, FPP}

~~a. Identify products produced from dairy cattle:~~

- ~~Milk~~
- ~~Milk by products, such as butter, cheese, yogurt, ice cream~~
- ~~Meat~~

~~b. Discuss dairy cattle enterprises:~~

- ~~Milk production~~
- ~~Heifer development~~

~~c. Identify dairy cattle breeds:~~

- ~~Jersey~~
- ~~Holstein~~
- ~~Guernsey~~
- ~~Brown Swiss~~
- ~~Ayrshire~~

~~4. Discuss the horse industry.~~ ^{DOK 1, AS, CS, FPP}

~~a. Identify uses for horses:~~

- ~~Work~~
- ~~Pleasure~~
- ~~Companion~~
- ~~Recreation~~

~~b. Discuss horse enterprises:~~

- ~~Breeders~~
- ~~Trainers~~
- ~~Boarding~~

~~c. Identify horse breeds:~~

- ~~Quarter horse~~
- ~~Appaloosa~~
- ~~Thoroughbred~~
- ~~Clydesdale~~
- ~~Arabian~~
- ~~Shetland Ponies~~

~~5. Discuss the swine industry.~~ ^{DOK 1, AS, CS, FPP}

~~a. Identify products produced from swine:~~

- ~~Meat~~
- ~~By products (edible/nonedible)~~

~~b. Discuss swine enterprises:~~

- ~~Farrowing~~

- Nursery
- Feeder pig
- Breeding
- Finishing
- c. Identify swine breeds:
 - Duroe
 - Yorkshire
 - Hampshire
 - Chester White
 - Spot

6. Discuss the poultry industry. ^{DOK 1, AS, CS, FPP}
- a. Identify products produced from poultry:
 - Meat
 - Eggs
 - By-products
 - b. Discuss poultry enterprises:
 - Layers
 - Broiler production
 - Backyard flocks
 - Turkey production
 - Gamebird production
 - c. Identify breeds of poultry:
 - Leghorns
 - Plymouth Rock
 - Rhode Island Red

7. Discuss the aquaculture industry. ^{DOK 1, AS, CS, FPP}
- a. Identify products produced from aquaculture:
 - Meat
 - By-products
 - b. Discuss aquaculture enterprises:
 - Fish
 - Shellfish
 - Alligators
 - Frogs
 - c. Identify aquaculture species:
 - Catfish
 - Crawfish
 - Tilapia
 - Shrimp/prawn

~~8. Discuss the goat industry.~~ ^{DOK 1, AS, CS, FPP}

~~a. Identify products produced from goats:~~

- ~~• Meat~~
- ~~• Milk~~
- ~~• Fiber~~
- ~~• By-products~~

~~b. Discuss goat enterprises:~~

- ~~• Market goats~~
- ~~• Dairy goats~~
- ~~• Companion goats~~

~~c. Identify goat breeds:~~

- ~~• Boer~~
- ~~• Kiko~~
- ~~• Nubian~~
- ~~• Lamancha~~
- ~~• Pygmy~~

~~9. Discuss the sheep industry.~~ ^{DOK 1, AS, CS, FPP}

~~a. Identify products produced from sheep:~~

- ~~• Meat~~
- ~~• Fiber~~
- ~~• By-products~~

~~b. Discuss sheep enterprises:~~

- ~~• Farm flock~~
- ~~• Purebred operation~~

~~c. Identify sheep breeds:~~

- ~~• Dorper~~
- ~~• Katahdin~~
- ~~• Suffolk~~
- ~~• Dorset~~
- ~~• Hampshire~~
- ~~• Rambouillet~~

Unit 3: Genetic and Animal Breeding

Competencies and Suggested Objectives

1. Investigate the importance of heredity and genetics. ^{DOK 2, AS, BS, CS, CRP}

a. Define terms related to genetics and heredity:

- Gene
- Chromosome
- Mutations
- Inherited traits
- Dominant
- Recessive
- Codominant
- Heterozygous
- Homozygous
- Alleles
- Gametes
- Genotype
- Phenotype

b. Predict the transmission of a trait from parents to offspring using a Punnett square-monohybrid.

2. Investigate the use of breeding systems and genetic improvement techniques. ^{DOK2, AS, BS, CS, CRP}

a. Describe various types of breeding systems:

- Purebred breeding system
- Crossbreeding system
- Maternal vs. terminal cross

b. Discuss the different genetic improvement techniques in livestock production:

- Natural mating
- Artificial insemination
- Embryo transfer
- Estrus synchronization
- Sexed semen

Unit 4: Animal Growth and Nutrition

Competencies and Suggested Objectives

1. Investigate the role of the animal digestive system in growth and nutrition. ^{DOK1, AS, CS, CRP}

- a. Describe a monogastric digestive system.
- b. Describe a ruminant digestive system:
 - Rumen
 - Reticulum
 - Omasum
 - Abomasum
- c. Describe a pseudoruminant digestive system:
 - Cecum
- d. Describe an avian digestive system:
 - Crop
 - Gizzard
- e. Describe a fish's digestive system:
 - Stomach
 - Intestines

2. Examine the role of nutrition in animal growth and health at different life stages. ^{DOK2, AS, CS, CRP}

- a. Explain metabolism.
- b. List six nutrients essential to life and how they are used to meet the nutritional requirements of animals:
 - Proteins
 - Carbohydrates
 - Fats
 - Vitamins
 - Fat soluble (e.g., A, D, E, and K)
 - Water soluble (e.g., B and C)
 - Minerals
 - Macro (e.g., CA, P, Na, CL)
 - Micro
 - Water (source and quality)
- c. Define common terms associated with feed and feeding:
 - Feedstuffs
 - Concentrates
 - Roughages
 - Rations
 - Total Digestible Nutrients (TDN)

- ~~Crude protein~~
 - ~~Dry matter~~
 - d. ~~Distinguish between different sources of nutrients found in concentrates and roughages associated with various animal rations:~~
 - ~~Plant sources (e.g., corn, soybean meal, cotton seed meal, and hay)~~
 - ~~Animal sources (e.g., bone meal, fish meal, feather meal)~~
 - ~~Synthetic sources (e.g., urea)~~
 - e. ~~Explain the role of microorganisms in ruminants in increasing feed utilization.~~
3. ~~Investigate the importance of heredity and genetics.~~ DOK 3, AS, CRP, CS
- a. ~~Define terms related to genetics and heredity, including gene, chromosome, mutations, inherited traits, dominant, recessive, codominant, heterozygous, homozygous, alleles, gametes, genotype, and phenotype.~~
 - b. ~~Predict the transmission of a trait from parents to offspring using a Punnett square-monohybrid.~~

Unit 5: Animal Reproduction

Competencies and Suggested Objectives

1. ~~Examine the process of reproduction in animal production.~~ ^{DOK 2, AS, CRP, CS}
 - a. ~~Define common terms associated with animal reproduction:~~
 - ~~Copulation~~
 - ~~Estrus/heat~~
 - ~~Conception~~
 - ~~Gestation~~
 - ~~Fertilization~~
 - ~~Ovulation~~
 - ~~Lactation~~
 - ~~Parturition~~
 - ~~Incubation~~
 - b. ~~Describe the importance of reproduction and reproductive efficiency to animal enterprises.~~
 - c. ~~Describe the process of fertilization.~~
2. ~~Examine the reproduction process.~~ ^{DOK 3, AS, CRP, CS}
 - a. ~~Identify the parts of the male and female reproductive systems and discuss the function of each part:~~
 - ~~Male (i.e., penis, testicle, scrotum, epididymis, accessory glands)~~
 - ~~Female (i.e., uterus, cervix, ovary, Fallopian tubes, vagina, vulva, infundibulum)~~
 - b. ~~Discuss the male and female reproductive hormones:~~
 - ~~Estrogen~~
 - ~~Progesterone~~
 - ~~Testosterone~~
 - c. ~~Identify signs of estrus in female agricultural animals:~~
 - ~~Cattle~~
 - ~~Horses~~
 - ~~Sheep~~
 - ~~Goats~~
 - ~~Swine~~
 - d. ~~Calculate the expected birth date for a given species based on conception date:~~
 - ~~Cattle~~
 - ~~Sheep~~
 - ~~Goats~~
 - ~~Swine~~
 - ~~Horses~~

- e. ~~Identify and describe the function of the reproductive system in poultry:~~
- ~~• Male (i.e., cloaca, vas deferens, testes)~~
 - ~~• Female (i.e., ovary, infundibulum, magnum, isthmus, uterus, vagina, cloaca, vent)~~
- f. ~~Describe the reproductive process in poultry.~~
- g. ~~Indicate incubation and hatching conditions, including humidity and temperature required by various species:~~
- ~~• Turkey~~
 - ~~• Chicken~~
 - ~~• Quail~~
- h. ~~Describe brooding for newly hatched chicks and poults.~~
- i. ~~Describe the general process of spawning and incubation of Mississippi farm-raised catfish.~~

Unit 6: Animal Evaluation

Competencies and Suggested Objectives

1. Explain the importance of market and breeding animal evaluation. ^{DOK2, AS, FPP, CS, CRP}

a. Describe the external parts of an animal (i.e., beef, dairy, horse, swine, goat, chicken, and lamb) as they relate to selection and evaluation:

- Neck
- Shoulder
- Back
- Loin
- Hip/rump
- Hoek
- Foot
- Flank
- Barrel

b. Identify the wholesale meat cuts on a market animal (i.e., beef, pork, goat, chicken, and lamb):

Beef	Lamb/Goat	Swine	Chicken
Chuck	Shoulder	Pieinic shoulder	Breast
Rib	Rack	Boston butt	Thigh
Loin	Loin	Loin	Wing
Round	Leg	Ham	Leg

2. Describe the selection of market animals. ^{DOK4, AS, CRP, CS, FPP}

a. Define animal characteristics associated with the selection of market animals:

- Type
- Muscle
- Finish
- Carcass merit
- Yield grade (1,2,3,4,5)
- Quality grade (i.e., prime, choice, select, standard)
- Balance
- Style
- Structural correctness

b. Evaluate various species of market animals and identify favorable characteristics of each animal.

3. Describe the process of selecting breeding animals. ^{DOK4, AS, CRP, CS, FPP}

a. Define characteristics used in selecting various species of animals for breeding purposes:

- ~~Structural soundness~~
- ~~Growth~~
- ~~Capacity~~
- ~~Breed characteristics~~
- ~~Sex characteristics~~
- ~~Body condition~~
- ~~Muscle~~
- b. ~~Explain types of performance data that are used in selecting breeding animals:~~
 - ~~Birth weight (BW)~~
 - ~~Calving ease (CE)~~
 - ~~Weaning weight (WW)~~
 - ~~Yearling weight (YW)~~
 - ~~Milk (M)~~
 - ~~Back fat (BF)~~
 - ~~Loin eye area (LEA/REA)~~
 - ~~Number born alive—sheep and swine~~
 - ~~21-day litter weight—swine~~
 - ~~Days to 250 lbs.—swine~~
 - ~~Expected progeny differences~~
 - ~~Estimated breeding value~~
 - ~~Term indexes~~
 - ~~Sow productivity index—swine~~
 - ~~Terminal sire index—swine~~
 - ~~Maternal line index—swine~~
- e. ~~Evaluate various species of breeding animals and identify favorable characteristics for breeding in each animal.~~

Unit 7: Animal Production Management

Competencies and Suggested Objectives

1. ~~Examine basic concepts of animal health, including disease prevention, control, and treatment.~~ DOK 1, AS, CRP, CS

a. ~~Describe the signs of good health in animals.~~

b. ~~Define disease and describe the major causes of diseases and their impact on animal health:~~

- ~~Pathogens~~
- ~~Bacteria (contagious and noncontagious)~~
- ~~Viruses (contagious and noncontagious)~~
- ~~Protozoa~~
- ~~Genetics~~
- ~~Poor nutrition~~
- ~~Toxins~~
- ~~Parasites (internal and external)~~
- ~~Injury~~

c. ~~Discuss methods for delivering medicines to animals:~~

- ~~Injection (i.e., intramuscular, subcutaneous, and IV)~~
- ~~Drenching~~
- ~~Pills/bolus/paste~~
- ~~Topical (e.g., powders and liquids)~~
- ~~Infusion~~

2. ~~Identify and describe management and marketing practices for various animal enterprises.~~ DOK 2, ABS, AS, CRP, CS

a. ~~Investigate and provide justification for critical practices in managing an animal enterprise:~~

- ~~Castration~~
- ~~Dehorning/disbudding~~
- ~~Semen testing~~
- ~~Identification (e.g., tagging, branding, ear notching)~~
- ~~Animal health practices~~
- ~~Breeding soundness exams~~

b. ~~Investigate marketing practices for meat animals (e.g., cattle, swine, sheep):~~

- ~~On-farm sale~~
- ~~Public auction (e.g., sale barn, breeding sale, online)~~
- ~~Order buyer~~
- ~~Retained ownership~~

Unit 8: Issues in Animal Agriculture

Competencies and Suggested Objectives

- | |
|--|
| <p>1. Explore concepts of animal welfare and animal rights. ^{DOK 1, AS, FPP, CS, CRP}</p> <ul style="list-style-type: none">a. Define the concepts of animal welfare and animal rightsb. Discuss the practice of animal welfare and the implications of animal rights in animal production. |
| <p>2. Define the term biosecurity and discuss its implications for animal agriculture. ^{DOK 1, AS, BS, CS, CRP, FPP}</p> |

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Leadership and Experiential Learning (SAE)		
	1.	Demonstrate career and leadership skills required for employment in the agricultural animal industry.
	2.	Participate in local, state, or national FFA activities that provide opportunities for leadership development and career exploration.
	3.	Review individual plans for student SAE programs.
	4.	Maintain agricultural records for an SAE.
Unit 2: Introduction to Animal Agriculture		
	1.	Investigate the nature of animal agriculture and its associated enterprises.
	2.	Discuss the beef cattle industry.
	3.	Discuss the dairy cattle industry.
	4.	Discuss the horse industry.
	5.	Discuss the swine industry.
	6.	Discuss the poultry industry.
	7.	Discuss the aquaculture industry.
	8.	Discuss the goat industry.
	9.	Discuss the sheep industry.
Unit 3: Genetic and Animal Breeding		
	1.	Investigate the importance of heredity and genetics.
	2.	Investigate the use of breeding systems and genetic improvement techniques.
Unit 4: Animal Growth and Nutrition		
	1.	Investigate the role of the animal digestive system in growth and nutrition.
	2.	Examine the role of nutrition in animal growth and health at different life stages.
	3.	Investigate the importance of heredity and genetics.
Unit 5: Animal Reproduction		
	1.	Examine the process of reproduction in animal production.
	2.	Examine the reproduction process.

Unit 6: Animal Evaluation		
	1.	Explain the importance of market and breeding animal evaluation.
	2.	Describe the selection of market animals.
	3.	Describe the process of selecting breeding animals.
Unit 7: Animal Production Management		
	1	Examine basic concepts of animal health, including disease prevention, control, and treatment.
	2	Identify and describe management and marketing practices for various animal enterprises.
Unit 8: Issues in Animal Agriculture		
	1.	Explore concepts of animal welfare and animal rights.
	2.	Define the term biosecurity and discuss its implications for animal agriculture.

Appendix A: Industry Standards

AGRICULTURE, FOOD AND NATURAL RESOURCES (AFNR) PATHWAY CONTENT STANDARDS AND PERFORMANCE ELEMENTS

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
AFNR								
ABS—AGRIBUSINESS SYSTEMS	X						X	
AS—ANIMAL SYSTEMS	X	X	X	X	X	X	X	X
BS—BIOTECHNOLOGY			X					X
CRP—CAREER READY PRACTICES	X	X	X	X	X	X	X	X
CS—AGRICULTURE, FOOD AND NATURAL RESOURCES CLUSTER SKILL	X	X	X	X	X	X	X	X
FPP—FOOD PRODUCTS AND PROCESSING SYSTEMS		X				X		X

~~ABS—AGRIBUSINESS SYSTEMS~~

~~AS—ANIMAL SYSTEMS~~

~~BS—BIOTECHNOLOGY~~

~~CRP—CAREER READY PRACTICES~~

~~CS—AGRICULTURE, FOOD AND NATURAL RESOURCES CLUSTER SKILL~~

~~ES—ENVIRONMENTAL SERVICE SYSTEMS~~

~~FPP—FOOD PRODUCTS AND PROCESSING SYSTEMS~~

~~NRS—NATURAL RESOURCE SYSTEMS~~

~~PS—PLANT SYSTEMS~~

~~PST—POWER, STRUCTURAL, AND TECHNICAL SYSTEMS~~

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~~Agribusiness Systems Career Pathway Content Standards~~

The Agribusiness Systems (ABS) Career Pathway encompasses the study of agribusinesses and their management including, but not limited to, record keeping, budget management (cash and credit), and business planning, and sales and marketing. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the planning, development, application and management of agribusiness systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- ~~**Common Career Technical Core (CCTC) Standards**~~—These are the standards for Agribusiness Systems (AG-ABS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- ~~**Performance Indicators**~~—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

~~**ABS.01. CCTC Standard:** Apply management planning principles in AFNR businesses.~~

~~**ABS.01.01. Performance Indicator:** Apply micro and macroeconomic principles to plan and manage inputs and outputs in an AFNR business.~~

~~**ABS.01.02. Performance Indicator:** Read, interpret, evaluate and write statements of purpose to guide business goals, objectives and resource allocation.~~

~~**ABS.01.03. Performance Indicator:** Devise and apply management skills to organize and run an AFNR business in an efficient, legal and ethical manner.~~

~~**ABS.01.04. Performance Indicator:** Evaluate, develop and implement procedures used to recruit, train and retain productive human resources for AFNR businesses.~~

~~**ABS.02. CCTC Standard:** Use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations.~~

~~**ABS.02.01. Performance Indicator:** Apply fundamental accounting principles, systems, tools and applicable laws and regulations to record, track and audit AFNR business transactions (e.g., accounts, debits, credits, assets, liabilities, equity, etc.).~~

~~**ABS.02.02. Performance Indicator:** Assemble, interpret and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.).~~

~~**ABS.03. CCTC Standard:** Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles.~~

~~**ABS.03.01. Performance Indicator:** Develop, assess and manage cash budgets to achieve AFNR business goals.~~

~~**ABS.03.02. Performance Indicator:** Analyze credit needs and manage credit budgets to achieve AFNR business goals.~~

~~**ABS.04. CCTC Standard:** Develop a business plan for an AFNR business.~~

~~**ABS.04.01. Performance Indicator:** Analyze characteristics and planning requirements associated with developing business plans for different types of AFNR businesses.~~

~~**ABS.04.02. Performance Indicator:** Develop production and operational plans for an AFNR business.~~

~~**ABS.04.03. Performance Indicator:** Identify and apply strategies to manage or mitigate risk.~~

~~**ABS.05. CCTC Standard:** Use sales and marketing principles to accomplish AFNR business objectives.~~

~~**ABS.05.01. Performance Indicator:** Analyze the role of markets, trade, competition and price in relation to an AFNR business sales and marketing plans.~~

~~**ABS.05.02. Performance Indicator:** Assess and apply sales principles and skills to accomplish AFNR business objectives.~~

~~**ABS.05.03. Performance Indicator:** Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.~~

Animal Systems Career Pathway Content Standards

The Animal Systems (AS) Career Pathway encompasses the study of animal systems, including content areas such as life processes, health, nutrition, genetics, and management and processing, as applied to small animals, aquaculture, exotic animals, livestock, dairy, horses and/or poultry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of animal systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- ~~**Common Career Technical Core (CCTC) Standards**~~—These are the standards for Animal Systems (AG-AS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- ~~**Performance Indicators**~~—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

~~**AS.01. CCTC Standard:** Analyze historic and current trends impacting the animal systems industry.~~

~~**AS.01.01. Performance Indicator:** Evaluate the development and implications of animal origin, domestication and distribution on production practices and the environment.~~

~~**AS.01.02. Performance Indicator:** Assess and select animal production methods for use in animal systems based upon their effectiveness and impacts.~~

~~**AS.01.03. Performance Indicator:** Analyze and apply laws and sustainable practices to animal agriculture from a global perspective.~~

~~**AS.02. CCTC Standard:** Utilize best practice protocols based upon animal behaviors for animal husbandry and welfare.~~

~~**AS.02.01. Performance Indicator:** Demonstrate management techniques that ensure animal welfare.~~

~~**AS.02.02. Performance Indicator:** Analyze procedures to ensure that animal products are safe for consumption (e.g., use in food system, etc.).~~

~~**AS.03. CCTC Standard:** Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.~~

~~**AS.03.01. Performance Indicator:** Analyze the nutritional needs of animals.~~

~~**AS.03.02 Performance Indicator:** Analyze feed rations and assess if they meet the nutritional needs of animals.~~

~~**AS.03.03 Performance Indicator:** Utilize industry tools to make animal nutrition decisions.~~

~~**AS.04. CCTC Standard:** Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.~~

~~**AS.04.01. Performance Indicator:** Evaluate animals for breeding readiness and soundness.~~

~~**AS.04.02. Performance Indicator:** Apply scientific principles to select and care for breeding animals.~~

~~**AS.04.03 Performance Indicator:** Apply scientific principles to breed animals.~~

~~**AS.05. CCTC Standard:** Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health.~~

~~**AS.05.01. Performance Indicator:** Design animal housing, equipment and handling facilities for the major systems of animal production.~~

~~**AS.05.02. Performance Indicator:** Comply with government regulations and safety standards for facilities used in animal production.~~

~~**AS.06. CCTC Standard:** Classify, evaluate and select animals based on anatomical and physiological characteristics.~~

~~**AS.06.01. Performance Indicator:** Classify animals according to taxonomic classification systems and use (e.g. agricultural, companion, etc.).~~

~~**AS.06.02. Performance Indicator:** Apply principles of comparative anatomy and physiology to uses within various animal systems.~~

~~**AS.06.03. Performance Indicator:** Select and train animals for specific purposes and maximum performance based on anatomy and physiology.~~

~~**AS.07. CCTC Standard:** Apply principles of effective animal health care.~~

~~**AS.07.01. Performance Indicator:** Design programs to prevent animal diseases, parasites and other disorders and ensure animal welfare.~~

~~**AS.07.02. Performance Indicator:** Analyze biosecurity measures utilized to protect the welfare of animals on a local, state, national, and global level.~~

~~**AS.08. CCTC Standard:** Analyze environmental factors associated with animal production.~~

~~**AS.08.01. Performance Indicator:** Design and implement methods to reduce the effects of animal production on the environment.~~

~~**AS.08.02. Performance Indicator:** Evaluate the effects of environmental conditions on animals and create plans to ensure favorable environments for animals.~~

~~Common Career Technical Core Career Ready Practices Content Standards~~

~~The CCTC CRPs encompass fundamental skills and practices that all students should acquire to be career ready such as: responsibility, productivity, healthy choices, maintaining personal finances, communication, decision-making, creativity and innovation, critical-thinking, problem solving, integrity, ethical leadership, management, career planning, technology use and cultural/global competency. Students completing a program of study in any AFNR career pathway will demonstrate the knowledge, skills and behaviors that are important to career ready through experiences in a variety of settings (e.g., classroom, CTSO, work-based learning, community etc.).~~

~~**DEFINITIONS:** Within each pathway, the standards are organized as follows:~~

- ~~● **Common Career Technical Core (CCTC) Standards**—These are the standards for CRPs from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.~~
- ~~● **Performance Indicators**—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a CTE program of study.~~

~~**CRP.01. CCTC Standard:** Act as a responsible and contributing citizen and employee.~~

~~**CRP.01.01. Performance Indicator:** Model personal responsibility in the workplace and community.~~

~~**CRP.01.02 Performance Indicator:** Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.~~

~~**CRP.01.03. Performance Indicator:** Identify and act upon opportunities for professional and civic service at work and in the community.~~

~~**CRP.02. CCTC Standard:** Apply appropriate academic and technical skills.~~

~~**CRP.02.01. Performance Indicator:** Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.~~

~~**CRP.02.02. Performance Indicator:** Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.~~

~~**CRP.03. CCTC Standard:** Attend to personal health and financial well-being.~~

~~**CRP.03.01. Performance Indicator:** Design and implement a personal wellness plan.~~

~~**CRP.03.02. Performance Indicator:** Design and implement a personal financial management plan.~~

~~**CRP.04. CCTC Standard:** Communicate clearly, effectively and with reason.~~

~~**CRP.04.01. Performance Indicator:** Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.~~

~~**CRP.04.02. Performance Indicator:** Produce clear, reasoned and coherent written and visual communication in formal and informal settings.~~

~~**CRP.04.03. Performance Indicator:** Model active listening strategies when interacting with others in formal and informal settings.~~

~~**CRP.05. CCTC Standard:** Consider the environmental, social and economic impacts of decisions.~~

~~**CRP.05.01. Performance Indicator:** Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.~~

~~**CRP.05.02. Performance Indicator:** Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.~~

~~**CRP.06. CCTC Standard:** Demonstrate creativity and innovation.~~

~~**CRP.06.01. Performance Indicator:** Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.~~

~~**CRP.06.02. Performance Indicator:** Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.~~

~~**CRP.06.03. Performance Indicator:** Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.~~

~~**CRP.07. CCTC Standard:** Employ valid and reliable research strategies.~~

~~**CRP.07.01. Performance Indicator:** Select and implement reliable research processes and methods to generate data for decision-making in the workplace and community.~~

~~**CRP.07.02. Performance Indicator:** Evaluate the validity of sources and data used when considering the adoption of new technologies, practices and ideas in the workplace and community.~~

~~**CRP.08. CCTC Standard:** Utilize critical thinking to make sense of problems and persevere in solving them.~~

~~**CRP.08.01. Performance Indicator:** Apply reason and logic to evaluate workplace and community situations from multiple perspectives.~~

~~**CRP.08.02. Performance Indicator:** Investigate, prioritize and select solutions to solve problems in the workplace and community.~~

~~**CRP.08.03. Performance Indicator:** Establish plans to solve workplace and community problems and execute them with resiliency.~~

~~**CRP.09. CCTC Standard:** Model integrity, ethical leadership and effective management.~~

~~**CRP.09.01. Performance Indicator:** Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation, etc.).~~

~~**CRP.09.02. Performance Indicator:** Implement personal management skills to function effectively and efficiently in the workplace (e.g., time management, planning, prioritizing, etc.).~~

~~**CRP.09.03. Performance Indicator:** Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).~~

~~**CRP.10. CCTC Standard:** Plan education and career path aligned to personal goals.~~

~~**CRP.10.01. Performance Indicator:** Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.~~

~~**CRP.10.02. Performance Indicator:** Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.~~

~~**CRP.10.03. Performance Indicator:** Develop relationships with and assimilate input and/or advice from experts (e.g., counselors, mentors, etc.) to plan career and personal goals in a chosen career area.~~

~~**CRP.10.04. Performance Indicator:** Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.~~

~~**CRP.11. CCTC Standard:** Use technology to enhance productivity.~~

~~**CRP.11.01. Performance Indicator:** Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.~~

~~**CRP.11.02. Performance Indicator:** Evaluate personal and organizational risks of technology use and take actions to prevent or minimize risks in the workplace and community.~~

~~**CRP.12. CCTC Standard:** Work productively in teams while using cultural/global competence.~~

~~**CRP.12.01. Performance Indicator:** Contribute to team-oriented projects and builds consensus to accomplish results using cultural global competence in the workplace and community.~~

~~**CRP.12.02. Performance Indicator:** Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).~~

Agriculture, Food, and Natural Resources Cluster Skill Content Standards

The AFNR Cluster Skills (CS) encompasses the study of fundamental knowledge and skills related to all AFNR professions. Students completing a program of study in any AFNR career pathway will demonstrate fundamental knowledge of the nature, scope and relationships of AFNR systems and the skills necessary for analysis of current and historical issues and trends; application of technologies; safety, health and environmental practices; stewardship of natural resources; and exploration of career opportunities.

Within each pathway, the standards are organized as follows:

- ~~**Common Career Technical Core (CCTC) Standards**~~—These are the standards for Agriculture, Food and Natural Resources Career Cluster® (AG) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career

and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.

- **Performance Indicators**—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

CS.01. CCTC Standard: Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.

CS.01.01. Performance Indicator: Research, examine and discuss issues and trends that impact AFNR systems on local, state, national and global levels.

CS.01.02. Performance Indicator: Examine technologies and analyze their impact on AFNR systems.

CS.01.03. Performance Indicator: Identify public policies and examine their impact on AFNR systems.

CS.02. CCTC Standard: Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.

CS.02.01. Performance Indicator: Research and use geographic and economic data to solve problems in AFNR systems.

CS.02.02. Performance Indicator: Examine the components of the AFNR systems and assess their impact on the local, state, national and global society and economy.

CS.03. CCTC Standard: Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.

CS.03.01. Performance Indicator: Identify and explain the implications of required regulations to maintain and improve safety, health and environmental management systems.

CS.03.02. Performance Indicator: Develop and implement a plan to maintain and improve health, safety and environmental compliance and performance.

CS.03.03. Performance Indicator: Apply health and safety practices to AFNR workplaces.

CS.03.04. Performance Indicator: Use appropriate protective equipment and demonstrate safe and proper use of AFNR tools and equipment.

CS.04. CCTC Standard: Demonstrate stewardship of natural resources in AFNR activities.

CS.04.01. Performance Indicator: Identify and implement practices to steward natural resources in different AFNR systems.

CS.04.02. Performance Indicator: Assess and explain the natural resource related trends, technologies and policies that impact AFNR systems.

CS.05. CCTC Standard: Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

CS.05.01. Performance Indicator: Evaluate and implement the steps and requirements to pursue a career opportunity in each of the AFNR career pathways (e.g., goals, degrees, certifications, resumes, cover letter, portfolios, interviews, etc.).

CS.06. CCTC Standard: Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

CS.06.01. Performance Indicator: Examine and explain foundational cycles and systems of AFNR.

CS.06.02. Performance Indicator: Analyze and explain the connection and relationships between different AFNR systems on a national and global level.

Biotechnology Systems Career Pathway Content Standards

The Biotechnology Systems (BS) Career Pathway encompasses the study of using data and scientific techniques to solve problems concerning living organisms with an emphasis on applications to agriculture, food and natural resource systems. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of biotechnology in the context of AFNR.

Within each pathway, the standards are organized as follows:

- ***National Council for Agricultural Education (NCAE) Standard****—These are the standards set forth by the National Council for Agricultural Education for Biotechnology Systems. They define what students should know and be able to do after completing instruction in a program of study focused on applying biotechnology to AFNR systems.
- ***Performance Indicators***—These statements distill each performance element into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related performance element at the conclusion of a program of study in this area.

BS.01. NCAE Standard: Assess factors that have influenced the evolution of biotechnology in agriculture (e.g., historical events, societal trends, ethical and legal implications, etc.).

BS.01.01. Performance Indicator: Investigate and explain the relationship between past, current and emerging applications of biotechnology in agriculture (e.g., major innovators, historical developments, potential applications of biotechnology, etc.).

BS.01.02. Performance Indicator: Evaluate the scope and implications of regulatory agencies on applications of biotechnology in agriculture and protection of public interests (e.g., health, safety, environmental issues, etc.).

BS.01.03. Performance Indicator: Analyze the relationship and implications of bioethics, laws and public perceptions on applications of biotechnology in agriculture (e.g., ethical, legal, social, cultural issues).

BS.02. NCAE Standard: Demonstrate proficiency by safely applying appropriate laboratory skills to complete tasks in a biotechnology research and development environment (e.g., standard operating procedures, record keeping, aseptic technique, equipment maintenance, etc.).

BS.02.01. Performance Indicator: Read, document, evaluate and secure accurate laboratory records of experimental protocols, observations and results.

BS.02.02. Performance Indicator: Implement standard operating procedures for the proper maintenance, use and sterilization of equipment in a laboratory.

BS.02.03. Performance Indicator: Apply standard operating procedures for the safe handling of biological and chemical materials in a laboratory.

BS.02.04. Performance Indicator: Safely manage and dispose of biological materials, chemicals and wastes according to standard operating procedures.

BS.02.05. Performance Indicator: Examine and perform scientific procedures using microbes, DNA, RNA and proteins in a laboratory.

BS.03. NCAE Standard: Demonstrate the application of biotechnology to solve problems in Agriculture, Food and Natural Resources (AFNR) systems (e.g., bioengineering, food processing, waste management, horticulture, forestry, livestock, crops, etc.).

BS.03.01. Performance Indicator: Apply biotechnology principles, techniques and processes to create transgenic species through genetic engineering.

BS.03.02. Performance Indicator: Apply biotechnology principles, techniques and processes to enhance the production of food through the use of microorganisms and enzymes.

BS.03.03. Performance Indicator: Apply biotechnology principles, techniques and processes to protect the environment and maximize use of natural resources (e.g., biomass, bioprospecting, industrial biotechnology, etc.).

BS.03.04. Performance Indicator: Apply biotechnology principles, techniques and processes to enhance plant and animal care and production (e.g., selective breeding, pharmaceuticals, biodiversity, etc.).

BS.03.05. Performance Indicator: Apply biotechnology principles, techniques and processes to produce biofuels (e.g., fermentation, transesterification, methanogenesis, etc.).

BS.03.06. Performance Indicator: Apply biotechnology principles, techniques and processes to improve waste management (e.g., genetically modified organisms, bioremediation, etc.).

Environmental Service Systems Career Pathway Content Standards

The Environmental Service Systems (ESS) Career Pathway encompasses the study of systems, instruments and technology used to monitor and minimize the impact of human activity on environmental systems. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of environmental service systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards**—These are the standards for Environmental Service Systems (AG-ESS) from the 2012 version of the Common Career and Technical Core

Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.

- **Performance Indicators**—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

ESS.01. CCTC Standard: Use analytical procedures and instruments to manage environmental service systems.

ESS.01.01. Performance Indicator: Analyze and interpret laboratory and field samples in environmental service systems.

ESS.01.02. Performance Indicator: Properly utilize scientific instruments in environmental monitoring situations (e.g., laboratory equipment, environmental monitoring instruments, etc.).

ESS.02. CCTC Standard: Evaluate the impact of public policies and regulations on environmental service system operations.

ESS.02.01. Performance Indicator: Interpret and evaluate the impact of laws, agencies, policies and practices affecting environmental service systems.

ESS.02.02. Performance Indicator: Compare and contrast the impact of current trends on regulation of environmental service systems (e.g., climate change, population growth, international trade, etc.).

ESS.02.03. Performance Indicator: Examine and summarize the impact of public perceptions and social movements on the regulation of environmental service systems.

ESS.03. CCTC Standard: Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.

ESS.03.01. Performance Indicator: Apply meteorology principles to environmental service systems.

ESS.03.02. Performance Indicator: Apply soil science and hydrology principles to environmental service systems.

ESS.03.03. Performance Indicator: Apply chemistry principles to environmental service systems.

ESS.03.04. Performance Indicator: Apply microbiology principles to environmental service systems.

ESS.03.05. Performance Indicator: Apply ecology principles to environmental service systems.

ESS.04. CCTC Standard: Demonstrate the operation of environmental service systems (e.g., pollution control, water treatment, wastewater treatment, solid waste management and energy conservation).

~~**ESS.04.01. Performance Indicator:** Use pollution control measures to maintain a safe facility and environment.~~

~~**ESS.04.02. Performance Indicator:** Manage safe disposal of all categories of solid waste in environmental service systems.~~

~~**ESS.04.03. Performance Indicator:** Apply techniques to ensure a safe supply of drinking water and adequate treatment of wastewater according to applicable rules and regulations.~~

~~**ESS.04.04. Performance Indicator:** Compare and contrast the impact of conventional and alternative energy sources on the environment and operation of environmental service systems.~~

~~**ESS.05. CCTC Standard:** Use tools, equipment, machinery and technology common to tasks in environmental service systems.~~

~~**ESS.05.01. Performance Indicator:** Use technological and mathematical tools to map land, facilities and infrastructure for environmental service systems.~~

~~**ESS.05.02. Performance Indicator:** Perform assessments of environmental conditions using equipment, machinery and technology.~~

Food Products and Processing Systems Career Pathway Content Standards

The Food Products and Processing Systems (FPP) Career Pathway encompasses the study of food safety and sanitation; nutrition, biology, microbiology, chemistry and human behavior in local and global food systems; food selection and processing for storage, distribution and consumption; and the historical and current development of the food industry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of food products and processing systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- ~~**Common Career Technical Core (CCTC) Standards**~~—These are the standards for Food Products and Processing Systems (AG-FPP) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- ~~**Performance Indicators**~~—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

~~**FPP.01. CCTC Standard:** Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.~~

~~**FPP.01.01. Performance Indicator:** Analyze and manage operational and safety procedures in food products and processing facilities.~~

~~**FPP.01.02. Performance Indicator:** Apply food safety and sanitation procedures in the handling and processing of food products to ensure food quality.~~

~~**FPP.01.03. Performance Indicator:** Apply food safety procedures when storing food products to ensure food quality.~~

~~**FPP.02. CCTC Standard:** Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.~~

~~**FPP.02.01. Performance Indicator:** Apply principles of nutrition and biology to develop food products that provide a safe, wholesome and nutritious food supply for local and global food systems.~~

~~**FPP.02.02. Performance Indicator:** Apply principles of microbiology and chemistry to develop food products to provide a safe, wholesome and nutritious food supply for local and global food systems.~~

~~**FPP.02.03. Performance Indicator:** Apply principles of human behavior to develop food products to provide a safe, wholesome and nutritious food supply for local and global food systems.~~

~~**FPP.03. CCTC Standard:** Select and process food products for storage, distribution and consumption.~~

~~**FPP.03.01. Performance Indicator:** Implement selection, evaluation and inspection techniques to ensure safe and quality food products.~~

~~**FPP.03.02. Performance Indicator:** Design and apply techniques of food processing, preservation, packaging and presentation for distribution and consumption of food products.~~

~~**FPP.03.03. Performance Indicator:** Create food distribution plans and procedures to ensure safe delivery of food products.~~

~~**FPP.04. CCTC Standard:** Explain the scope of the food industry and the historical and current developments of food product and processing.~~

~~**FPP.04.01. Performance Indicator:** Examine the scope of the food industry by evaluating local and global policies, trends and customs for food production.~~

~~**FPP.04.02. Performance Indicator:** Evaluate the significance and implications of changes and trends in the food products and processing industry in the local and global food systems.~~

~~**FPP.04.03. Performance Indicator:** Identify and explain the purpose of industry organizations, groups and regulatory agencies that influence the local and global food systems.~~

~~**Natural Resource Systems Career Pathway Content Standards**~~

~~The Natural Resource Systems (NRS) Career Pathway encompasses the study of the management, protection, enhancement and improvement of soil, water, wildlife, forests and air as natural resources. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of natural resource systems in AFNR settings.~~

~~Within each pathway, the standards are organized as follows:~~

- ~~● **Common Career Technical Core (CCTC) Standards**—These are the standards for Natural Resource Systems (AG NRS) from the 2012 version of the Common Career and Technical Core Standards;~~

which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.

- **Performance Indicators**—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

NRS.01. CCTC Standard: Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.

NRS.01.01. Performance Indicator: Apply methods of classification to examine natural resource availability and ecosystem function in a particular region.

NRS.01.02. Performance Indicator: Classify different types of natural resources in order to enable protection, conservation, enhancement and management in a particular geographical region.

NRS.01.03. Performance Indicator: Apply ecological concepts and principles to atmospheric natural resource systems.

NRS.01.04. Performance Indicator: Apply ecological concepts and principles to aquatic natural resource systems.

NRS.01.05. Performance Indicator: Apply ecological concepts and principles to terrestrial natural resource systems.

NRS.01.06. Performance Indicator: Apply ecological concepts and principles to living organisms in natural resource systems.

NRS.02. CCTC Standard: Analyze the interrelationships between natural resources and humans.

NRS.02.01. Performance Indicator: Examine and interpret the purpose, enforcement, impact and effectiveness of laws and agencies related to natural resource management, protection, enhancement and improvement (e.g., water regulations, game laws, historic preservation laws, environmental policy, etc.).

NRS.02.02. Performance Indicator: Assess the impact of human activities on the availability of natural resources.

NRS.02.03. Performance Indicator: Analyze how modern perceptions of natural resource management, protection, enhancement and improvement change and develop over time.

NRS.02.04. Performance Indicator: Examine and explain how economics affects the use of natural resources.

NRS.02.05. Performance Indicator: Communicate information to the public regarding topics related to the management, protection, enhancement, and improvement of natural resources.

NRS.03. CCTC Standard: Develop plans to ensure sustainable production and processing of natural resources.

NRS.03.01. Performance Indicator: Sustainably produce, harvest, process and use natural resource products (e.g., forest products, wildlife, minerals, fossil fuels, shale oil, alternative energy, recreation, aquatic species, etc.).

NRS.03.02. Performance Indicator: Demonstrate cartographic skills, tools and technologies to aid in developing, implementing and evaluating natural resource management plans.

NRS.04. CCTC Standard: Demonstrate responsible management procedures and techniques to protect, maintain, enhance, and improve natural resources.

NRS.04.01. Performance Indicator: Demonstrate natural resource protection, maintenance, enhancement and improvement techniques.

NRS.04.02. Performance Indicator: Diagnose plant and wildlife diseases and follow protocols to prevent their spread.

NRS.04.03. Performance Indicator: Prevent or manage introduction of ecologically harmful species in a particular region.

NRS.04.04. Performance Indicator: Manage fires in natural resource systems.

Plant Science Systems Career Pathway Content Standards

The Plant Systems (PS) Career Pathway encompasses the study of plant life cycles, classifications, functions, structures, reproduction, media and nutrients, as well as growth and cultural practices through the study of crops, turf grass, trees, shrubs and/or ornamental plants. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of plant systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards**—These are the standards for Plant Systems (AG-PS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators**—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

PS.01. CCTC Standard: Develop and implement a crop management plan for a given production goal that accounts for environmental factors.

PS.01.01. Performance Indicator: Determine the influence of environmental factors on plant growth.

PS.01.02. Performance Indicator: Prepare and manage growing media for use in plant systems.

PS.01.03. Performance Indicator: Develop and implement a fertilization plan for specific plants or crops.

PS.02. CCTC Standard: Apply principles of classification, plant anatomy, and plant physiology to plant production and management.

PS.02.01. Performance Indicator: Classify plants according to taxonomic systems.

PS.02.02. Performance Indicator: Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.

PS.02.03. Performance Indicator: Apply knowledge of plant physiology and energy conversion to plant systems.

PS.03. CCTC Standard: Propagate, culture and harvest plants and plant products based on current industry standards.

PS.03.01. Performance Indicator: Demonstrate plant propagation techniques in plant system activities.

PS.03.02. Performance Indicator: Develop and implement a management plan for plant production.

PS.03.03. Performance Indicator: Develop and implement a plan for integrated pest management for plant production.

PS.03.04. Performance Indicator: Apply principles and practices of sustainable agriculture to plant production.

PS.03.05. Performance Indicator: Harvest, handle and store crops according to current industry standards.

PS.04. CCTC Standard: Apply principles of design in plant systems to enhance an environment (e.g. floral, forest landscape, and farm).

PS.04.01. Performance Indicator: Evaluating, identifying and preparing plants to enhance an environment.

PS.04.02. Performance Indicator: Create designs using plants.

Power, Structural and Technical Systems Career Pathway Content Standards

The Power, Structural and Technical Systems (PST) Career Pathway encompasses the study of agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of power, structural and technical systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards**—These are the standards for Power, Structural and Technical Systems (AG-PST) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.

- **Performance Indicators**—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

PST.01. CCTC Standard: Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.

PST.01.01. Performance Indicator: Apply physical science and engineering principles to assess and select energy sources for AFNR power, structural and technical systems.

PST.01.02. Performance Indicator: Apply physical science and engineering principles to design, implement and improve safe and efficient mechanical systems in AFNR situations.

PST.01.03. Performance Indicator: Apply physical science principles to metal fabrication using a variety of welding and cutting processes (e.g., SMAW, GMAW, GTAW, fuel oxygen and plasma arc torch, etc.).

PST.02. CCTC Standard: Operate and maintain AFNR mechanical equipment and power systems.

PST.02.01. Performance Indicator: Perform preventative maintenance and scheduled service to maintain equipment, machinery and power units used in AFNR settings.

PST.02.02. Performance Indicator: Operate machinery and equipment while observing all safety precautions in AFNR settings.

PST.03. CCTC Standard: Service and repair AFNR mechanical equipment and power systems.

PST.03.01. Performance Indicator: Troubleshoot, service and repair components of internal combustion engines using manufacturers' guidelines.

PST.03.02. Performance Indicator: Service electrical systems and components of mechanical equipment and power systems using a variety of troubleshooting and/or diagnostic methods.

PST.03.03. Performance Indicator: Utilize manufacturers' guidelines to diagnose and troubleshoot malfunctions in machinery, equipment and power source systems (e.g., hydraulic, pneumatic, transmission, steering, suspension, etc.).

PST.04. CCTC Standard: Plan, build and maintain AFNR structures.

PST.04.01. Performance Indicator: Create sketches and plans for AFNR structures.

PST.04.02. Performance Indicator: Determine structural requirements, specifications and estimate costs for AFNR structures

PST.04.03. Performance Indicator: Follow architectural and mechanical plans to construct, maintain and/or repair AFNR structures (e.g., material selection, site preparation and/or layout, plumbing, concrete/masonry, etc.).

PST.04.04. Performance Indicator: Apply electrical wiring principles in AFNR structures.

~~PST.05. CCTC Standard:~~ Use control, monitoring, geospatial and other technologies in AFNR power, structural and technical systems.

~~PST.05.01. Performance Indicator:~~ Apply computer and other technologies (e.g., robotics, CNC, UAS, etc.) to solve problems and increase the efficiency of AFNR systems.

~~PST.05.02. Performance Indicator:~~ Prepare and/or use electrical drawings to design, install and troubleshoot electronic control systems in AFNR settings.

~~PST.05.03. Performance Indicator:~~ Apply geospatial technologies to solve problems and increase the efficiency of AFNR systems.

Appendix B: 21st Century Skills¹

21st Century Crosswalk for AEST Science of Agricultural Animals											
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8		
21st Century Standards											
CS1									✗		
CS2		✗	✗					✗			
CS3								✗	✗		
CS5						✗		✗			
CS6		✗	✗	✗	✗	✗	✗	✗	✗		
CS7		✗	✗	✗	✗	✗	✗	✗	✗		
CS8		✗	✗	✗	✗	✗	✗	✗	✗		
CS9		✗	✗	✗	✗	✗	✗	✗	✗		
CS10		✗	✗	✗	✗	✗	✗	✗	✗		
CS11		✗	✗	✗	✗	✗	✗	✗	✗		
CS12		✗	✗	✗	✗	✗	✗	✗	✗		
CS13		✗	✗	✗	✗	✗	✗	✗	✗		
CS14		✗	✗	✗	✗	✗	✗	✗	✗		
CS15		✗	✗	✗	✗	✗	✗	✗	✗		
CS16		✗	✗	✗	✗	✗	✗	✗	✗		

CSS1 21st Century Themes

CS1—Global Awareness

1. Using 21st-century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

CS2—Financial, Economic, Business, and Entrepreneurial Literacy

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3—Civic Literacy

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national, and global levels
3. Understanding the local and global implications of civic decisions

CS4—Health Literacy

1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals

¹ 21st century skills. (n.d.). Washington, DC: Partnership for 21st Century Skills.

~~5. Understanding national and international public health and safety issues~~

~~**CS5—Environmental Literacy**~~

- ~~1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.~~
- ~~2. Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).~~
- ~~3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.~~
- ~~4. Take individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).~~

~~CSS2 Learning and Innovation Skills~~

~~**CS6—Creativity and Innovation**~~

- ~~1. Think Creatively~~
- ~~2. Work Creatively with Others~~
- ~~3. Implement Innovations~~

~~**CS7—Critical Thinking and Problem Solving**~~

- ~~1. Reason Effectively~~
- ~~2. Use Systems Thinking~~
- ~~3. Make Judgments and Decisions~~
- ~~4. Solve Problems~~

~~**CS8—Communication and Collaboration**~~

- ~~1. Communicate Clearly~~
- ~~2. Collaborate with Others~~

~~CSS3 Information, Media and Technology Skills~~

~~**CS9—Information Literacy**~~

- ~~1. Access and Evaluate Information~~
- ~~2. Use and Manage Information~~

~~**CS10—Media Literacy**~~

- ~~1. Analyze Media~~
- ~~2. Create Media Products~~

~~**CS11—ICT Literacy**~~

- ~~1. Apply Technology Effectively~~

~~CSS4 Life and Career Skills~~

~~**CS12—Flexibility and Adaptability**~~

- ~~1. Adapt to change~~
- ~~2. Be Flexible~~

~~**CS13—Initiative and Self-Direction**~~

- ~~1. Manage Goals and Time~~
- ~~2. Work Independently~~
- ~~3. Be Self-directed Learners~~

~~CS14 Social and Cross-Cultural Skills~~

- ~~1. Interact Effectively with others~~
- ~~2. Work Effectively in Diverse Teams~~

~~CS15 Productivity and Accountability~~

- ~~1. Manage Projects~~
- ~~2. Produce Results~~

~~CS16 Leadership and Responsibility~~

- ~~1. Guide and Lead Others~~
- ~~2. Be Responsible to Others~~

Appendix C: College and Career Ready Standards

	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
W.9.1		X	X	X	X	X	X	X	X
W.9.2		X				X			
W.9.3		X				X			
W.9.4		X				X			
W.9.5		X		X		X			
W.9.6		X		X		X			
W.9.7		X				X			
W.9.8		X				X			
W.9.9		X				X			
W.9.10		X	X	X	X	X	X	X	X
SL.9.1		X	X	X	X	X	X	X	X
SL.9.2		X			X	X	X	X	
SL.9.3		X							
SL.9.4		X				X	X	X	
SL.9.5		X					X	X	
SL.9.6		X					X	X	
L.9.1		X	X						
L.9.2		X	X	X	X	X	X	X	
L.9.3		X			X			X	
L.9.4		X			X			X	
L.9.5		X						X	
L.9.6		X		X	X		X	X	X
RST.9-10.1		X	X	X	X	X	X	X	X
RST.9-10.2		X	X	X	X	X	X	X	X
RST.9-10.3		X	X	X	X	X	X	X	X
RST.9-10.4		X	X	X	X	X	X	X	X
RST.9-10.5		X	X	X	X	X	X	X	X
RST.9-10.6		X	X	X	X	X	X	X	X
RST.9-10.7		X	X	X	X	X	X	X	X
RST.9-10.8		X	X	X	X	X	X	X	X
RST.9-10.9		X	X	X	X	X	X	X	X
RST.9-10.10		X	X	X	X	X	X	X	X
WHST.9-10.1		X	X	X	X	X	X	X	X
WHST.9-10.2		X	X	X	X	X	X	X	X
WHST.9-10.3		X	X	X	X	X	X	X	X
WHST.9-10.4		X	X	X	X	X	X	X	X
WHST.9-10.5		X	X	X	X	X	X	X	X
WHST.9-10.6		X	X	X	X	X	X	X	X
WHST.9-10.7		X	X	X	X	X	X	X	X
WHST.9-10.8		X	X	X	X	X	X	X	X
WHST.9-10.9		X	X	X	X	X	X	X	X
WHST.9-10.10		X	X	X	X	X	X	X	X
W.11.1		X	X	X	X	X	X	X	X
W.11.2		X				X			
W.11.3		X				X			
W.11.4		X				X			
W.11.5		X		X		X			
W.11.6		X		X		X			
W.11.7		X				X			
W.11.8		X				X			
W.11.9		X				X			
W.11.10		X	X	X	X	X	X	X	X
SL.11.1		X	X	X	X	X	X	X	X
SL.11.2		X			X	X	X	X	X
SL.11.3		X							
SL.11.4		X				X	X	X	X
SL.11.5		X					X	X	X

SL.11.6		X					X	X	X	
RST.11-12.1		X	X	X	X	X	X	X	X	
RST.11-12.2		X	X	X	X	X	X	X	X	
RST.11-12.3		X	X	X	X	X	X	X	X	
RST.11-12.4		X	X	X	X	X	X	X	X	
RST.11-12.5		X	X	X	X	X	X	X	X	
RST.11-12.6		X	X	X	X	X	X	X	X	
RST.11-12.7		X	X	X	X	X	X	X	X	
RST.11-12.8		X	X	X	X	X	X	X	X	
RST.11-12.9		X	X	X	X	X	X	X	X	
RST.11-12.10		X	X	X	X	X	X	X	X	
WHST.11-12.1		X	X	X	X	X	X	X	X	
WHST.11-12.2		X	X	X	X	X	X	X	X	
WHST.11-12.6		X	X	X	X	X	X	X	X	
WHST.11-12.8		X	X	X	X	X	X	X	X	

College and Career Ready English I

College and Career Ready English I

Writing Text Types and Purposes

W.9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

W.9.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9.1e Provide a concluding statement or section that follows from and supports the argument presented.

W.9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

W.9.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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W.9.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

~~W.9.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.~~

~~W.9.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.~~

~~W.9.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.~~

Production and Distribution of Writing

~~W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)~~

~~W.9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)~~

~~W.9.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.~~

Research to Build and Present Knowledge

~~W.9.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.~~

College and Career Ready English I

~~W.9.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.~~

~~W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.~~

~~W.9.9a Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).~~

~~W.9.9b Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).~~

Range of Writing

~~W.9.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.~~

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~~SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.~~

~~SL.9.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.~~

~~SL.9.1b Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.~~

~~SL.9.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.~~

~~SL.9.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.~~

SL.9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

SL.9.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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SL.9.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

College and Career Ready English I

Language

Conventions of Standard English

L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9.1a Use parallel structure.*

L.9.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9.2b Use a colon to introduce a list or quotation.

L.9.2c Spell correctly

Knowledge of Language

L.9.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

L.9.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

L.9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

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L.9.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

L.9.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

~~L.9.5b Analyze nuances in the meaning of words with similar denotations.~~

~~L.9.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.~~

Grades 9–10: Literacy in Science and Technical Subjects

Reading in Science and Technical Subjects Key Ideas and Details

~~RST.9–10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.~~

~~RST.9–10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.~~

~~RST.9–10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.~~

Craft and Structure

~~RST.9–10.4 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 grades 9–10 texts and topics.~~

~~RST.9–10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).~~

~~RST.9–10.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.~~

Integration of Knowledge and Ideas

~~RST.9–10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.~~

~~RST.9–10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.~~

~~RST.9–10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.~~

Range of Reading and Level of Text Complexity

~~RST.9–10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.~~

Grades 9–10: Writing in History/SS, Science, and Technical Subjects

Writing Text Types and Purposes

~~WHST.9–10.1 Write arguments focused on discipline-specific content.~~

~~WHST.9–10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.~~

~~WHST.9–10.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.~~

~~WHST.9–10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.~~

~~WHST.9–10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.~~

~~WHST.9–10.1e Provide a concluding statement or section that follows from or supports the argument presented.~~

~~WHST.9–10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.~~

WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Grades 9-10

Writing in History/SS, Science, and Technical Subjects

WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-10.3 Not Applicable

Production and Distribution of Writing

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Grades 9-10

Writing in History/SS, Science, and Technical Subjects

Range of Writing

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

English III

Writing

W.11.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11.1e Provide a concluding statement or section that follows from and supports the argument presented.

W.11.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

English III

W.11.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

English III

W.11.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

W.11.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11.9a Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

W.11.9b Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Range of Writing

W.11.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

English III

Speaking and Listening

Comprehension and Collaboration

SL.11.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.11.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

English III

SL.11.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Grades 11–12: Literacy in Science and Technical Subjects

Reading in Science and Technical Subjects Key Ideas and Details

RST.11–12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11–12.2 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.

RST.11–12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

RST.11–12.4 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 grades 11–12 texts and topics.

RST.11–12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11–12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

RST.11–12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11–12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11–12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

RST.11–12.10 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Grades 11–12: Writing I History/SS, Science and Technical Subjects

Writing

Text Types and Purposes

WHST.11–12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

WHST.11–12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST.11–12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.11–12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Grades 11–12: Writing I History/SS, Science and Technical Subjects

WHST.11–12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

Production and Distribution of Writing

WHST.11–12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11–12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific

task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Mathematics Standards											
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8		
N-Q.1		X		X	X	X	X	X			
N-Q.2		X		X	X	X	X	X			
N-Q.3		X		X	X	X	X	X			

Number and Quantity

Reason quantitatively and use units to solve problems

N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*

N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.*

N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

~~Appendix D: International Society for Technology in Education Standards (ISTE)~~

	Course	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8		
ISTE Standards											
T1		x	x	x	x	x	x	x	x		
T2		x	x	x	x	x	x	x	x		
T3		x	x	x	x	x	x	x	x		
T4		x	x	x	x	x	x	x	x		
T5		x	x	x	x	x	x	x	x		
T6		x	x	x	x	x	x	x	x		

- ~~T1—Creativity and Innovation~~
- ~~T2—Communication and Collaboration~~
- ~~T3—Research and Information Fluency~~
- ~~T4—Critical Thinking, Problem Solving, and Decision Making~~
- ~~T5—Digital Citizenship~~
- ~~T6—Technology Operations and Concepts~~

~~T1—Creativity and Innovation~~

~~Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students do the following:~~

- ~~a.—Apply existing knowledge to generate new ideas, products, or processes.~~
- ~~b.—Create original works as a means of personal or group expression.~~
- ~~c.—Use models and simulations to explore complex systems and issues.~~
- ~~d.—Identify trends and forecast possibilities.~~

~~T2—Communication and Collaboration~~

~~Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students do the following:~~

- ~~a.—Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.~~
- ~~b.—Communicate information and ideas effectively to multiple audiences using a variety of media and formats.~~
- ~~c.—Develop cultural understanding and global awareness by engaging with learners of other cultures.~~
- ~~d.—Contribute to project teams to produce original works or solve problems.~~

T3—~~Research and Information Fluency~~

~~Students apply digital tools to gather, evaluate, and use information. Students do the following:~~

- ~~a. Plan strategies to guide inquiry.~~
- ~~b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.~~
- ~~c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.~~
- ~~d. Process data and report results.~~

T4—~~Critical Thinking, Problem Solving, and Decision Making~~

~~Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students do the following:~~

- ~~a. Identify and define authentic problems and significant questions for investigation.~~
- ~~b. Plan and manage activities to develop a solution or complete a project.~~
- ~~c. Collect and analyze data to identify solutions and/or make informed decisions.~~
- ~~d. Use multiple processes and diverse perspectives to explore alternative solutions.~~

T5—~~Digital Citizenship~~

~~Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students do the following:~~

- ~~a. Advocate and practice safe, legal, and responsible use of information and technology.~~
- ~~b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.~~
- ~~c. Demonstrate personal responsibility for lifelong learning.~~
- ~~d. Exhibit leadership for digital citizenship.~~

T6—~~Technology Operations and Concepts~~

~~Students demonstrate a sound understanding of technology concepts, systems, and operations. Students do the following:~~

- ~~a. Understand and use technology systems.~~
- ~~b. Select and use applications effectively and productively.~~
- ~~c. Troubleshoot systems and applications.~~
- ~~d. Transfer current knowledge to learning of new technologies.~~

Appendix E: Academic Standards

MISSISSIPPI SCIENCE FRAMEWORK COMPETENCIES

MS Science Standards for AEST Science of Agricultural Animals									
	Course	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
MS Science Standards									
AQ 3			X		X				
AQ 4			X		X				
BIOI 1					X				
BIOI 2					X				
BIOI 3					X			X	
BIOI 4					X				
BIOI 5				X	X				
BIOI 6				X	X		X		
BIOH 3				X					
BIOH 5			X	X					
G 3				X					
ZO 2			X	X	X	X	X	X	X
ZO 3			X	X	X	X	X	X	X
ZO 4			X	X	X	X	X	X	X

Marine and Aquatic Science

- ~~AQ 1 — Apply inquiry-based and problem-solving processes and skills to scientific investigations.~~
- ~~AQ 2 — Develop an understanding of physical and chemical properties of water and aquatic environments.~~
- ~~AQ 3 — Apply an understanding of the diverse organisms found in aquatic environments.~~
- ~~AQ 4 — Draw conclusions about the relationships between human activity and aquatic organisms.~~

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- a. ~~Conduct a scientific investigation demonstrating safe procedures and proper care of laboratory equipment. (DOK 2)~~
 - ~~• Safety rules and symbols~~
 - ~~• Proper use and care of the compound light microscope, slides, chemicals, and so forth~~
 - ~~• Accuracy and precision in using graduated cylinders, balances, beakers, thermometers, and rulers~~
- b. ~~Formulate questions that can be answered through research and experimental design. (DOK 3)~~
- c. ~~Apply the components of scientific processes and methods in classroom and laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)~~

- d. Construct and analyze graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs). (DOK 2)
- e. Analyze procedures, data, and conclusions to determine the scientific validity of research. (DOK 3)
- f. Recognize and analyze alternative explanations for experimental results and to make predictions based on observations and prior knowledge. (DOK 3)
- g. Communicate and defend a scientific argument in oral, written, and graphic form. (DOK 3)

2. Develop an understanding of physical and chemical properties of water and aquatic environments.

- a. Analyze the physical and chemical properties of water, and justify why it is essential to living organisms. (DOK 1)
- b. Explain the causes and characteristics of tides. (DOK 1)
- c. Research, create diagrams, and summarize principles related to waves and current characteristics and formation. (DOK 2)
- d. Compare and contrast the physical and chemical parameters of dissolved O₂, pH, temperature, salinity, and results obtained through analysis of different water column depths/zones. (DOK 2)
- e. Investigate the causes and effects of erosion, and discuss conclusions. (DOK 2)
- f. Describe and differentiate among the major geologic features of specific aquatic environments. (DOK 1)
 - Plate tectonics
 - Rise, slope, elevation, and depth
 - Formation of dunes, reefs, barrier/volcanic islands, and coastal/flood plains
 - Watershed formation as it relates to bodies of freshwater
- g. Compare and contrast the unique abiotic and biotic characteristics of selected aquatic ecosystems. (DOK 2)
 - Barrier island, coral reef, tidal pool, and ocean
 - River, stream, lake, pond, and swamp
 - Bay, sound, estuary, and marsh

3. Apply an understanding of the diverse organisms found in aquatic environments.

- a. Analyze and explain the diversity and interactions among aquatic life. (DOK 3)
 - Adaptations of representative organisms for their aquatic environments
 - Relationship of organisms in food chains/webs within aquatic environments
- b. Research, calculate, and interpret population data. (DOK 2)
- c. Research and compare reproductive processes in aquatic organisms. (DOK 2)
- d. Differentiate among characteristics of planktonic, nektonic, and benthic organisms. (DOK 1)
- e. Explore the taxonomy of aquatic organisms, and use dichotomous keys to differentiate among the organisms. (DOK 2)
- f. Research and explain the symbiotic relationships in aquatic ecosystems. (DOK 3)

4. Draw conclusions about the relationships between human activity and aquatic organisms.

- a. Describe the impact of natural and human activity on aquatic ecosystems, and evaluate the effectiveness of various solutions to environmental problems. (DOK 3)

- Sources of pollution in aquatic environments and methods to reduce the effects of the pollution
 - Effectiveness of a variety of methods of environmental management and stewardship
 - Effects of urbanization on aquatic ecosystems and the effects of continued expansion
- b. Research and cite evidence of the effects of natural phenomena such as hurricanes, floods, or drought on aquatic habitats and organisms. (DOK 3)
 - c. Discuss the advantages and disadvantages involved in applications of modern technology in aquatic science. (DOK 2)
 - Careers related to aquatic science
 - Modern technology within aquatic science (e.g., mariculture and aquaculture)
 - Contributions of aquatic technology to industry and government

Biology I

- BI01 1 Apply inquiry-based and problem-solving processes and skills to scientific investigations.
- BI01 2 Describe the biochemical basis of life, and explain how energy flows within and between the living systems.
- BI01 3 Investigate and evaluate the interaction between living organisms and their environment.
- BI01 4 Analyze and explain the structures and function of the levels of biological organization.
- BI01 5 Demonstrate an understanding of the molecular basis of heredity.
- BI01 6 Demonstrate an understanding of principles that explain the diversity of life and biological evolution.

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- a. Conduct a scientific investigation demonstrating safe procedures and proper care of laboratory equipment. (DOK 2)
 - Safety rules and symbols
 - Proper use and care of the compound light microscope, slides, chemicals, and so forth
 - Accuracy and precision in using graduated cylinders, balances, beakers, thermometers, and rulers
- b. Formulate questions that can be answered through research and experimental design. (DOK 3)
- c. Apply the components of scientific processes and methods in classroom and laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, theory development). (DOK 2)
- d. Construct and analyze graphs (e.g., plotting points, labeling x - and y -axis, and creating appropriate titles and legends for circle, bar, and line graphs). (DOK 2)
- e. Analyze procedures, data, and conclusions to determine the scientific validity of research. (DOK 3)

- f. Recognize and analyze alternative explanations for experimental results and to make predictions based on observations and prior knowledge. (DOK 3)
- g. Communicate and defend a scientific argument in oral, written, and graphic form. (DOK 3)

2. Describe the biochemical basis of life, and explain how energy flows within and between the living systems.

- a. Explain and compare with the use of examples the types of bond formation (e.g., covalent, ionic, hydrogen, etc.) between or among atoms. (DOK 2)
 - Subatomic particles and arrangement in atoms
 - Importance of ions in biological processes
- b. Develop a logical argument defending water as an essential component of living systems (e.g., unique bonding and properties including polarity, high specific heat, surface tension, hydrogen bonding, adhesion, cohesion, and expansion upon freezing). (DOK 2)
- c. Classify solutions as acidic, basic, or neutral, and relate the significance of the pH scale to an organism's survival (e.g., consequences of having different concentrations of hydrogen and hydroxide ions). (DOK 2)
- d. Compare and contrast the structure, properties, and principle functions of carbohydrates, lipids, proteins, and nucleic acids in living organisms. (DOK 2)
 - Basic chemical composition of each group
 - Building components of each group (e.g., amino acids, monosaccharides, nucleotides, etc.)
 - Basic functions (e.g., energy, storage, cellular, and heredity) of each group
- e. Examine the life processes to conclude the role enzymes play in regulating biochemical reactions. (DOK 2)
 - Enzyme structure
 - Enzyme function, including enzyme substrate specificity and factors that affect enzyme function (pH and temperature)
- f. Describe the role of adenosine triphosphate (ATP) in making energy available to cells. (DOK 1)
 - ATP structure
 - ATP function
- g. Analyze and explain the biochemical process of photosynthesis and cellular respiration, and draw conclusions about the roles of the reactant and products in each. (DOK 3)
 - Photosynthesis and respiration (reactants and products)
 - Light dependent reactions and light independent reactions in photosynthesis, including requirements and products of each
 - Aerobic and anaerobic processes in cellular respiration, including products each and energy differences

3. Investigate and evaluate the interaction between living organisms and their environment:

- a. Compare and contrast the characteristics of the world's major biomes (e.g., deserts, tundra, taiga, grassland, temperate forest, and tropical rainforest). (DOK 2)
 - Plant and animal species
 - Climate (temperature and rainfall)
 - Adaptations of organisms
- b. Provide examples to justify the interdependence among environmental elements. (DOK 2)
 - Biotic and abiotic factors in an ecosystem (e.g., water, carbon, oxygen, mold, and leaves)
 - Energy flow in ecosystems (e.g., energy pyramids and photosynthetic organisms to herbivores, carnivores, and decomposers)
 - Roles of beneficial bacteria
 - Interrelationships of organisms (e.g., cooperation, predation, parasitism, commensalism, symbiosis, and mutualism)
- c. Examine and evaluate the significance of natural events and human activities on major ecosystems (e.g., succession, population growth, technology, loss of genetic diversity, and consumption of resources). (DOK 2)

4. Analyze and explain the structures and function of the levels of biological organization:

- a. Differentiate among plant and animal cells and eukaryotic and prokaryotic cells. (DOK 2)
 - Functions of all major cell organelles and structures (e.g., nucleus, mitochondrion, rough ER, smooth ER, ribosomes, Golgi bodies, vesicles, lysosomes, vacuoles, microtubules, microfilaments, chloroplast, cytoskeleton, centrioles, nucleolus, chromosomes, nuclear membrane, cell wall, cell membrane [active and passive transport], and cytosol)
 - Components of mobility (e.g., cilia, flagella, and pseudopodia)
- b. Differentiate between types of cellular reproduction. (DOK 1)
 - Main events in the cell cycle and cell mitosis (including differences in plant and animal cell divisions)
 - Binary fission (e.g., budding, vegetative propagation, etc.)
 - Significance of meiosis in sexual reproduction
 - Significance of crossing over
- c. Describe and differentiate among the organizational levels of organisms (e.g., cells, tissues, organs, systems, and types of tissues.) (DOK 1)
- d. Explain and describe how plant structures (vascular and nonvascular) and cellular functions are related to the survival of plants (e.g., movement of materials and plant reproduction). (DOK 1)

5. Demonstrate an understanding of the molecular basis of heredity:

- a. Analyze and explain the molecular basis of heredity and the inheritance of traits to successive generations by using the Central Dogma of Molecular Biology. (DOK 3)
 - Structures of DNA and RNA
 - Processes of replication, transcription, and translation

- ~~Messenger RNA codon charts~~
 - b. ~~Utilize Mendel's laws to evaluate the results of monohybrid Punnett squares involving complete dominance, incomplete dominance, codominance, sex-linked, and multiple alleles (including outcome percentage of both genotypes and phenotypes). (DOK 2)~~
 - c. ~~Examine inheritance patterns using current technology (e.g., pedigrees, karyotypes, and gel electrophoresis). (DOK 2)~~
 - d. ~~Discuss the characteristics and implications of both chromosomal and gene mutations. (DOK 2)~~
 - ~~Significance of nondisjunction, deletion, substitutions, translocation, and frame shift mutation in animals~~
 - ~~Occurrence and significance of genetic disorders such as sickle cell anemia, Tay-Sachs disorder, cystic fibrosis, hemophilia, Down syndrome, and color blindness~~
- 6. Demonstrate an understanding of principles that explain the diversity of life and biological evolution.**
- a. ~~Draw conclusions about how organisms are classified into a hierarchy of groups and subgroups based on similarities that reflect their evolutionary relationships. (DOK 2)~~
 - ~~Characteristics of the six kingdoms~~
 - ~~Major levels in the hierarchy of taxa (e.g., kingdom, phylum/division, class, order, family, genus, and species)~~
 - ~~Body plans (symmetry)~~
 - ~~Methods of sexual reproduction (e.g., conjugation, fertilization, and pollination)~~
 - ~~Methods of asexual reproduction (e.g., budding, binary fission, regeneration, and spore formation)~~
 - b. ~~Critique data (e.g., comparative anatomy, Biogeography, molecular biology, fossil record, etc.) used by scientists (e.g., Redi, Needham, Spallanzani, and Pasteur) to develop an understanding of evolutionary processes and patterns. (DOK 3)~~
 - c. ~~Research and summarize the contributions of scientists (including Darwin, Malthus, Wallace, Lamarck, and Lyell) whose work led to the development of the theory of evolution. (DOK 2)~~
 - d. ~~Analyze and explain the roles of natural selection, including the mechanisms of speciation (e.g., mutations, adaptations, and geographic isolation) and applications of speciation (e.g., pesticide and antibiotic resistance). (DOK 3)~~
 - e. ~~Differentiate among chemical evolution, organic evolution, and the evolutionary steps along the way to aerobic heterotrophs and photosynthetic autotrophs. (DOK 2)~~

Biology II

-
- BIOII 1 — ~~Apply inquiry-based and problem-solving processes and skills to scientific investigations.~~
 - BIOII 2 — ~~Describe and contrast the structures, functions, and chemical processes of the cell.~~
 - BIOII 3 — ~~Investigate and discuss the molecular basis of heredity.~~
 - BIOII 4 — ~~Demonstrate an understanding of the factors that contribute to evolutionary theory and natural selection.~~
 - BIOII 5 — ~~Develop an understanding of organism classification.~~

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- a. Use current technologies such as CD-ROM, DVD, Internet, and online data search to explore current research related to a specific topic. (DOK 3)
- b. Clarify research questions, and design laboratory investigations. (DOK 3)
- c. Demonstrate the use of scientific inquiry and methods to formulate, conduct, and evaluate laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
- d. Organize data to construct graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs), draw conclusions, and make inferences. (DOK 3)
- e. Evaluate procedures, data, and conclusions to critique the scientific validity of research. (DOK 3)
- f. Formulate and revise scientific explanations and models using logic and evidence (data analysis). (DOK 3)
- g. Collect, analyze, and draw conclusions from data to create a formal presentation using available technology (e.g., computers, calculators, SmartBoard, CBLs, etc.). (DOK 3)

2. Describe and contrast the structures, functions, and chemical processes of the cell.

- a. Relate the structure and function of a selectively permeable membrane to its role in diffusion and osmosis. (DOK 2)
- b. Summarize how cell regulation controls and coordinates cell growth and division. (DOK 2)
- c. Analyze and describe the function of enzymes in biochemical reactions. (DOK 2)
 - The impact of enzymatic reactions on biochemical processes
 - Factors that affect enzyme function (e.g., pH, concentration, temperature, etc.)
- d. Differentiate between photosynthesis and cellular respiration. (DOK 2)
 - Cellular sites and major pathways of anaerobic and aerobic respiration (with reactants, products, and ATP per monosaccharide)
 - Cellular respiration with respect to the sites at which they take place, the reactions involved, and the energy input and output in each stage (e.g., glycolysis, Krebs cycle, and electron transport chain)
 - Pigments, absorption, reflection of light, and light-dependent and light-independent reactions of photosynthesis
 - Oxidation and reduction reactions

3. Investigate and discuss the molecular basis of heredity.

- a. Explain how the process of meiosis clarifies the mechanism underlying Mendel's conclusions about segregation and independent assortment on a molecular level. (DOK 1)
- b. Research and explain how major discoveries led to the determination of DNA structure. (DOK 2)
- c. Relate gene expression (e.g., replication, transcription, and translation) to protein structure and function. (DOK 2)
 - Translation of a messenger RNA strand into a protein
 - Processing by organelles so that the protein is appropriately packaged, labeled, and eventually exported by the cell

- Messenger RNA codon charts to determine the effects of different types of mutations on amino acid sequence and protein structure (e.g., sickle cell anemia resulting from base substitution mutation)
 - Gene expression regulated in organisms so that specific proteins are synthesized only when they are needed by the cell (e.g., allowing cell specialization)
- d. Assess the potential implications of DNA technology with respect to its impact on society. (DOK 3)
- Modern DNA technologies (e.g., polymerase chain reaction (PCR), gene splicing, gel electrophoresis, transformation, and recombinant DNA) in agriculture, medicine, and forensics
- e. Develop a logical argument defending or refuting bioethical issues arising from applications of genetic technology (e.g., the human genome project, cloning, gene therapy, and stem cell research). (DOK 3)
- 4. Demonstrate an understanding of the factors that contribute to evolutionary theory and natural selection.**
- a. Explain the history of life on earth, and infer how geological changes provide opportunities and constraints for biological evolution. (DOK 2)
- Main periods of the geologic timetable of earth's history
 - Roles of catastrophic and gradualistic processes in shaping planet Earth
- b. Provide support for the argument based upon evidence from anatomy, embryology, biochemistry, and paleontology that organisms descended with modification from common ancestry. (DOK 2)
- c. Identify and provide supporting evidence for the evolutionary relationships among various organisms using phylogenetic trees and cladograms. (DOK 2)
- d. Formulate a scientific explanation based on fossil records of ancient life forms, and describe how new species could originate as a result of geological isolation and reproductive isolation. (DOK 2)
- e. Compare and contrast the basic types of selection (e.g., disruptive, stabilizing, directional, etc.). (DOK 2)
- f. Cite examples to justify behaviors that have evolved through natural selection (e.g., migration, parental care, use of tools, etc.). (DOK 1)
- g. Research and explain the contributions of 19th century scientists (e.g., Malthus, Wallace, Lyell, and Darwin) on the formulation of ideas about evolution. (DOK 2)
- h. Develop a logical argument describing ways in which the influences of 20th century science have impacted the development of ideas about evolution (e.g., synthetic theory of evolution and molecular biology). (DOK 3)
- i. Analyze changes in an ecosystem resulting from natural causes (succession), changes in climate, human activity (pollution and recycling), or introduction of nonnative species. (DOK 2)
- 5. Develop an understanding of organism classification.**
- a. Classify organisms according to traditional Linnaean classification characteristics (e.g., cell structure, biochemistry, anatomy, fossil record, and methods of reproduction) and the cladistic approach. (DOK 2)
- b. Categorize organisms according to the characteristics that distinguish them as Bacteria, Archaea, or Eucarya. (DOK 1)
- Bacteria, fungi, and protists

- Characteristics of invertebrates (e.g., habitat, reproduction, body plan, and locomotion) as related to phyla (e.g., Porifera, Cnidarians, Nematoda, Annelida, Platyhelminthes, and Arthropoda) and classes (e.g., Insecta, Crustacea, Arachnida, Mollusca, and Echinodermata)
- Characteristics of vertebrates (e.g., habitat, reproduction, body plan, and locomotion) as related to classes (e.g., Agnatha, Chondrichthyes, Osteichthyes, Amphibia, Reptilia, Aves, and Mammalia)
- Nomenclature of various types of plants (e.g., Bryophyta, Tracheophyta, Gymnospermae, Angiospermae, Monocotyledonae, Dicotyledonae, vascular plants, and nonvascular plants)

Botany

- BO 1 — Apply inquiry-based and problem-solving processes and skills to scientific investigations.
- BO 2 — Distinguish among the characteristics of botanical organization, structure, and function.
- BO 3 — Demonstrate an understanding of plant reproduction.
- BO 4 — Draw conclusions about the factors that affect the adaptation and survival of plants.
- BO 5 — Relate an understanding of plant genetics to its uses in modern living.

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- Conduct a scientific investigation demonstrating safe procedures and proper care of laboratory equipment. (DOK 2)
 - Safety rules and symbols
 - Proper use and care of the compound light microscope, slides, chemicals, and so forth
 - Accuracy and precision in using graduated cylinders, balances, beakers, thermometers, and rulers
- Formulate questions that can be answered through research and experimental design. (DOK 3)
- Apply the components of scientific processes and methods in classroom and laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
- Construct and analyze graphs (e.g., plotting points, labeling x and y axis, creating appropriate titles and legends for circle, bar, and line graphs). (DOK 2)
- Analyze procedures, data, and conclusions to determine the scientific validity of research. (DOK 3)
- Recognize and analyze alternative explanations for experimental results and to make predictions based on observations and prior knowledge. (DOK 3)
- Communicate and defend a scientific argument in oral, written, and graphic form. (DOK 3)

2. Distinguish among the characteristics of botanical organization, structure, and function.

- a. Relate plant cell structures to their functions (e.g., major organelles, cell wall components, photosynthetic chemical reactions, plant pigments, plant tissues, roots, stems, leaves, and flowers). (DOK 1)
- b. Differentiate the characteristics found in various plant divisions. (DOK 2)
 - Differences and similarities of nonvascular plants
 - Characteristics of seed-bearing and non-seed-bearing vascular plants relative to taxonomy
 - Major vegetative structures and their modifications in angiosperms and gymnosperms
- c. Compare and contrast leaf modifications of gymnosperms and angiosperms (e.g., needles, overlapping scales, simple leaves, compound leaves, evergreen trees, and deciduous trees). (DOK 2)
- d. Apply the modern classification scheme utilized in naming plants to identify plant specimens. (DOK 2)
 - Classification scheme used in botany
 - Classification of native Mississippi plants
- e. Use inquiry to investigate and discuss the physical and chemical processes of plants. (DOK 3)
 - Relationships among photosynthesis, cellular respiration, and translocation
 - Importance of soil type and soil profiles to plant survival
 - Mechanism of water movement in plants
 - Effects of environmental conditions for plant survival
 - Tropic responses of a plant organ to a given stimulus

3. Demonstrate an understanding of plant reproduction.

- a. Compare and contrast reproductive structures (e.g., cones and flowers). (DOK 2)
- b. Differentiate among the vegetative organs of monocots, herbaceous dicots, and woody dicots. (DOK 1)
- c. Differentiate between the structures and processes of sexual and asexual reproduction in plants. (DOK 1)
 - Reproductive structures, their modifications, and the mechanisms involved in plant reproduction
 - Functions of flower parts, seeds, and cones
 - Spore production in bryophytes and ferns
- d. Explain and provide examples of the concept of alternation of generations and its examples. (DOK 2)
- e. Categorize types of fruits and methods of seed distribution in plants. (DOK 1)
- f. Research and compare various methods of plant propagation. (DOK 2)

4. Draw conclusions about the factors that affect the adaptation and survival of plants.

- a. List and assess several adaptations of plants to survive in a given biome. (DOK 2)
- b. Design and conduct an experiment to determine the effects of environmental factors on photosynthesis. (DOK 3)
- c. Explain how natural selection and the evolutionary consequences (e.g., adaptation or extinction) support scientific explanations for similarities of ancient life forms in the fossil record and molecular similarities present in living organisms. (DOK 2)

- d. Research factors that might influence or alter plant stability, and propose actions that may reduce the negative impacts of human activity. (DOK 2)
- 5. Relate an understanding of plant genetics to its uses in modern living.**
- a. Research, prepare, and present a position relating to issues surrounding the current botanical trends involving biotechnology. (DOK 3)
- b. Apply an understanding of the principles of plant genetics to analyze monohybrid and dihybrid crosses, and predict the potential effects the crosses might have on agronomy and agriculture. (DOK 3)
- c. Discuss the effects of genetic engineering of plants on society. (DOK 2)
- d. Describe the chemical compounds extracted from plants, their economical importance, and the impact on humans. (DOK 3)
- Plant extracts, their function, and origin
 - Impact of the timber industry on local and national economy

Chemistry I

- CHI 1 Apply inquiry-based and problem-solving processes and skills to scientific investigations.
- CHI 2 Demonstrate an understanding of the atomic model of matter by explaining atomic structure and chemical bonding.
- CHI 3 Develop an understanding of the periodic table.
- CHI 4 Analyze the relationship between microscopic and macroscopic models of matter.
- CHI 5 Compare factors associated with acid/base and oxidation/reduction reactions.

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- a. Use current technologies such as CD-ROM, DVD, Internet, and online data search to explore current research related to a specific topic. (DOK 3)
- b. Clarify research questions, and design laboratory investigations. (DOK 3)
- c. Demonstrate the use of scientific inquiry and methods to formulate, conduct, and evaluate laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
- d. Organize data to construct graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs), draw conclusions, and make inferences. (DOK 3)
- e. Evaluate procedures, data, and conclusions to critique the scientific validity of research. (DOK 3)
- f. Formulate and revise scientific explanations and models using logic and evidence (data analysis). (DOK 3)
- g. Collect, analyze, and draw conclusions from data to create a formal presentation using available technology (e.g., computers, calculators, SmartBoard, CBLs, etc.). (DOK 3)

2. Demonstrate an understanding of the atomic model of matter by explaining atomic structure and chemical bonding.

- a. Describe and classify matter based on physical and chemical properties and interactions between molecules or atoms. (DOK 1)

- ~~Physical properties (e.g., melting points, densities, and boiling points) of a variety of substances~~
 - ~~Substances and mixtures~~
 - ~~Three states of matter in terms of internal energy, molecular motion, and the phase transitions between them~~
- b. ~~Research and explain crucial contributions and critical experiments of Dalton, Thomson, Rutherford, Bohr, de Broglie, and Schrödinger, and describe how each discovery contributed to the current model of atomic and nuclear structure. (DOK 2)~~
 - c. ~~Develop a model of atomic and nuclear structure based on theory and knowledge of fundamental particles. (DOK 2)~~
 - ~~Properties and interactions of the three fundamental particles of the atom~~
 - ~~Laws of conservation of mass, constant composition, definite proportions, and multiple proportions~~
 - d. ~~Write appropriate equations for nuclear decay reactions, describe how the nucleus changes during these reactions, and compare the resulting radiation with regard to penetrating ability. (DOK 1)~~
 - ~~Three major types of radioactive decay (e.g., alpha, beta, and gamma) and the properties of the emissions (e.g., composition, mass, charge, and penetrating power)~~
 - ~~The concept of half-life for a radioactive isotope (e.g., carbon-14 dating) based on the principle that the decay of any individual atom is a random process~~
 - e. ~~Compare the properties of compounds according to their type of bonding. (DOK 1)~~
 - ~~Covalent, ionic, and metallic bonding~~
 - ~~Polar and nonpolar covalent bonding~~
 - ~~Valence electrons and bonding atoms~~
 - f. ~~Compare different types of intermolecular forces, and explain the relationship between intermolecular forces, boiling points, and vapor pressure when comparing differences in properties of pure substances. (DOK 1)~~
 - g. ~~Develop a three-dimensional model of molecular structure. (DOK 2)~~
 - ~~Lewis dot structures for simple molecules and ionic compounds~~
 - ~~Valence shell electron pair repulsion theory (VSEPR)~~
- 3. Develop an understanding of the periodic table.**
- a. ~~Calculate the number of protons, neutrons, and electrons in individual isotopes using atomic numbers and mass numbers, write electron configurations of elements and ions following the Aufbau principle, and balance equations representing nuclear reactions. (DOK 1)~~
 - b. ~~Analyze patterns and trends in the organization of elements in the periodic table, and compare their relationship to position in the periodic table. (DOK 2)~~
 - ~~Atomic number, atomic mass, mass number, and number of protons, electrons, and neutrons in isotopes of elements~~
 - ~~Average atomic mass calculations~~
 - ~~Chemical characteristics of each region~~
 - ~~Periodic properties (e.g., metal/nonmetal/metalloid behavior, electrical/heat conductivity, electronegativity, electron affinity, ionization energy, and atomic/covalent/ionic radius)~~

- c. ~~Classify chemical reactions by type. (DOK 2)~~
 - ~~• Single displacement, double displacement, synthesis (combination), decomposition, disproportionation, combustion, or precipitation~~
 - ~~• Products (given reactants) or reactants (given products) for each reaction type~~
 - ~~• Solubility rules for precipitation reactions and the activity series for single and double displacement reactions~~
 - d. ~~Use stoichiometry to calculate the amount of reactants consumed and products formed. (DOK 3)~~
 - ~~• Difference between chemical reactions and chemical equations~~
 - ~~• Formulas and calculations of the molecular (molar) masses~~
 - ~~• Empirical formula given the percent composition of elements~~
 - ~~• Molecular formula given the empirical formula and molar mass~~
- 4. Analyze the relationship between microscopic and macroscopic models of matter:**
- a. ~~Calculate the number of protons, neutrons, and electrons in individual isotopes using atomic numbers and mass numbers, write electron configurations of elements and ions following the Aufbau principle, and balance equations representing nuclear reactions. (DOK 1)~~
 - b. ~~Analyze patterns and trends in the organization of elements in the periodic table, and compare their relationship to position in the periodic table. (DOK 2)~~
 - ~~• Atomic number, atomic mass, mass number, and number of protons, electrons, and neutrons in isotopes of elements~~
 - ~~• Average atomic mass calculations~~
 - ~~• Chemical characteristics of each region~~
 - ~~• Periodic properties (e.g., metal/nonmetal/metalloid behavior, electrical/heat conductivity, electronegativity, electron affinity, ionization energy, and atomic/covalent/ionic radius)~~
 - c. ~~Classify chemical reactions by type. (DOK 2)~~
 - ~~• Single displacement, double displacement, synthesis (combination), decomposition, disproportionation, combustion, or precipitation~~
 - ~~• Products (given reactants) or reactants (given products) for each reaction type~~
 - ~~• Solubility rules for precipitation reactions and the activity series for single and double displacement reactions~~
 - d. ~~Use stoichiometry to calculate the amount of reactants consumed and products formed. (DOK 3)~~
 - ~~• Difference between chemical reactions and chemical equations~~
 - ~~• Formulas and calculations of the molecular (molar) masses~~
 - ~~• Empirical formula given the percent composition of elements~~
 - ~~• Molecular formula given the empirical formula and molar mass~~
- 5. Compare factors associated with acid/base and oxidation/reduction reactions:**
- a. ~~Analyze and explain acid/base reactions. (DOK 2)~~
 - ~~• Properties of acids and bases, including how they affect indicators and the relative pH of the solution~~
 - ~~• Formation of acidic and basic solutions~~
 - ~~• Definition of pH in terms of the hydronium ion concentration and the hydroxide ion concentration~~

- The pH or pOH from the hydrogen ion or hydroxide ion concentrations of solution
 - How a buffer works and examples of buffer solutions
- b. Classify species in aqueous solutions according to the Arrhenius and Bronsted-Lowry definitions respectively, and predict products for aqueous neutralization reactions. (DOK 2)
 - c. Analyze a reduction/oxidation reaction (REDOX) to assign oxidation numbers (states) to reaction species, and identify the species oxidized and reduced, the oxidizing agent, and reducing agent. (DOK 2)

Organic Chemistry

- ORGC 1—Apply inquiry-based and problem-solving processes and skills to scientific investigations.
- ORGC 2—Demonstrate an understanding of the properties, structure, and function of organic compounds.
- ORGC 3—Discuss the versatility of polymers and the diverse application of organic chemicals.

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- a. Conduct a scientific investigation demonstrating safe procedures and proper care of laboratory equipment. (DOK 2)
 - Safety rules and symbols
 - Proper use and care of the compound light microscope, slides, chemicals, and so forth
 - Accuracy and precision in using graduated cylinders, balances, beakers, thermometers, and rulers
- b. Formulate questions that can be answered through research and experimental design. (DOK 3)
- c. Apply the components of scientific processes and methods in classroom and laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
- d. Organize data to construct graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs), draw conclusions, and make inferences. (DOK 3)
- e. Analyze procedures, data, and conclusions to determine the scientific validity of research. (DOK 3)
- f. Recognize and analyze alternative explanations for experimental results, and make predictions based on observations and prior knowledge. (DOK 3)
- g. Communicate and defend a scientific argument in oral, written, and graphic form. (DOK 3)

2. Demonstrate an understanding of the properties, structure, and function of organic compounds.

- a. Apply International Union of Pure and Applied Chemistry (IUPAC) nomenclature, and differentiate the structure of aliphatic, aromatic, and cyclic hydrocarbon compounds. (DOK 1)
 - Structures of hydrocarbon compounds

- Isomerism in hydrocarbon compounds
 - b. Relate structure to physical and chemical properties of hydrocarbon. (DOK 1)
 - c. Apply principles of geometry and hybridization to organic molecules. (DOK 2)
 - Lewis structures for organic molecules
 - Bond angles
 - Hybridization (as it applies to organic molecules)
 - d. Write, complete, and classify common reactions for aliphatic, aromatic, and cyclic hydrocarbons. (DOK 1)
 - e. Construct, solve, and explain equations representing combustion reactions, substitution reactions, dehydrogenation reactions, and addition reactions. (DOK 2)
 - f. Classify functional groups (e.g., alcohols, ethers, aldehydes, ketones, carboxylic acids, esters, amines, amides, and nitriles) by their structure and properties. (DOK 2)
 - Structural formulas from functional group names and vice versa
 - Chemical and physical properties of compounds containing functional groups
 - Equations representing the transformation of one functional group into another
- 3. Discuss the versatility of polymers and the diverse application of organic chemicals.**
- a. Describe and classify the synthesis, properties, and uses of polymers. (DOK 2)
 - Common polymers
 - Synthesis of polymers from monomers by addition or condensation
 - Condensations of plastics according to their commercial types
 - Elasticity and other polymer properties
 - b. Develop a logical argument supporting the use of organic chemicals and their application in industry, drug manufacture, and biological chemistry. (DOK 1)
 - Common uses of polymers and organic compounds in medicine, drugs, and personal care products
 - Compounds that have the property to dye materials
 - Petrochemical production
 - Biologically active compounds in terms of functional group substrate interaction
 - c. Research and summarize the diversity, applications, and economics of industrial chemicals (solvents, coatings, surfactants, etc.). (DOK 3)

Earth and Space Science

- E1 Apply inquiry-based and problem-solving processes and skills to scientific investigations.
- E2 Develop an understanding of the history and evolution of the universe and earth.
- E3 Discuss factors that are used to explain the geological history of earth.
- E4 Demonstrate an understanding of earth systems relating to weather and climate.
- E5 Apply an understanding of ecological factors to explain relationships between earth systems.

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- a. Conduct a scientific investigation demonstrating safe procedures and proper care of laboratory equipment. (DOK 2)
 - Safety rules and symbols

- Proper use and care of the compound light microscope, slides, chemicals, and so forth
 - Accuracy and precision in using graduated cylinders, balances, beakers, thermometers, and rulers.
- b. Formulate questions that can be answered through research and experimental design. (DOK 3)
 - c. Apply the components of scientific processes and methods in classroom and laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
 - d. Construct and analyze graphs (e.g., plotting points, labeling x and y axis, creating appropriate titles and legends for circle, bar, and line graphs). (DOK 2)
 - e. Analyze procedures, data, and conclusions to determine the scientific validity of research. (DOK 3)
 - f. Recognize and analyze alternative explanations for experimental results and to make predictions based on observations and prior knowledge. (DOK 3)
 - g. Communicate and defend a scientific argument in oral, written, and graphic form. (DOK 3)
- 2. Develop an understanding of the history and evolution of the universe and earth.**
- a. Summarize the origin and evolution of the universe. (DOK 2)
 - Big bang theory
 - Microwave background radiation
 - The Hubble constant
 - Evidence of the existence of dark matter and dark energy in the universe and the history of the universe
 - b. Differentiate methods used to measure space distances, including astronomical unit, light year, stellar parallax, Cepheid variables, and the red shift. (DOK 1)
 - c. Interpret how gravitational attraction played a role in the formation of the planetary bodies and how the fusion of hydrogen and other processes in “ordinary” stars and supernovae lead to the formation of all other elements. (DOK 2)
 - d. Summarize the early evolution of the earth, including the formation of earth’s solid layers (e.g., core, mantle, and crust), the distribution of major elements, the origin of internal heat sources, and the initiation of plate tectonics. (DOK 2)
 - How the decay of radioactive isotopes is used to determine the age of rocks, earth, and the solar system
 - How Earth acquired its initial oceans and atmosphere
- 3. Discuss factors that are used to explain the geological history of earth.**
- a. Develop an understanding of how plate tectonics create certain geological features, materials, and hazards. (DOK 1)
 - Plate tectonic boundaries (e.g., divergent, convergent, and transform)
 - Modern and ancient geological features to each kind of plate tectonic boundary
 - Production of particular groups of igneous and metamorphic rocks and mineral resources
 - Sedimentary basins created and destroyed through time
 - b. Compare and contrast types of mineral deposits/groups (e.g., oxides, carbonates, halides, sulfides, sulfates, silicates, and phosphates). (DOK 2)

- c. Categorize minerals and rocks by determining their physical and/or chemical characteristics. (DOK 2)
 - d. Justify the causes of certain geological hazards (e.g., earthquakes, volcanoes, and tsunamis) to their effects on specific plate tectonic locations. (DOK 2)
 - e. Interpret and explain how rock relationships and fossils are used to reconstruct the geologic history of the earth. (DOK 2)
 - f. Apply principles of relative age (e.g., superposition, original horizontality, crosscutting relations, and original lateral continuity) to support an opinion related to earth's geological history. (DOK 3)
 - Types of unconformity (e.g., disconformity, angular unconformity, and nonconformity)
 - Geological timetable
 - g. Apply the principle of uniformitarianism to relate sedimentary rock associations and their fossils to the environments in which the rocks were deposited. (DOK 2)
 - h. Compare and contrast the relative and absolute dating methods (e.g., the principle of fossil succession, radiometric dating, and paleomagnetism) for determining the age of the earth. (DOK 1)
- 4. Demonstrate an understanding of earth systems relating to weather and climate.**
- a. Explain the interaction of earth systems that affect weather and climate. (DOK 1)
 - Latitudinal variations in solar heating
 - The effects of Coriolis forces on ocean currents, cyclones, anticyclones, ocean currents, topography, and air masses (e.g., warm fronts, cold fronts, stationary fronts, and occluded fronts).
 - b. Interpret the patterns in temperature and precipitation that produce the climate regions on earth, and relate them to the hazards associated with extreme weather events and climate change (e.g., hurricanes, tornadoes, El Niño/La Niña, and global warming). (DOK 2)
 - c. Justify how changes in global climate and variation in earth/sun relationships contribute to natural and anthropogenic (human-caused) modification of atmospheric composition. (DOK 2)
 - d. Summarize how past and present actions of ice, wind, and water contributed to the types and distributions of erosional and depositional features in landscapes. (DOK 1)
 - e. Research and explain how external forces affect earth's topography. (DOK 2)
 - How surface water and groundwater act as the major agents of physical and chemical weathering
 - How soil results from weathering and biological processes
 - Processes and hazards associated with both sudden and gradual mass wasting
- 5. Apply an understanding of ecological factors to explain relationships between earth systems.**
- a. Draw conclusions about how life on earth shapes earth systems and responds to the interaction of earth systems (lithosphere, hydrosphere, atmosphere, and biosphere). (DOK 3)
 - Nature and distribution of life on earth, including humans, to the chemistry and availability of water
 - Distribution of biomes (e.g., terrestrial, freshwater, and marine) to climate regions through time

- Geochemical and ecological processes (e.g., rock, hydrologic, carbon, and nitrogen) that interact through time to cycle matter and energy and how human activity alters the rates of these processes (e.g., fossil fuel formation and combustion; damming and channeling of rivers)
- b. Interpret the record of shared ancestry (fossils), evolution, and extinction as related to natural selection. (DOK 2)
- c. Identify the cause and effect relationships of the evolutionary innovations that most profoundly shaped earth systems. (DOK 1)
 - Photosynthesis and the atmosphere
 - Multicellular animals and marine environments
 - Land plants and terrestrial environments
- d. Cite evidence about how dramatic changes in earth's atmosphere influenced the evolution of life. (DOK 1)

Environmental Science

- ES 1 — Apply inquiry-based and problem-solving processes and skills to scientific investigations.
- ES 2 — Develop an understanding of the relationship of ecological factors that affect an ecosystem.
- ES 3 — Discuss the impact of human activities on the environment, conservation activities, and efforts to maintain and restore ecosystems.

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- a. Conduct a scientific investigation demonstrating safe procedures and proper care of laboratory equipment. (DOK 2)
 - Safety rules and symbols
 - Proper use and care of the compound light microscope, slides, chemicals, and so forth
 - Accuracy and precision in using graduated cylinders, balances, beakers, thermometers, and rulers
- b. Formulate questions that can be answered through research and experimental design. (DOK 3)
- c. Apply the components of scientific processes and methods in classroom and laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
- d. Construct and analyze graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs). (DOK 2)
- e. Analyze procedures, data, and conclusions to determine the scientific validity of research. (DOK 3)
- f. Recognize and analyze alternative explanations for experimental results and to make predictions based on observations and prior knowledge. (DOK 3)
- g. Communicate and defend a scientific argument in oral, written, and graphic form. (DOK 3)

2. Develop an understanding of the relationship of ecological factors that affect an ecosystem.

- a. Compare ways in which the three layers of the biosphere change over time and their influence on an ecosystem's ability to support life. (DOK 2)
- b. Explain the flow of matter and energy in ecosystems. (DOK 2)
 - Interactions between biotic and abiotic factors
 - Indigenous plants and animals and their roles in various ecosystems
 - Biogeochemical cycles within the environment
- c. Predict the impact of the introduction, removal, and reintroduction of an organism on an ecosystem. (DOK 3)
- d. Develop a logical argument explaining the relationships and changes within an ecosystem. (DOK 2)
 - How a species adapts to its niche
 - Process of primary and secondary succession and its effects on a population
 - How changes in the environment might affect organisms
- e. Explain the causes and effects of changes in population dynamics (e.g., natural selection, exponential growth, and predator/prey relationships) to carrying capacity and limiting factors. (DOK 2)
- f. Research and explain how habitat destruction leads to the loss of biodiversity. (DOK 2)
- g. Compare and contrast the major biomes of the world's ecosystems, including location, climate, adaptations, and diversity. (DOK 1)

3. Discuss the impact of human activities on the environment, conservation activities, and efforts to maintain and restore ecosystems.

- a. Summarize the effects of human activities on resources in the local environments. (DOK 2)
 - Sources, uses, quality, and conservation of water
 - Renewable and nonrenewable resources
 - Effects of pollution (e.g., water, noise, air, etc.) on the ecosystem
- b. Research and evaluate the impacts of human activity and technology on the lithosphere, hydrosphere, and atmosphere, and develop a logical argument to support how communities restore ecosystems. (DOK 3)
- c. Research and evaluate the use of renewable and nonrenewable resources, and critique efforts to conserve natural resources and reduce global warming in the United States including (but not limited to) Mississippi. (DOK 3)

Genetics

- G 1 Apply inquiry-based and problem-solving processes and skills to scientific investigations.
- G 2 Analyze the structure and function of the cell and cellular organelles.
- G 3 Apply the principles of heredity to demonstrate genetic understandings.

1. Use critical thinking and scientific problem solving in designing and performing biological research and experimentation. (L, P, E)

- a. Use current technologies such as CD-ROM, DVD, Internet, and online data search to explore current research related to a specific topic. (DOK 3)

- b. Clarify research questions, and design laboratory investigations. (DOK 3)
- c. Demonstrate the use of scientific inquiry and methods to formulate, conduct, and evaluate laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
- d. Organize data to construct graphs (e.g., plotting points, labeling x- and y-axis, creating appropriate titles and legends for pie, bar, and line graphs) to draw conclusions and make inferences. (DOK 3)
- e. Evaluate procedures, data, and conclusions to critique the scientific validity of research. (DOK 3)
- f. Formulate and revise scientific explanations and models using logic and evidence (data analysis). (DOK 3)
- g. Collect, analyze, and draw conclusions from data to create a formal presentation using available technology (e.g., computers, calculators, SmartBoard, CBLs, etc.). (DOK 3)

2. Review the structure and function of the cell as it applies to genetics. (L)

- a. Cite evidence to illustrate how the structure and function of cells are involved in the maintenance of life. (DOK 2)
- b. Describe how organic components are integral to biochemical processes. (DOK 2)
- c. Differentiate among the processes by which plants and animals reproduce. (DOK 1)
 - Cell cycle and mitosis
 - Meiosis, spermatogenesis, and oogenesis
- d. Explain the significance of the discovery of nucleic acids. (DOK 1)
- e. Analyze and explain the structure and function of DNA and RNA in replication, transcription, translation, and DNA repair. (DOK 2)
- f. Cite examples to compare the consequences of the different types of mutations. (DOK 1)
- g. Draw conclusions about the importance and potential impacts of the process of gene transfer used in biotechnology. (DOK 3)

3. Analyze the structure and function of DNA and RNA molecules. (L, P)

- a. Cite evidence that supports the significance of Mendel's concept of "particulate inheritance" to explain the understanding of heredity. (DOK 1)
- b. Apply classical genetics principles to solve basic genetic problems. (DOK 2)
 - Genes and alleles, dominance, recessiveness, the laws of segregation, and independent assortment
 - Inheritance of autosomal and sex-linked traits
 - Inheritance of traits influenced by multiple alleles and traits with polygenic inheritance
 - Chromosomal theory of inheritance
- c. Apply population genetic concepts to summarize variability of multicellular organisms. (DOK 2)
 - Genetic variability
 - Hardy-Weinberg formula
 - Migration and genetic drift
 - Natural selection in humans
- d. Distinguish and explain the applications of various tools and techniques used in DNA manipulation. (DOK 1)

- Steps in genetic engineering experiments
 - Use of restriction enzymes
 - Role of vectors in genetic research
 - Use of transformation techniques
- c. Research and present a justifiable explanation for the practical uses of biotechnology (e.g., chromosome mapping, karyotyping, and pedigrees). (DOK 2)
 - f. Develop and present a scientifically based logical argument for or against moral and ethical issues related to genetic engineering. (DOK 3)
 - g. Research genomics (human and other organisms), and predict benefits and medical advances that may result from the use of genome projects. (DOK 2)

Geology

~~GE1—Apply inquiry-based and problem-solving processes and skills to scientific investigations.~~

~~GE2—Develop an understanding of plate tectonics and geochemical and ecological processes that affect earth.~~

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- a. Conduct a scientific investigation demonstrating safe procedures and proper care of laboratory equipment. (DOK 2)
 - Safety rules and symbols
 - Proper use and care of the compound light microscope, slides, chemicals, and so forth
 - Accuracy and precision in using graduated cylinders, balances, beakers, thermometers, and rulers
- b. Formulate questions that can be answered through research and experimental design. (DOK 3)
- c. Apply the components of scientific processes and methods in classroom and laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
- d. Construct and analyze graphs (e.g., plotting points, labeling x- and y-axis, and creating appropriate titles and legends for circle, bar, and line graphs). (DOK 2)
- e. Analyze procedures, data, and conclusions to determine the scientific validity of research. (DOK 3)
- f. Recognize and analyze alternative explanations for experimental results and to make predictions based on observations and prior knowledge. (DOK 3)
- g. Communicate and defend a scientific argument in oral, written, and graphic form. (DOK 3)

2. Develop an understanding of plate tectonics and geochemical and ecological processes that affect earth.

- a. Differentiate the components of the earth's atmosphere and lithosphere. (DOK 1)
- b. Research and summarize explanations of how earth acquired its initial atmosphere and oceans. (DOK 2)
- c. Compare the causes and effects of internal and external components that shape earth's topography. (DOK 2)

- Physical weathering (e.g., atmospheric, glacial, etc.)
 - Chemical weathering agents (e.g., acid precipitation, carbon dioxide, oxygen, water, etc.)
- d. Develop an understanding of how plate tectonics create certain geologic features, materials, and hazards. (DOK 2)
 - Types of crustal movements and the resulting landforms (e.g., seafloor spreading, paleomagnetic measurements, and orogenesis)
 - Processes that create earthquakes and volcanoes
 - Asthenosphere
 - e. Summarize the theories of plate development and continental drift, and describe the causes and effects involved in each. (DOK 2)
 - f. Develop a logical argument to explain how geochemical and ecological processes (e.g., rock, hydrologic, carbon, and nitrogen) interact through time to cycle matter and energy and how human activity alters the rates of these processes (e.g., fossil fuel formation and combustion, damming, and channeling of rivers). (DOK 2)
 - g. Interpret how the earth's geological time scale relates to geological history, landforms, and life forms. (DOK 2)
 - h. Research and describe different techniques for determining relative and absolute age of the earth (e.g., index of fossil layers, superposition, radiometric dating, etc.) (DOK 1)
 - i. Summarize the geological activity of the New Madrid fault line, and compare and contrast it to geological activity in other parts of the world. (DOK 2)
 - j. Identify and differentiate the major geological features in Mississippi (e.g., Delta, Coastal Areas, etc.). (DOK 1)
 - k. Evaluate an emergency preparedness plan for natural disasters associated with crustal movement. (DOK 3)

Physical Science

- PS 1 Apply inquiry-based and problem-solving processes and skills to scientific investigations.
- PS 2 Describe and explain how forces affect motion.
- PS 3 Demonstrate an understanding of general properties and characteristics of waves.
- PS 4 Develop an understanding of the atom.
- PS 5 Investigate and apply principles of physical and chemical changes in matter.

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- a. Use appropriate laboratory safety symbols and procedures to design and conduct a scientific investigation. (DOK 2)
 - Safety symbols and safety rules in all laboratory activities
 - Proper use and care of the compound light microscope
 - Accuracy and precision in using graduated cylinders, balances, beakers, thermometers, and rulers
- b. Identify questions that can be answered through scientific investigations. (DOK 3)
- c. Identify and apply components of scientific methods in classroom investigations. (DOK 3)

- Predicting, gathering data, and drawing conclusions
 - Recording outcomes and organizing data from a variety of sources (e.g., scientific articles, magazines, student experiments, etc.)
 - Critically analyzing current investigations/problems using periodicals and scientific scenarios
- d. Interpret and generate graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs). (DOK 2)
 - e. Analyze procedures and data to draw conclusions about the validity of research. (DOK 3)
 - f. Formulate and revise scientific explanations and models using logic and evidence (data analysis). (DOK 3)
 - g. Communicate effectively to present and explain scientific results, using appropriate terminology and graphics. (DOK 3)

2. Describe and explain how forces affect motion:

- a. Demonstrate and explain the basic principles of Newton's three laws of motion including calculations of acceleration, force, and momentum. (DOK 2)
 - Inertia and distance-time graphs to determine average speed
 - Net force (accounting for gravity, friction, and air resistance) and the resulting motion of objects
 - Effects of the gravitational force on objects on earth and effects on planetary and lunar motion
 - Simple harmonic motion (oscillation)
- b. Explain the connection between force, work, and energy. (DOK 2)
 - Force exerted over a distance (results in work done)
 - Force-distance graph (to determine work)
 - Network on an object that contributes to change in kinetic energy (work-to-energy theorem)
- c. Describe (with supporting details and diagrams) how the kinetic energy of an object can be converted into potential energy (the energy of position) and how energy is transferred or transformed (conservation of energy). (DOK 2)
- d. Draw and assess conclusions about charges and electric current. (DOK 2)
 - Static/current electricity and direct current/alternating current
 - Elements in an electric circuit that are in series or parallel
 - Conductors and insulators
 - Relationship between current flowing through a resistor and voltage flowing across a resistor
- e. Cite evidence and explain the application of electric currents and magnetic fields as they relate to their use in everyday living (e.g., the application of fields in motors and generators and the concept of electric current using Ohm's law). (DOK 2)

3. Demonstrate an understanding of general properties and characteristics of waves:

- a. Differentiate among transverse, longitudinal, and surface waves as they propagate through a medium (e.g., string, air, water, and steel beam). (DOK 1)
- b. Compare properties of waves (e.g., superposition, interference, refraction, reflection, diffraction, and Doppler effect), and explain the connection among the quantities (e.g., wavelength, frequency, period, amplitude, and velocity). (DOK 2)

- c. Classify the electromagnetic spectrum's regions according to frequency and/or wavelength, and draw conclusions about their impact on life. (DOK 2)
 - The emission of light by electrons when moving from higher to lower levels
 - Energy (photons as quanta of light)
 - Additive and subtractive properties of colors
 - Relationship of visible light to the color spectrum
- d. Explain how sound intensity is measured and its relationship to the decibel scale. (DOK 1)

4. Develop an understanding of the atom.

- a. Cite evidence to summarize the atomic theory. (DOK 1)
 - Models for atoms
 - Hund's rule and Aufbau process to specify the electron configuration of elements
 - Building blocks of matter (e.g., proton, neutron, and electron) and elementary particles (e.g., positron, mesons, neutrinos, etc.)
 - Atomic orbitals (s, p, d, f) and their basic shapes
- b. Explain the difference between chemical and physical changes, and demonstrate how these changes can be used to separate mixtures and compounds into their components. (DOK 2)
- c. Research the history of the periodic table of the elements, and summarize the contributions that led to the atomic theory. (DOK 2)
 - Contributions of scientists (e.g., John Dalton, J. J. Thomson, Ernest Rutherford, Newton, Einstein, Neils, Bohr, Louis de Broglie, Erwin Schrödinger, etc.)
 - Technology (e.g., X-rays, cathode ray tubes, and spectroscopes)
 - Experiments (e.g., gold foil, cathode ray, etc.)
- d. Utilize the periodic table to predict and explain patterns and draw conclusions about the structure, properties, and organization of matter. (DOK 2)
 - Atomic composition and valence electron configuration (e.g., atomic number, mass number of protons, neutrons, electrons, isotopes, and ions)
 - Periodic trends using the periodic table (e.g., valence, reactivity, and atomic radius)
 - Average atomic mass from isotopic abundance
 - Solids, liquids, and gases
 - Periodic properties of elements (e.g., metal/nonmetal/metalloid behavior, electrical/heat conductivity, electronegativity, electron affinity, ionization energy, and atomic/covalent/ionic radius) and how they relate to position in the periodic table

5. Investigate and apply principles of physical and chemical changes in matter.

- a. Write chemical formulas for compounds comprising monatomic and polyatomic ions. (DOK 1)
- b. Balance chemical equations. (DOK 2)
- c. Classify types of chemical reactions (e.g., composition, decomposition, single displacement, double displacement, combustion, and acid/base reactions). (DOK 2)

Physics I

- PHYI 1—Apply inquiry-based and problem-solving processes and skills to scientific investigations.
- PHYI 2—Develop an understanding of concepts related to forces and motion.
- PHYI 3—Develop an understanding of concepts related to work and energy.
- PHYI 4—Discuss the characteristics and properties of light and sound.
- PHYI 5—Apply an understanding of magnetism, electric fields, and electricity.
- PHYI 6—Analyze and explain concepts of nuclear physics.

1. Investigate and apply principles of physical and chemical changes in matter.

- Use current technologies such as CD-ROM, DVD, Internet, and online data search to explore current research related to a specific topic. (DOK 3)
- Clarify research questions, and design laboratory investigations. (DOK 3)
- Demonstrate the use of scientific inquiry and methods to formulate, conduct, and evaluate laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
- Organize data to construct graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs), draw conclusions, and make inferences. (DOK 3)
- Evaluate procedures, data, and conclusions to critique the scientific validity of research. (DOK 3)
- Formulate and revise scientific explanations and models using logic and evidence (data analysis). (DOK 3)
- Collect, analyze, and draw conclusions from data to create a formal presentation using available technology (e.g., computers, calculators, SmartBoard, CBLs, etc.). (DOK 3)

2. Develop an understanding of concepts related to forces and motion.

- Use inquiry to investigate and develop an understanding of the kinematics and dynamics of physical bodies. (DOK 3)
 - Vector and scalar quantities
 - Vector problems (solved mathematically and graphically)
 - Vector techniques and free-body diagrams to determine the net force on a body when several forces are acting on it
 - Relations among mass, inertia, and weight
- Analyze, describe, and solve problems by creating and utilizing graphs of one-dimensional motion (e.g., position, distance, displacement, time, speed, velocity, acceleration, and the special case of freefall). (DOK 2)
- Analyze real-world applications to draw conclusions about Newton's three laws of motion. (DOK 2)
- Apply the effects of the universal gravitation law to graph and interpret the force between two masses, acceleration due to gravity, and planetary motion. (DOK 2)
 - Situations where g is constant (falling bodies)
 - Concept of centripetal acceleration undergoing uniform circular motion
 - Kepler's third law
 - Oscillatory motion and the mechanics of waves

3. Develop an understanding of concepts related to work and energy.

- a. Explain and apply the conservation of energy and momentum. (DOK 2)
 - Concept of work and applications
 - Concept of kinetic energy, using the elementary work-energy theorem
 - Concept of conservation of energy with simple examples
 - Concepts of energy, work, and power (qualitatively and quantitatively)
 - Principles of impulse in inelastic and elastic collisions
- b. Analyze real-world applications to draw conclusions about mechanical potential energy (the energy of configuration). (DOK 3)
- c. Apply the principles of impulse, and compare conservation of momentum and conservation of kinetic energy in perfectly inelastic and elastic collisions. (DOK 1)
- d. Investigate and summarize the principles of thermodynamics. (DOK 2)
 - How heat energy is transferred from higher temperature to lower temperature until equilibrium is reached
 - Temperature and thermal energy as related to molecular motion and states of matter
 - Problems involving specific heat and heat capacity
 - First and second laws of thermodynamics as related to heat engines, refrigerators, and thermal efficiency
- e. Develop the kinetic theory of ideal gases, and explain the concept of Carnot efficiency. (DOK 2)

4. Discuss the characteristics and properties of light and sound.

- a. Describe and model the characteristics and properties of mechanical waves. (DOK 2)
 - Simple harmonic motion
 - Relationships among wave characteristics such as velocity, period, frequency, amplitude, phase, and wavelength
 - Energy of a wave in terms of amplitude and frequency.
 - Standing waves and waves in specific media (e.g., stretched string, water surface, air, etc.)
- b. Differentiate and explain the Doppler effect as it relates to a moving source and to a moving observer. (DOK 1)
- c. Explain the laws of reflection and refraction, and apply Snell's law to describe the relationship between the angles of incidence and refraction. (DOK 2)
- d. Use ray tracing and the thin lens equation to solve real-world problems involving object distance from lenses. (DOK 2)
- e. Investigate and draw conclusions about the characteristics and properties of electromagnetic waves. (DOK 2)

5. Apply an understanding of magnetism, electric fields, and electricity.

- a. Analyze and explain the relationship between electricity and magnetism. (DOK 2)
 - Characteristics of static charge and how a static charge is generated
 - Electric field, electric potential, current, voltage, and resistance as related to Ohm's law
 - Magnetic poles, magnetic flux and field, Ampère's law, and Faraday's law
 - Coulomb's law

- b. Use schematic diagrams to analyze the current flow in series and parallel electric circuits, given the component resistances and the imposed electric potential. (DOK 2)
- c. Analyze and explain the relationship between magnetic fields and electrical current by induction, generators, and electric motors. (DOK 2)

6. Analyze and explain concepts of nuclear physics.

- a. Analyze and explain the principles of nuclear physics. (DOK 1)
 - The mass number and atomic number of the nucleus of an isotope of a given chemical element
 - The conservation of mass and the conservation of charge
 - Nuclear decay
- b. Defend the wave-particle duality model of light, using observational evidence. (DOK 3)
 - Quantum energy and emission spectra
 - Photoelectric and Compton effects

Spatial Information Science

SP 1 — Apply inquiry-based and problem-solving processes and skills to scientific investigations.

SP 2 — Develop an understanding of geographic information systems.

1. Demonstrate the basic concepts of global positioning systems (GPS). (E)

- a. Use current technologies such as CD-ROM, DVD, Internet, and online data search to explore current research related to a specific topic. (DOK 3)
- b. Clarify research questions, and design laboratory investigations. (DOK 3)
- c. Demonstrate the use of scientific inquiry and methods to formulate, conduct, and evaluate laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
- d. Organize data to construct graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs), draw conclusions, and make inferences). (DOK 3)
- e. Evaluate procedures, data, and conclusions to critique the scientific validity of research. (DOK 3)
- f. Formulate and revise scientific explanations and models using logic and evidence (data analysis). (DOK 3)
- g. Collect, analyze, and draw conclusions from data to create a formal presentation using available technology (e.g., computers, calculators, SmartBoard, CBLs, etc.). (DOK 3)

2. Demonstrate the basic concepts of remote sensing. (E, P)

- a. Describe the characteristics of the electromagnetic spectrum.
- b. Using images and graphs, interpret the absorption/reflection spectrum.
- c. Distinguish between passive and active sensor systems.
- d. Analyze the effects of changes in spatial, temporal, and spectral resolution.
- e. Analyze the effects on images due to changes in scale.
- f. Identify the types of sensor platforms.

Zoology

- ~~ZO 1 — Apply inquiry-based and problem-solving processes and skills to scientific investigations.~~
- ~~ZO 2 — Develop an understanding of levels of organization and animal classification.~~
- ~~ZO 3 — Differentiate among animal life cycles, behaviors, adaptations, and relationships.~~
- ~~ZO 4 — Demonstrate an understanding of the principles of animal genetic diversity and evolution.~~

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- ~~a. Conduct a scientific investigation demonstrating safe procedures and proper care of laboratory equipment. (DOK 2)
 - ~~• Safety rules and symbols~~
 - ~~• Proper use and care of the compound light microscope, slides, chemicals, and so forth~~
 - ~~• Accuracy and precision in using graduated cylinders, balances, beakers, thermometers, and rulers~~~~
- ~~b. Formulate questions that can be answered through research and experimental design. (DOK 3)~~
- ~~c. Apply the components of scientific processes and methods in classroom and laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)~~
- ~~d. Construct and analyze graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs). (DOK 2)~~
- ~~e. Analyze procedures, data, and conclusions to determine the scientific validity of research. (DOK 3)~~
- ~~f. Recognize and analyze alternative explanations for experimental results and to make predictions based on observations and prior knowledge. (DOK 3)~~
- ~~g. Communicate and defend a scientific argument in oral, written, and graphic form. (DOK 3)~~

2. Develop an understanding of levels of organization and animal classification.

- ~~a. Explain how organisms are classified, and identify characteristics of major groups. (DOK 1)
 - ~~• Levels of organization of structures in animals (e.g., cells, tissues, organs, and systems)~~
 - ~~• Characteristics used to classify organisms (e.g., cell structure, biochemistry, anatomy, fossil record, and methods of reproduction)~~~~
- ~~b. Identify and describe characteristics of the major phyla. (DOK 1)
 - ~~• Symmetry and body plan~~
 - ~~• Germ layers and embryonic development~~
 - ~~• Organ systems (e.g., digestive, circulatory, excretory, and reproductive)~~
 - ~~• Locomotion and coordination~~~~
- ~~c. Distinguish viruses from bacteria and protists, and give examples. (DOK 1)~~
- ~~d. Differentiate among the characteristics of bacteria, archaea, and eucarya. (DOK 1)
 - ~~• Phylogenetic sequencing of the major phyla~~~~

- ~~Invertebrate characteristics (e.g., habitat, reproduction, body plan, and locomotion) of the following phyla: Porifera, Cnidarians, Nematoda, Annelida, Platyhelminthes, Arthropoda, Insecta, Crustacea, Arachnida, Mollusca [Bivalvia and Gastropoda], and Echinodermata)~~
 - ~~Vertebrate characteristics (e.g., habitat, reproduction, body plan, and locomotion) of the following classes: Agnatha, Chondrichthyes, Osteichthyes, Amphibia, Reptilia, Aves, and Mammalia)~~
- 3. Differentiate among animal life cycles, behaviors, adaptations, and relationships:**
- a. ~~Describe life cycles, alternation of generations, and metamorphosis of various animals, and evaluate the advantages and disadvantages of asexual and sexual reproduction. (DOK 1)~~
 - b. ~~Describe and explain concepts of animal behavior, and differentiate between learned and innate behavior. (DOK 1)~~
 - ~~Division of labor within a group of animals~~
 - ~~Communication within animals groups~~
 - ~~Degree of parental care given in animal groups~~
 - c. ~~Evaluate the unique protective adaptations of animals as they relate to survival. (DOK 2)~~
 - d. ~~Compare and contrast ecological relationships, and make predictions about the survival of populations under given circumstances. (DOK 3)~~
 - ~~Terrestrial and aquatic ecosystems~~
 - ~~Herbivores, carnivores, omnivores, decomposers, and other feeding relationships~~
 - ~~Symbiotic relationships such as mutualism, commensalisms, and parasitism~~
 - e. ~~Contrast food chains and food webs. (DOK 2)~~
- 4. Demonstrate an understanding of the principles of animal genetic diversity and evolution:**
- a. ~~Categorize and explain sources of genetic variation on the cellular level (e.g., mutations, crossing over, and nondisjunction) and the population level (e.g., nonrandom mating, migration, etc.). (DOK 2)~~
 - ~~Relationship between natural selection and evolution~~
 - ~~Mutations, crossing over, non-disjunction~~
 - ~~Nonrandom mating, migration, and so forth~~
 - ~~Effects of genetic drift on evolution~~
 - b. ~~Develop a logical argument defending or refuting issues related to genetic engineering of animals. (DOK 3)~~



~~2017 AEST Science of Agricultural Animals Level II~~

~~Program CIP: 01.0901 Animal Sciences, General~~

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~~The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.~~

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Standards

Standards are superscripted in each unit and are referenced in the appendices. Standards in the AEST Science of Agricultural Animals Curriculum Framework and Supporting Materials are based on the following:

National Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Standards

The National Council for Agricultural Education (The Council) shapes and strengthens school-based agricultural education at all levels. The Council and the National AFNR Career Cluster Content Standards Committee have developed the career pathway content standards to outline technical knowledge and skills required for future success within Agriculture and Environmental Science and Technology. The content standards are intended to provide a forward-thinking guide for what students should know and be able to do after completing this program of study. The standards referenced in this curriculum are reprinted with permission from the National Council for Agricultural Education, 1410 King Street, Suite 400, Alexandria, VA 22314. (800) 772-0939. Copyright © 2015. <https://www.ffa.org/thecouncil/afnr>.

College and Career Ready Standards

The College and Career Ready Standards emphasize critical thinking, teamwork and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College and Career Ready Standards (MCCRS) because they provide a consistent, clear understanding of what students are expected to learn so that teachers and parents know what they need to do to help them. Reprinted from <http://www.mde.k12.ms.us/MCCRS>

International Society for Technology in Education Standards (ISTE)

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21st Century Skills and Information and Communication Technologies Literacy Standards

In defining 21st-century learning, the Partnership for 21st Century Skills has embraced five content and skill areas that represent the essential knowledge for the 21st century: global awareness; civic engagement; financial, economic, and business literacy; learning skills that encompass problem-solving, critical-thinking, and self-directional skills; and information and communication technology (ICT) literacy.

Mississippi Science Curriculum Framework

Mississippi Department of Education 2010 Mississippi Science Framework

Preface

Secondary career and technical education programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and Every Student Succeeds Act 2015.).

Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers.

Curriculum, Assessment, Professional Learning, and other program resources can be found at The Research and Curriculum Unit's website: <http://www.rcu.msstate.edu>

Should you need additional instructions regarding these resources, please call 662.325.2510.

The National FFA Organization website has educator resources, student organization guidelines and program information, professional organization information and experiential learning guidelines. All Agricultural Education teachers have been given free access to these resources at www.ffa.org.

Executive Summary

Pathway Description

AEST Science of Agricultural Animals Level II is the upper level course for the agricultural and environmental science and technology (AEST) animal science pathway. All students must complete both the Concepts of Agriscience and the Science of Agricultural Animals Level I courses before being allowed to enroll in the Level II advanced course of the program. The course is a culmination of in-depth study in the production, management, and evaluation of livestock based upon intended use. The course also addresses livestock facilities and management and guides students to research current issues in animal agriculture. Emphasis is on an active learning environment enriched with technology and hands-on, science-based applications. The course carries one Carnegie Unit of credit that can count as a science elective credit for high school graduation.

Industry Certification

No national industry-recognized certifications are known to exist at this time in the field of agriscience. Competencies and suggested performance indicators in the AEST Science of Agricultural Animals course have been correlated, however, to the National Agriculture, Food, and Natural Resources (AFNR) Career Cluster Content Standards that have been reviewed and endorsed at the national level by the National Council on Agricultural Education.

Assessment

The latest assessment blueprint for the curriculum can be found at <http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx>.

Student Prerequisites

In order for students to experience success in the program, the following student prerequisites are suggested:

1. Concepts of Agriscience—successful completion of course and MS-CPAS2 assessment
2. Science of Agricultural Animals Level I—successful completion of course

Applied Academic Credit

The latest academic credit information can be found at

<http://www.mde.k12.ms.us/ACCRED/AAS>.

Once there, click the “Mississippi Public School Accountability Standards Year” tab.

Review the appendices for graduation options and superscript information regarding specific programs receiving academic credit.

Check this site often as it is updated frequently.

Teacher Licensure

The latest teacher licensure information can be found at <http://www.mde.k12.ms.us/educator-licensure>.

Professional Learning

If you have specific questions about the content of any of training sessions provided, please contact the Research and Curriculum Unit at 662.325.2510.

Course Outlines

Course Description: AEST Science of Agricultural Animals Level II is a 1.0 credit course that is a culmination of an in-depth study in the production, management, and evaluation of livestock based upon intended use. The course also addresses livestock facilities and management and guides students to research current issues in animal agriculture. Emphasis is on an active learning environment enriched with technology and hands-on, science-based applications. The course directs students in further study leading to successful careers in the agricultural industry.

AEST Science of Agricultural Animals Level II (1.0 Carnegie Unit) – Course Code: 991020

Unit	Unit Name	Hours
1	Leadership and Experiential Learning (SAE)	5
2	Application of Feed and Feeding to Animal Growth and Production	20
3	Reproduction Management and Technology	20
4	Livestock Evaluation and Selection	25
5	Animal Production Management	25
6	Facility and Equipment Management in Animal Agriculture	20
7	Issues in Animal Agriculture	15
8	Companion and Service Animals	10
Total		140

Research Synopsis

Introduction

The agricultural sciences career cluster covers the broad field of occupations related to the production and use of plants and animals for food, fiber, aesthetic, and environmental purposes. According to the U.S. Department of Agriculture, during the next five years (2015-2020) 57,900 jobs are expected to open in food, agriculture, renewable natural resources, or the environment for graduates with bachelor's or higher degrees in those areas. Almost half of those jobs will be in management and business; 27% in science, technology, engineering, and math in agriculture; 15% in sustainable food and biomaterials production; and 12% in education, communication, and government services. According to U.S. Department of Agriculture statistics, \$167.3 billion were earned in agriculture, forestry, fishing, and hunting in the United States in 2014. The Mississippi Department of Agriculture and Commerce reports that agriculture is a \$7.9 billion industry, employing approximately 29% of the state's workforce.

AEST courses target careers at the professional and technical levels in agriculture. Students enrolled in these courses should be better prepared to pursue degrees at the community college and four-year college levels.

Needs of the Future Workforce

Data for this synopsis were compiled from the Mississippi Department of Employment Security (2015). Employment opportunities for related occupations are listed below:

Table 1.1: Current and Projected Occupation Report

Occupation	Employment		Projected Growth 2010-2020		Average Wage 2015	
	Current (2010)	Projected (2020)	Number	Percent	Hourly	Annual
Agricultural and Food Science Technicians	190	200	10	5.3	\$15.92	\$33,120
Agricultural Equipment Operators	280	300	20	7.1	\$17.32	\$36,020
Conservation Scientists	1,270	1,330	60	4.7	\$26.05	\$54,190
Environmental Engineers	890	950	60	6.7	\$34.70	\$72,170
Environmental Engineering Technicians	100	110	10	10.0	\$20.44	\$42,510
Environmental Scientists and Specialists, Including Health	920	990	70	7.6	\$27.02	\$56,190
Environmental Science and Protection Technicians, Including Health	30	40	10	33.3	\$19.73	\$41,030
Soil and Plant Scientists	70	80	10	14.3	\$39.74	\$82,660

Farmworkers and Laborers, Crop, Nursery, and Greenhouse	690	690	0	0.0	\$9.39	\$19,540
Farmworkers, Farm and Ranch Animals	440	460	20	7.1	\$10.17	\$21,150
First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers	300	310	10	3.3	\$22.61	\$47,030
Foresters	650	670	20	3.1	\$52.660	\$17.73
Forest and Conservation Workers	70	80	10	14.3	\$20.26	\$42,150
Veterinarians	430	520	90	20.9	\$39.15	\$81,440
Veterinary Assistants and Laboratory Animal Caretakers	580	580	0	0.0	\$10.30	\$21,430
Veterinary Technologists and Technicians	610	800	190	31.1	\$15.13	\$31,470

Source: Mississippi Department of Employment Security, www.mdes.ms.gov.

Perkins IV Requirements

Curriculum Content

In compiling the research for the agricultural sciences cluster, face-to-face and telephone interviews were conducted with representatives of agricultural employers and agencies. The following comments summarize the results of these interviews:

Summary of Standards

- While opportunities to enter farming on a full-scale commercial enterprise basis are limited, opportunities do exist and are expected to increase as current operators retire and begin to rent their land to companies and individuals. Opportunities are also expected to increase for consultants and technicians who support production enterprises by providing specialized services to producers.
- There was general agreement among all persons interviewed that students need to better develop skills related to leadership; teamwork; communication; and work ethic, habits, and values. All respondents also indicated that a basic knowledge of economics, record keeping, budgeting, and business decision-making skills will be essential in today's "lean" environment.
- Opportunities for high school graduates in all fields of agriculture are limited to the basic entry-level positions. More abundant opportunities exist for students who have received advanced training at the community college or university level.
- All respondents agreed that a college- and career-ready foundation of knowledge and skills existed across all major pathways related to the following themes: leadership and personal development; principles of plant science and production; principles of soil science and air and water quality; principles of agricultural power, structures, and technology; and principles

of economics and management. A sixth theme, principles of animal science and production, exists for students in the AEST and agriculture and natural resources pathway.

- All respondents agreed that students in all pathways should be exposed to the process by which agricultural products are grown, managed, harvested, processed, and marketed. As students study this process, they should also be exposed to the different careers that are involved in all segments of the industry.
- The role of federal and state agencies, including the USDA, OSHA, FDA, and EPA, should be discussed. Also, the role of agricultural organizations, such as the Poultry Association, Nurseryman's Association, and Farm Bureau, needs to be investigated.

Academic Infusion

The AEST curriculum is tied to the Mississippi College and Career Ready Standards. The curriculum provides multiple opportunities to enhance and reinforce these academic skills. Since students will be required to communicate effectively in the classroom as well as in the workforce, there is a considerable amount of reading and writing in this curriculum. Overall, the AEST curriculum requires students to make presentations, read technical manuals, and use strategic and critical thinking skills to solve real-world problems. The location of the College and Career Ready Standards for each unit is located in Appendix E.

Transition to Postsecondary Education

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website: <http://www.mccb.edu/>.

Best Practices

The premise of the success of all school-based, agricultural education programs is the three-circle model, which depicts the three major components of the program interlocked and working together as one. The three components are classroom and laboratory instruction; experiential learning through supervised agricultural experience (SAE) programs for individual students; and participation in the CTE student organization for agriculture education, the National FFA.

Classroom and Laboratory Instruction

The classroom and laboratory component of the school-based, agricultural education, three-circle model is the foundation of the success of the other two components. Through contextual learning, students in agricultural education can learn the science, business, and technology of modern agriculture through innovative instructional technologies, differentiated instruction, and cooperative learning.

Innovative Instructional Technologies

Recognizing that today's students are digital learners, the classroom should be equipped with tools that will teach them in the way they need to learn. The AEST teacher's goal should be to include teaching strategies that incorporate current technology. It is suggested that each classroom house a set of smart tablets and one teacher laptop. To make use of the latest online communication tools, such as wikis, blogs, and podcasts, the teacher is encouraged to use a learning management system that introduces students to teaching and learning strategies in an online environment and places the responsibility of learning on the student.

Differentiated Instruction

All students are unique and possess an individualized learning style. Differentiated instruction is an approach to teaching that addresses the differences in learning styles by providing alternative teaching and assessment methods that reach across the spectrum of student needs in the classroom. By differentiating instruction in AEST, teachers can more effectively reach students and address their strengths and weaknesses, therefore increasing student success. The implementation of various forms of technology; use of alternative assessments, such as rubrics and problem-based assessment; and utilizing hands-on and work-based learning opportunities in the program of instruction truly enhance the quality of the curriculum presentation.

Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the science of agricultural animals curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The science of agricultural animals curriculum provides opportunities for students to work together and help each other to complete complex tasks.

Experiential Learning (SAE)

The experiential learning (SAE) component has long been an integral part of the school-based, agricultural education, three-component model. Each student is encouraged to explore their career interests and plan an experiential, service, and/or work-based learning program to guide them to their career goals. This SAE program guides the student as they maintain a record-keeping system of the time and money invested, as well as the skills gained from their experiences. The experiential learning projects can be used in a variety of situations to reinforce and complement classroom theory and content. The experiential learning project consists of entrepreneurship, placement, research/experimentation, and exploratory discovery and spans the duration of program enrollment.

CTE Student Organizations

As the third part of the school-based, agricultural education program, the FFA component is the showcase, or focal point, of leadership, growth, and development for students. The FFA is the student organization for the science of agricultural animals curriculum. The FFA offers many opportunities for student success, such as leadership development, career development events, degrees of attainment, awards and scholarships, and community service. The FFA provides students with growth opportunities and competitive events. It also opens the doors to the world of agriculture and scholarship opportunities.

Conclusion

The AEST curriculum is one of Mississippi's most comprehensive agriculture curricula. It is a systematic program of instruction, and students who complete this program are well equipped for a variety of careers and the ability to make informed choices regarding food, fiber, and managing natural resources. Instructors are urged to encourage AEST science of agricultural animals students to pursue postsecondary educational opportunities at community colleges and universities in Mississippi.

Professional Organizations

~~Agricultural Education Division of the Association for Career and Technical Education. May be found online at <http://www.acteonline.org/>~~

~~American Association for Agricultural Education. May be found online at <http://aaaonline.org/>~~

~~Mississippi ACTE. May be found online at <http://www.mississippiacte.com/>~~

~~Mississippi Association of Vocational Agriculture Teachers (MAVAT). May be found online at www.mississippiffa.org~~

~~National Association of Agricultural Educators. May be found online at <http://www.naae.org/>~~

~~National Association of Supervisors of Agricultural Education. May be found online at <https://www.ffa.org/thecouncil/nasae/>~~

~~National FFA Alumni Association. May be found online at <https://www.ffa.org/getinvolved/alumni/>~~

~~National FFA Foundation, Inc. May be found online at <https://www.ffa.org/support/foundation/>~~

~~National Farm and Ranch Business Management Education Association. May be found online at <http://www.nfrbmea.org/>~~

~~National Postsecondary Agricultural Student Organization. May be found online at <http://www.nationalpas.org/>~~

~~National Young Farmer Educational Association. May be found online at <http://www.nyfea.org>~~

Using This Document

Suggested Time on Task

This section indicates an estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75–80% of the time in the course.

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Integrated Academic Topics, 21st Century Skills and Information and Communication Technology Literacy Standards, ACT College Readiness Standards, and Technology Standards for Students

This section identifies related academic topics as required in the Subject Area Testing Program (SATP) in Algebra I, Biology I, English II, and U.S. History from 1877, which are integrated into the content of the unit. Research-based teaching strategies also incorporate ACT College Readiness standards. This section also identifies the 21st Century Skills and Information and Communication Technology Literacy skills. In addition, national technology standards for students associated with the competencies and suggested objectives for the unit are also identified.

Unit 1: Leadership and Experiential Learning (SAE)

Competencies and Suggested Objectives

1. ~~Assess personal career and leadership skills required for employment in the agricultural-animal industry.~~ ^{DOK3, ABS, CRP, CS}
 - a. ~~Self-evaluate workplace soft skills and discuss how they apply to real work situations:~~
 - ~~Complete a personality or strengths assessment.~~
 - b. ~~Discuss workplace ethics:~~
 - ~~Investigate time-management techniques.~~
 - c. ~~Participate in five leadership activities through FFA above the local level.~~
 - d. ~~Investigate involvement opportunities in breed associations, Farm Bureau, Young Farmers and Ranchers, or other agriculture-related organizations.~~
 - e. ~~Participate in a minimum of 25 hours in at least two different community service activities.~~
 - f. ~~Identify potential college and career opportunities in animal agriculture:~~
 - ~~Research colleges and universities that offer studies in animal agriculture or a related field.~~
 - ~~Complete an application for college admission and scholarships.~~
 - ~~Revise a personal résumé for the purpose of applying for a specific job.~~
 - ~~Complete a job application for employment.~~
 - ~~Participate in a mock or real interview.~~
2. ~~Participate in local, state, or national FFA activities that provide opportunities for leadership development and career exploration, such as:~~ ^{DOK4, AS, CRP, CS}
 - ~~Leadership development competitions~~
 - ~~Leadership retreats or conferences~~
 - ~~Industry-related seminars, workshops, or conferences~~
 - ~~Livestock evaluation Career Development Event (CDE)~~
 - ~~Dairy cattle evaluation CDE~~
 - ~~Meats evaluation CDE~~
 - ~~Horse evaluation CDE~~
 - ~~Veterinary science CDE~~
 - ~~Dairy handlers event~~
 - ~~Livestock shows~~
 - ~~Premier exhibitor event~~
3. ~~Review individual plans for student SAE programs.~~ ^{DOK2, CRP, CS}
 - a. ~~Assess goal attainment in SAE from previous year.~~
 - b. ~~Review and update short and long-range goals pertaining to SAE program.~~

- ~~4. Maintain agricultural records for an SAE. ^{DOK2, CRP, CS, ABS}~~
- ~~a. Redefine and adjust requirements of student, parents, supervisor, and/or employer.~~
 - ~~b. Utilize an electronic/computer-based system of record keeping.~~
 - ~~c. Update SAE records to include:~~
 - ~~● SAE program goals~~
 - ~~● Student inventory related to SAE program~~
 - ~~● Expense records~~
 - ~~● Income/gift and scholarship records~~
 - ~~● Skill attainment records~~
 - ~~● Leadership activity records~~
 - ~~● Community service hours~~
 - ~~d. Complete degree and proficiency award applications as they apply to SAE.~~
-

~~Unit 2: Application of Feed and Feeding to Animal Growth and Production~~

~~Competencies and Suggested Objectives~~

~~1. Explain the role of nutrition in agricultural animal production. ^{DOK3, AS, CRP, CS}~~

~~a. Determine the available/appropriate feedstuffs that meet the nutrient requirements of various types of livestock:~~

- ~~• Beef cattle~~
- ~~• Dairy cattle~~
- ~~• Horses~~
- ~~• Sheep~~
- ~~• Goats~~
- ~~• Swine~~
- ~~• Poultry~~
- ~~• Aquaculture crops~~

~~b. Determine the nutritional requirements of a class of livestock based on production purposes:~~

- ~~• Growth~~
- ~~• Maintenance~~
- ~~• Reproduction~~
- ~~• Production~~
- ~~• Lactation~~
- ~~• Work~~

~~2. Explain how animals are fed. ^{DOK3, AS, CRP, CS}~~

- ~~a. Describe how a feed ration is formulated.~~
- ~~b. Calculate feed rations using the Pearson square~~
- ~~c. Interpret an ingredient label from a bag of livestock feed.~~
- ~~d. Distinguish between feed additives and feed supplements.~~
- ~~e. Calculate a least-cost formulation for feeding livestock.~~
- ~~f. Interpret a hay sample report.~~

~~3. Describe the various types of feeding systems used in livestock production. ^{DOK1, AS, CRP, CS}~~

- ~~• Hand-fed~~
- ~~• Free choice/ad libidum~~
- ~~• Creep feed~~

~~4. Discuss forage management systems that emphasize production and utilization by ruminants and pseudoruminants. ^{DOK2, AS, CRP, CS, PS}~~

- ~~• Cool-season vs. warm-season grasses~~
- ~~• Grazing systems (e.g., continuous, rotational, intense)~~
- ~~• Determining carrying capacity~~
- ~~• Utilization and management of harvested forages (e.g., hay, haylage, silage)~~

Unit 3: Reproductive Management and Technology

Competencies and Suggested Objectives	
1. Discuss the application of heredity and genetics in animal production. ^{DOK3, AS, BS, CRP, CS}	
a. Predict the transmission of a trait from parents to offspring (Punnett square dihybrid).	
b. Compare the advantages and disadvantages of raising purebred and crossbred animals.	
2. Determine which breeding system works best for specific animal enterprises. ^{DOK2, AS, BS, CRP, CS}	
a. Compare and contrast types of mating systems:	
• Natural	
• Hand-mated	
• Artificial insemination	
• Embryo transfer	
b. Describe the application of estrus synchronization in breeding systems.	
c. Observe and describe the artificial insemination method of breeding.	
d. Observe and describe the procedure for collecting and processing semen.	
e. Observe and describe the procedure for conducting a breeding soundness exam.	
f. Observe and describe the process of embryo transfer.	
g. Discuss the male to female ratio (e.g., bull to cow) in a natural or hand-mated breeding program.	
3. Discuss new scientific technology that will be of benefit to livestock producers. ^{DOK2, AS, BS, CRP, CS}	
a. Investigate technology and issues related to genetic engineering.	
b. Investigate research and technology as it applies to cloning in animal production.	
c. Discuss the pros and cons of using new technologies in animal production.	

Unit 4: Livestock Evaluation and Selection

Competencies and Suggested Objectives
<p>1. Evaluate the external parts of an agricultural animal as they relate to selecting quality animals for meat production or breeding purposes. ^{DOK3, AS, CRP, CS, FPP}</p>
<p>2. Investigate the selection of market animals. ^{DOK3, AS, CRP, CS, FPP}</p> <p>a. Critique the main points to consider when visually evaluating a market animal:</p> <ul style="list-style-type: none">• Type• Muscle• Finish• Carcass merit• Yield grade (1, 2, 3, 4, 5)• Quality grade (i.e., prime, choice, select, standard)• Balance• Style• Structural correctness <p>b. Evaluate classes of market animals and discuss placings for each class.</p> <p>c. Develop logical reasoning for the selection of market, breeding, or performance livestock.</p> <p>d. Explain how to improve livestock quality through selection.</p>
<p>3. Investigate the selection of breeding animals. ^{DOK3, AS, CRP, CS}</p> <p>a. Describe points to consider when selecting a breeding animal:</p> <ul style="list-style-type: none">• Structural soundness• Growth• Capacity• Breed characteristics• Sex characteristics• Body condition• Muscle <p>b. Use performance data in selecting breeding animals:</p> <ul style="list-style-type: none">• Expected progeny differences (EPDs)• Estimated breeding value (EBVs)
<p>4. Evaluate market livestock. ^{DOK3, AS, CRP, CS}</p> <p>a. Apply concepts in selecting high-quality market animals in one or more of the following: swine, goats, sheep, beef cattle, dairy cattle, and chickens.</p> <p>b. After evaluating a class of market animals and placing them from highest quality to lowest quality, present sound reasoning for placing the animals in their respective positions within the class.</p>

- | |
|--|
| <p>5. Evaluate performance livestock. ^{DOK3, AS, CRP, CS}</p> <ul style="list-style-type: none">a. Apply concepts in selecting high-quality performance animals in the equine industry.b. After evaluating a class of performance animals and placing them from highest quality to lowest quality, present sound reasoning for placing the animals in their respective positions within the class. |
| <p>6. Evaluate breeding livestock. ^{DOK3, AS, CRP, CS}</p> <ul style="list-style-type: none">a. Apply concepts in selecting high-quality animals for breeding and present sound reasoning for placing animals in their respective positions within their class.b. Evaluate breeding animals based upon high-quality breeding characteristics and performance data that is distinctive to each species of agricultural breeding animals.c. Evaluate classes of breeding animals and discuss reasons for placing in each class. |

Unit 5: Animal Production Management

Competencies and Suggested Objectives

1. Investigate how factors such as age, genetic background, stocking density, and natural immunity affect animal health and resistance to diseases. DOK2, AS, CRP, CS, ES, NRS

a. Examine the effects of environmental conditions on animal health:

- Temperature
- Humidity
- Air quality
- Light

b. Discuss the role and functions of white blood cells in the development of natural immunity.

c. Investigate the thermal neutral zone of beef cattle and how it affects animal performance (e.g., growth, reproduction, milk production).

d. Describe how vaccinations prevent disease.

e. Discuss practices that promote animal health:

- Proper nutrition
- Sanitation
- Vaccination
- Observation
- Isolation
- Biosecurity

f. Demonstrate methods for delivering medicines to animals:

- Injection (i.e., intramuscular, subcutaneous, and IV)
- Drenching
- Pills/bolus/paste
- Topical (i.e., powders and liquids)
- Infusion

2. Observe and describe management and marketing practices for various animal enterprises. DOK 3, AS, ABS, CRP, CS

a. Observe and assess critical practices in managing an animal enterprise:

- Castration
- Dehorning/disbudding
- Semen testing
- Identification (e.g., tagging, branding, ear notching)
- Animal health practices
- Breeding soundness exams

b. Analyze marketing practices for meat animals (e.g., cattle, swine, sheep):

- On-farm sale

- ~~Public auction (e.g., sale barn, breeding sale, online)~~
- ~~Order buyer~~
- ~~Retained ownership~~

Unit 6: Facility and Equipment Management in Animal Agriculture

Competencies and Suggested Objectives

1. Explore facility, equipment, sales, and management needs for various animal enterprises. DOK 3, AS, ABS, CRP, CS, PST
 - a. Research and discuss general facility needs for different classes of animals (e.g., shelter, feeding, birthing, and watering).
 - b. Participate in (and understand the concept of) a marketing practice for meat or breeding animals, such as a farm sale, a public auction, or with an order buyer.
 - c. Understand biosecurity practices, ethical treatment of animals, animal behavior, and proper restraint techniques to protect the health and safety of animals.
2. Develop a production management plan, including facilities, equipment, production records, and maintaining and protecting animal health for a herd or flock. DOK 3, AS, ABS, CRP, CS, PST
3. Explore facility, equipment, and management needs for various animal enterprises. DOK 3, AS, CRP, CS, PST
 - a. Research and discuss general facility needs for different classes of animals (e.g., shelter, feeding, birthing, and watering).
 - b. Demonstrate skills in building, repairing, and maintaining a safe, secure fenced area for agricultural animals.
 - c. Design and build a cage or hutch for small animals, such as chickens, rabbits, or quail, including a watering source and containers.

Unit 7: Issues in Animal Agriculture

Competencies and Suggested Objectives
<p>1. Examine consumer concerns and their effect on animal production. ^{DOK 1, AS, CRP, CS, ES}</p> <ul style="list-style-type: none">a. Examine how consumer concerns and preferences about food and nutrition have affected animal production enterprises.b. Describe the role of quality assurance and safety in meat production today.c. Investigate concerns about animal waste and its effect on the environment.d. Identify and describe the role and function of government agencies in assisting animal producers in producing safe food products and protecting the environment.
<p>2. Define the term bioterrorism and discuss its relationship to animal agriculture. ^{DOK 1, AS, CRP, CS, ES, NRS}</p>
<p>3. Analyze public perceptions of animal production for human food consumption and write a report on the findings. ^{DOK 4, AS, CRP, CS, ES, FPP}</p>

Unit 8: Companion and Service Animals

Competencies and Suggested Objectives

1. ~~Explore the types, care, and management of companion and service animals.~~^{DOK 1, AS, CRP, CS}
 - a. ~~Categorize the types of animals as service or companion:~~
 - ~~Pleasure and draft animals~~
 - ~~Dogs~~
 - ~~Cats~~
 - ~~Rabbits~~
 - ~~Birds~~
 - ~~Rodents~~
 - ~~Reptiles~~
 - ~~Poultry~~
 - ~~Ornamental fish~~
 - ~~Others~~
 - b. ~~Investigate the nutritional and feeding needs of each of the types of companion and service animals.~~
 - c. ~~Compare management and housing of each of the types of companion and service animals.~~
 - d. ~~Investigate methods of training animals to be service animals.~~
 - e. ~~Demonstrate safety practices in handling and care of companion and service animals.~~
2. ~~Examine marketing practices for companion animals.~~^{DOK2, AS, ABS, CRP, CS}
 - a. ~~Describe laws, rules, and regulations for selling companion animals.~~
 - b. ~~Explain what breed associations are and how they operate in regards to buying and selling companion and service animals.~~
 - c. ~~Compare and contrast private animal breeders versus commercial animal breeders.~~
3. ~~Investigate animal rescue organizations and describe their role in protecting the welfare and population of companion animals.~~^{DOK2, AS, CRP, CS}

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Leadership and Experiential Learning (SAE)	
	1. Assess personal career and leadership skills required for employment in the agricultural animal industry.
	2. Participate in local, state, or national FFA activities that provide opportunities for leadership development and career exploration.
	3. Review individual plans for student SAE programs.
	4. Maintain agricultural records for an SAE.
Unit 2: Application of Feed and Feeding to Animal Growth and Production	
	1. Explain the role of nutrition in agricultural animal production.
	2. Explain how animals are fed.
	3. Describe the various types of feeding systems used in livestock production.
	4. Discuss forage management systems that emphasize production and utilization by ruminants and pseudo-ruminants.
Unit 3: Reproductive Management and Technology	
	1. Discuss the application of heredity and genetics in animal production.
	2. Determine which breeding system works best for specific animal enterprises.
	3. Discuss new scientific technology that will be of benefit to livestock producers.
Unit 4: Livestock Evaluation and Selection	
	1. Evaluate the external parts of an agricultural animal as they relate to selecting quality animals for meat production or breeding purposes.
	2. Investigate the selection of market animals.
	3. Investigate the selection of breeding animals.
	4. Evaluate market livestock.
	5. Evaluate performance livestock.
	6. Evaluate breeding livestock.
Unit 5: Animal Production Management	
	1. Investigate how factors such as age, genetic background, stocking density, and natural immunity affect animal health and resistance to diseases.

	2.	Observe and describe management and marketing practices for various animal enterprises.
Unit 6: Facility and Equipment Management in Animal Agriculture		
	1.	Explore facility, equipment, sales, and management needs for various animal enterprises.
	2.	Develop a production management plan, including facilities, equipment, production records, and maintaining and protecting animal health for a herd or flock.
	3.	Explore facility, equipment, and management needs for various animal enterprises.
Unit 7: Issues in Animal Agriculture		
	1.	Examine consumer concerns and their effect on animal production.
	2.	Define the term bioterrorism and discuss its relationship to animal agriculture.
	3.	Analyze public perceptions of animal production for human food consumption and write a report on the findings.
Unit 8: Companion and Service Animals		
	1.	Explore the types, care, and management of companion and service animals.
	2.	Examine marketing practices for companion animals.
	3.	Investigate animal rescue organizations and describe their role in protecting the welfare and population of companion animals.

Appendix A: Industry Standards

AGRICULTURE, FOOD AND NATURAL RESOURCES (AFNR) PATHWAY CONTENT STANDARDS AND PERFORMANCE ELEMENTS

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
AFNR								
ABS—AGRIBUSINESS SYSTEMS	✖				✖	✖		✖
AS—ANIMAL SYSTEMS	✖	✖	✖	✖	✖	✖	✖	✖
BS—BIOTECHNOLOGY			✖					
CRP—CAREER READY PRACTICES	✖	✖	✖	✖	✖	✖	✖	✖
CS—AGRICULTURE, FOOD AND NATURAL RESOURCES CLUSTER SKILL	✖	✖	✖	✖	✖	✖	✖	✖
ES—ENVIRONMENTAL SERVICE SYSTEMS					✖		✖	
FPP—FOOD PRODUCTS AND PROCESSING SYSTEMS				✖			✖	
NRS—NATURAL RESOURCE SYSTEMS					✖		✖	
PS—PLANT SYSTEMS		✖						
PST—POWER, STRUCTURAL, AND TECHNICAL SYSTEMS						✖		

~~ABS—AGRIBUSINESS SYSTEMS~~

~~AS—ANIMAL SYSTEMS~~

~~BS—BIOTECHNOLOGY~~

~~CRP—CAREER READY PRACTICES~~

~~CS—AGRICULTURE FOOD AND NATURAL RESOURCES CLUSTER SKILL~~

~~ES—ENVIRONMENTAL SERVICE SYSTEMS~~

~~FPP—FOOD PRODUCTS AND PROCESSING SYSTEMS~~

~~NRS—NATURAL RESOURCE SYSTEMS~~

~~PS—PLANT SYSTEMS~~

~~PST—POWER, STRUCTURAL, AND TECHNICAL SYSTEMS~~

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~~Agribusiness Systems Career Pathway Content Standards~~

~~The Agribusiness Systems (ABS) Career Pathway encompasses the study of agribusinesses and their management including, but not limited to, record keeping, budget management (cash and credit), and business planning, and sales and marketing. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the planning, development, application and management of agribusiness systems in AFNR settings.~~

~~Within each pathway, the standards are organized as follows:~~

- ~~● **Common Career Technical Core (CCTC) Standards**—These are the standards for Agribusiness Systems (AG-ABS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.~~
- ~~● **Performance Indicators**—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.~~

~~**ABS.01. CCTC Standard:** Apply management planning principles in AFNR businesses.~~

~~**ABS.01.01. Performance Indicator:** Apply micro and macroeconomic principles to plan and manage inputs and outputs in an AFNR business.~~

~~**ABS.01.02. Performance Indicator:** Read, interpret, evaluate and write statements of purpose to guide business goals, objectives and resource allocation.~~

~~**ABS.01.03. Performance Indicator:** Devise and apply management skills to organize and run an AFNR business in an efficient, legal and ethical manner.~~

~~**ABS.01.04. Performance Indicator:** Evaluate, develop and implement procedures used to recruit, train and retain productive human resources for AFNR businesses.~~

~~**ABS.02. CCTC Standard:** Use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations.~~

~~**ABS.02.01. Performance Indicator:** Apply fundamental accounting principles, systems, tools and applicable laws and regulations to record, track and audit AFNR business transactions (e.g., accounts, debits, credits, assets, liabilities, equity, etc.).~~

~~**ABS.02.02. Performance Indicator:** Assemble, interpret and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash-flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.).~~

~~**ABS.03. CCTC Standard:** Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles.~~

~~**ABS.03.01. Performance Indicator:** Develop, assess and manage cash budgets to achieve AFNR business goals.~~

~~**ABS.03.02. Performance Indicator:** Analyze credit needs and manage credit budgets to achieve AFNR business goals.~~

~~**ABS.04. CCTC Standard:** Develop a business plan for an AFNR business.~~

~~**ABS.04.01. Performance Indicator:** Analyze characteristics and planning requirements associated with developing business plans for different types of AFNR businesses.~~

~~**ABS.04.02. Performance Indicator:** Develop production and operational plans for an AFNR business.~~

~~**ABS.04.03. Performance Indicator:** Identify and apply strategies to manage or mitigate risk.~~

~~**ABS.05. CCTC Standard:** Use sales and marketing principles to accomplish AFNR business objectives.~~

~~**ABS.05.01. Performance Indicator:** Analyze the role of markets, trade, competition and price in relation to an AFNR business sales and marketing plans.~~

~~**ABS.05.02. Performance Indicator:** Assess and apply sales principles and skills to accomplish AFNR business objectives.~~

~~**ABS.05.03. Performance Indicator:** Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.~~

Animal Systems Career Pathway Content Standards

The Animal Systems (AS) Career Pathway encompasses the study of animal systems, including content areas such as life processes, health, nutrition, genetics, and management and processing, as applied to small animals, aquaculture, exotic animals, livestock, dairy, horses and/or poultry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of animal systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- ***Common Career Technical Core (CCTC) Standards***—These are the standards for Animal Systems (AG-AS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- ***Performance Indicators***—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

~~**AS.01. CCTC Standard:** Analyze historic and current trends impacting the animal systems industry.~~

~~**AS.01.01. Performance Indicator:** Evaluate the development and implications of animal origin, domestication and distribution on production practices and the environment.~~

~~**AS.01.02. Performance Indicator:** Assess and select animal production methods for use in animal systems based upon their effectiveness and impacts.~~

~~**AS.01.03. Performance Indicator:** Analyze and apply laws and sustainable practices to animal agriculture from a global perspective.~~

~~**AS.02. CCTC Standard:** Utilize best practice protocols based upon animal behaviors for animal husbandry and welfare.~~

~~**AS.02.01. Performance Indicator:** Demonstrate management techniques that ensure animal welfare.~~

~~**AS.02.02. Performance Indicator:** Analyze procedures to ensure that animal products are safe for consumption (e.g., use in food system, etc.).~~

~~**AS.03. CCTC Standard:** Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.~~

~~**AS.03.01. Performance Indicator:** Analyze the nutritional needs of animals.~~

~~**AS.03.02. Performance Indicator:** Analyze feed rations and assess if they meet the nutritional needs of animals.~~

~~**AS.03.03. Performance Indicator:** Utilize industry tools to make animal nutrition decisions.~~

~~**AS.04. CCTC Standard:** Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.~~

~~**AS.04.01. Performance Indicator:** Evaluate animals for breeding readiness and soundness.~~

~~**AS.04.02. Performance Indicator:** Apply scientific principles to select and care for breeding animals.~~

~~**AS.04.03. Performance Indicator:** Apply scientific principles to breed animals.~~

~~**AS.05. CCTC Standard:** Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health.~~

~~**AS.05.01. Performance Indicator:** Design animal housing, equipment and handling facilities for the major systems of animal production.~~

~~**AS.05.02. Performance Indicator:** Comply with government regulations and safety standards for facilities used in animal production.~~

~~**AS.06. CCTC Standard:** Classify, evaluate and select animals based on anatomical and physiological characteristics.~~

~~**AS.06.01. Performance Indicator:** Classify animals according to taxonomic classification systems and use (e.g. agricultural, companion, etc.).~~

~~**AS.06.02. Performance Indicator:** Apply principles of comparative anatomy and physiology to uses within various animal systems.~~

~~**AS.06.03. Performance Indicator:** Select and train animals for specific purposes and maximum performance based on anatomy and physiology.~~

~~**AS.07. CCTC Standard:** Apply principles of effective animal health care.~~

~~**AS.07.01. Performance Indicator:** Design programs to prevent animal diseases, parasites and other disorders and ensure animal welfare.~~

~~**AS.07.02. Performance Indicator:** Analyze biosecurity measures utilized to protect the welfare of animals on a local, state, national, and global level.~~

~~**AS.08. CCTC Standard:** Analyze environmental factors associated with animal production.~~

~~**AS.08.01. Performance Indicator:** Design and implement methods to reduce the effects of animal production on the environment.~~

~~**AS.08.02. Performance Indicator:** Evaluate the effects of environmental conditions on animals and create plans to ensure favorable environments for animals.~~

~~Common Career Technical Core Career Ready Practices Content Standards~~

~~The CCTC CRPs encompass fundamental skills and practices that all students should acquire to be career ready such as: responsibility, productivity, healthy choices, maintaining personal finances, communication, decision-making, creativity and innovation, critical thinking, problem solving, integrity, ethical leadership, management, career planning, technology use and cultural/global competency. Students completing a program of study in any AFNR career pathway will demonstrate the knowledge, skills and behaviors that are important to career ready through experiences in a variety of settings (e.g., classroom, CTSO, work-based learning, community etc.).~~

~~**DEFINITIONS:** Within each pathway, the standards are organized as follows:~~

- ~~• **Common Career Technical Core (CCTC) Standards**—These are the standards for CRPs from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.~~
- ~~• **Performance Indicators**—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a CTE program of study.~~

~~**CRP.01. CCTC Standard:** Act as a responsible and contributing citizen and employee.~~

~~**CRP.01.01. Performance Indicator:** Model personal responsibility in the workplace and community.~~

~~**CRP.01.02. Performance Indicator:** Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.~~

~~**CRP.01.03. Performance Indicator:** Identify and act upon opportunities for professional and civic service at work and in the community.~~

~~**CRP.02. CCTC Standard:** Apply appropriate academic and technical skills.~~

~~**CRP.02.01. Performance Indicator:** Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.~~

~~**CRP.02.02. Performance Indicator:** Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.~~

~~**CRP.03. CCTC Standard:** Attend to personal health and financial well-being.~~

~~**CRP.03.01. Performance Indicator:** Design and implement a personal wellness plan.~~

~~**CRP.03.02. Performance Indicator:** Design and implement a personal financial management plan.~~

~~**CRP.04. CCTC Standard:** Communicate clearly, effectively and with reason.~~

~~**CRP.04.01. Performance Indicator:** Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.~~

~~**CRP.04.02. Performance Indicator:** Produce clear, reasoned and coherent written and visual communication in formal and informal settings.~~

~~**CRP.04.03. Performance Indicator:** Model active listening strategies when interacting with others in formal and informal settings.~~

~~**CRP.05. CCTC Standard:** Consider the environmental, social and economic impacts of decisions.~~

~~**CRP.05.01. Performance Indicator:** Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.~~

~~**CRP.05.02. Performance Indicator:** Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.~~

~~**CRP.06. CCTC Standard:** Demonstrate creativity and innovation.~~

~~**CRP.06.01. Performance Indicator:** Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.~~

~~**CRP.06.02. Performance Indicator:** Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.~~

~~**CRP.06.03. Performance Indicator:** Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.~~

~~**CRP.07. CCTC Standard:** Employ valid and reliable research strategies.~~

~~**CRP.07.01. Performance Indicator:** Select and implement reliable research processes and methods to generate data for decision-making in the workplace and community.~~

~~**CRP.07.02. Performance Indicator:** Evaluate the validity of sources and data used when considering the adoption of new technologies, practices and ideas in the workplace and community.~~

~~**CRP.08. CCTC Standard:** Utilize critical thinking to make sense of problems and persevere in solving them.~~

~~**CRP.08.01. Performance Indicator:** Apply reason and logic to evaluate workplace and community situations from multiple perspectives.~~

~~**CRP.08.02. Performance Indicator:** Investigate, prioritize and select solutions to solve problems in the workplace and community.~~

~~**CRP.08.03. Performance Indicator:** Establish plans to solve workplace and community problems and execute them with resiliency.~~

~~**CRP.09. CCTC Standard:** Model integrity, ethical leadership and effective management.~~

~~**CRP.09.01. Performance Indicator:** Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation, etc.).~~

~~**CRP.09.02. Performance Indicator:** Implement personal management skills to function effectively and efficiently in the workplace (e.g., time management, planning, prioritizing, etc.).~~

~~**CRP.09.03. Performance Indicator:** Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).~~

~~**CRP.10. CCTC Standard:** Plan education and career path aligned to personal goals.~~

~~**CRP.10.01. Performance Indicator:** Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.~~

~~**CRP.10.02. Performance Indicator:** Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.~~

~~**CRP.10.03. Performance Indicator:** Develop relationships with and assimilate input and/or advice from experts (e.g., counselors, mentors, etc.) to plan career and personal goals in a chosen career area.~~

~~**CRP.10.04. Performance Indicator:** Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.~~

~~**CRP.11. CCTC Standard:** Use technology to enhance productivity.~~

~~**CRP.11.01. Performance Indicator:** Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.~~

~~**CRP.11.02. Performance Indicator:** Evaluate personal and organizational risks of technology use and take actions to prevent or minimize risks in the workplace and community.~~

~~**CRP.12. CCTC Standard:** Work productively in teams while using cultural/global competence.~~

~~**CRP.12.01. Performance Indicator:** Contribute to team-oriented projects and builds consensus to accomplish results using cultural/global competence in the workplace and community.~~

~~**CRP.12.02. Performance Indicator:** Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).~~

Agriculture, Food, and Natural Resources Cluster Skill Content Standards

The AFNR Cluster Skills (CS) encompasses the study of fundamental knowledge and skills related to all AFNR professions. Students completing a program of study in any AFNR career pathway will demonstrate fundamental knowledge of the nature, scope and relationships of AFNR systems and the skills necessary for analysis of current and historical issues and trends; application of technologies; safety, health and environmental practices; stewardship of natural resources; and exploration of career opportunities.

Within each pathway, the standards are organized as follows:

- ***Common Career Technical Core (CCTC) Standards***—These are the standards for Agriculture, Food and Natural Resources Career Cluster® (AG) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- ***Performance Indicators***—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

CS.01. CCTC Standard: Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.

CS.01.01. Performance Indicator: Research, examine and discuss issues and trends that impact AFNR systems on local, state, national and global levels.

CS.01.02. Performance Indicator: Examine technologies and analyze their impact on AFNR systems.

CS.01.03. Performance Indicator: Identify public policies and examine their impact on AFNR systems.

CS.02. CCTC Standard: Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.

CS.02.01. Performance Indicator: Research and use geographic and economic data to solve problems in AFNR systems.

CS.02.02. Performance Indicator: Examine the components of the AFNR systems and assess their impact on the local, state, national and global society and economy.

CS.03. CCTC Standard: Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.

CS.03.01. Performance Indicator: Identify and explain the implications of required regulations to maintain and improve safety, health and environmental management systems.

CS.03.02. Performance Indicator: Develop and implement a plan to maintain and improve health, safety and environmental compliance and performance.

~~CS.03.03. Performance Indicator: Apply health and safety practices to AFNR workplaces.~~

~~CS.03.04. Performance Indicator: Use appropriate protective equipment and demonstrate safe and proper use of AFNR tools and equipment.~~

~~CS.04. CCTC Standard: Demonstrate stewardship of natural resources in AFNR activities.~~

~~CS.04.01. Performance Indicator: Identify and implement practices to steward natural resources in different AFNR systems.~~

~~CS.04.02. Performance Indicator: Assess and explain the natural resource related trends, technologies and policies that impact AFNR systems.~~

~~CS.05. CCTC Standard: Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.~~

~~CS.05.01. Performance Indicator: Evaluate and implement the steps and requirements to pursue a career opportunity in each of the AFNR career pathways (e.g., goals, degrees, certifications, resumes, cover letter, portfolios, interviews, etc.).~~

~~CS.06. CCTC Standard: Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.~~

~~CS.06.01. Performance Indicator: Examine and explain foundational cycles and systems of AFNR.~~

~~CS.06.02. Performance Indicator: Analyze and explain the connection and relationships between different AFNR systems on a national and global level.~~

Biotechnology Systems Career Pathway Content Standards

The Biotechnology Systems (BS) Career Pathway encompasses the study of using data and scientific techniques to solve problems concerning living organisms with an emphasis on applications to agriculture, food and natural resource systems. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of biotechnology in the context of AFNR.

Within each pathway, the standards are organized as follows:

- ~~**National Council for Agricultural Education (NCAE) Standard***~~—These are the standards set forth by the National Council for Agricultural Education for Biotechnology Systems. They define what students should know and be able to do after completing instruction in a program of study focused on applying biotechnology to AFNR systems.
- ~~**Performance Indicators**~~—These statements distill each performance element into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related performance element at the conclusion of a program of study in this area.

BS.01. NCAE Standard: Assess factors that have influenced the evolution of biotechnology in agriculture (e.g., historical events, societal trends, ethical and legal implications, etc.).

BS.01.01. Performance Indicator: Investigate and explain the relationship between past, current and emerging applications of biotechnology in agriculture (e.g., major innovators, historical developments, potential applications of biotechnology, etc.).

BS.01.02. Performance Indicator: Evaluate the scope and implications of regulatory agencies on applications of biotechnology in agriculture and protection of public interests (e.g., health, safety, environmental issues, etc.).

BS.01.03. Performance Indicator: Analyze the relationship and implications of bioethics, laws and public perceptions on applications of biotechnology in agriculture (e.g., ethical, legal, social, cultural issues).

BS.02. NCAE Standard: Demonstrate proficiency by safely applying appropriate laboratory skills to complete tasks in a biotechnology research and development environment (e.g., standard operating procedures, record keeping, aseptic technique, equipment maintenance, etc.).

BS.02.01. Performance Indicator: Read, document, evaluate and secure accurate laboratory records of experimental protocols, observations and results.

BS.02.02. Performance Indicator: Implement standard operating procedures for the proper maintenance, use and sterilization of equipment in a laboratory.

BS.02.03. Performance Indicator: Apply standard operating procedures for the safe handling of biological and chemical materials in a laboratory.

BS.02.04. Performance Indicator: Safely manage and dispose of biological materials, chemicals and wastes according to standard operating procedures.

BS.02.05. Performance Indicator: Examine and perform scientific procedures using microbes, DNA, RNA and proteins in a laboratory.

BS.03. NCAE Standard: Demonstrate the application of biotechnology to solve problems in Agriculture, Food and Natural Resources (AFNR) systems (e.g., bioengineering, food processing, waste management, horticulture, forestry, livestock, crops, etc.).

BS.03.01. Performance Indicator: Apply biotechnology principles, techniques and processes to create transgenic species through genetic engineering.

BS.03.02. Performance Indicator: Apply biotechnology principles, techniques and processes to enhance the production of food through the use of microorganisms and enzymes.

BS.03.03. Performance Indicator: Apply biotechnology principles, techniques and processes to protect the environment and maximize use of natural resources (e.g., biomass, bioprospecting, industrial biotechnology, etc.).

BS.03.04. Performance Indicator: Apply biotechnology principles, techniques and processes to enhance plant and animal care and production (e.g., selective breeding, pharmaceuticals, biodiversity, etc.).

BS.03.05. Performance Indicator: Apply biotechnology principles, techniques and processes to produce biofuels (e.g., fermentation, transesterification, methanogenesis, etc.).

BS.03.06. Performance Indicator: Apply biotechnology principles, techniques and processes to improve waste management (e.g., genetically modified organisms, bioremediation, etc.).

Environmental Service Systems Career Pathway Content Standards

The Environmental Service Systems (ESS) Career Pathway encompasses the study of systems, instruments and technology used to monitor and minimize the impact of human activity on environmental systems. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of environmental service systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards**—These are the standards for Environmental Service Systems (AG-ESS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators**—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

ESS.01. CCTC Standard: Use analytical procedures and instruments to manage environmental service systems.

ESS.01.01. Performance Indicator: Analyze and interpret laboratory and field samples in environmental service systems.

ESS.01.02. Performance Indicator: Properly utilize scientific instruments in environmental monitoring situations (e.g., laboratory equipment, environmental monitoring instruments, etc.).

ESS.02. CCTC Standard: Evaluate the impact of public policies and regulations on environmental service system operations.

ESS.02.01. Performance Indicator: Interpret and evaluate the impact of laws, agencies, policies and practices affecting environmental service systems.

ESS.02.02. Performance Indicator: Compare and contrast the impact of current trends on regulation of environmental service systems (e.g., climate change, population growth, international trade, etc.).

ESS.02.03. Performance Indicator: Examine and summarize the impact of public perceptions and social movements on the regulation of environmental service systems.

ESS.03. CCTC Standard: Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.

~~**ESS.03.01. Performance Indicator:** Apply meteorology principles to environmental service systems.~~

~~**ESS.03.02. Performance Indicator:** Apply soil science and hydrology principles to environmental service systems.~~

~~**ESS.03.03. Performance Indicator:** Apply chemistry principles to environmental service systems.~~

~~**ESS.03.04. Performance Indicator:** Apply microbiology principles to environmental service systems.~~

~~**ESS.03.05. Performance Indicator:** Apply ecology principles to environmental service systems.~~

~~**ESS.04. CCTC Standard:** Demonstrate the operation of environmental service systems (e.g., pollution control, water treatment, wastewater treatment, solid waste management and energy conservation).~~

~~**ESS.04.01. Performance Indicator:** Use pollution control measures to maintain a safe facility and environment.~~

~~**ESS.04.02. Performance Indicator:** Manage safe disposal of all categories of solid waste in environmental service systems.~~

~~**ESS.04.03. Performance Indicator:** Apply techniques to ensure a safe supply of drinking water and adequate treatment of wastewater according to applicable rules and regulations.~~

~~**ESS.04.04. Performance Indicator:** Compare and contrast the impact of conventional and alternative energy sources on the environment and operation of environmental service systems.~~

~~**ESS.05. CCTC Standard:** Use tools, equipment, machinery and technology common to tasks in environmental service systems.~~

~~**ESS.05.01. Performance Indicator:** Use technological and mathematical tools to map land, facilities and infrastructure for environmental service systems.~~

~~**ESS.05.02. Performance Indicator:** Perform assessments of environmental conditions using equipment, machinery and technology.~~

~~**Food Products and Processing Systems Career Pathway Content Standards**~~

~~The Food Products and Processing Systems (FPP) Career Pathway encompasses the study of food safety and sanitation; nutrition, biology, microbiology, chemistry and human behavior in local and global food systems; food selection and processing for storage, distribution and consumption; and the historical and current development of the food industry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of food products and processing systems in AFNR settings.~~

~~Within each pathway, the standards are organized as follows:~~

- ~~● **Common Career Technical Core (CCTC) Standards**—These are the standards for Food Products and Processing Systems (AG-FPP) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These~~

statements define what students should know and be able to do after completing instruction in a program of study for this pathway.

- **Performance Indicators**—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

FPP.01. CCTC Standard: Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.

FPP.01.01. Performance Indicator: Analyze and manage operational and safety procedures in food products and processing facilities.

FPP.01.02. Performance Indicator: Apply food safety and sanitation procedures in the handling and processing of food products to ensure food quality.

FPP.01.03. Performance Indicator: Apply food safety procedures when storing food products to ensure food quality.

FPP.02. CCTC Standard: Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.

FPP.02.01. Performance Indicator: Apply principles of nutrition and biology to develop food products that provide a safe, wholesome and nutritious food supply for local and global food systems.

FPP.02.02. Performance Indicator: Apply principles of microbiology and chemistry to develop food products to provide a safe, wholesome and nutritious food supply for local and global food systems.

FPP.02.03. Performance Indicator: Apply principles of human behavior to develop food products to provide a safe, wholesome and nutritious food supply for local and global food systems.

FPP.03. CCTC Standard: Select and process food products for storage, distribution and consumption.

FPP.03.01. Performance Indicator: Implement selection, evaluation and inspection techniques to ensure safe and quality food products.

FPP.03.02. Performance Indicator: Design and apply techniques of food processing, preservation, packaging and presentation for distribution and consumption of food products.

FPP.03.03. Performance Indicator: Create food distribution plans and procedures to ensure safe delivery of food products.

FPP.04. CCTC Standard: Explain the scope of the food industry and the historical and current developments of food product and processing.

FPP.04.01. Performance Indicator: Examine the scope of the food industry by evaluating local and global policies, trends and customs for food production.

FPP.04.02. Performance Indicator: Evaluate the significance and implications of changes and trends in the food products and processing industry in the local and global food systems.

FPP.04.03. Performance Indicator: Identify and explain the purpose of industry organizations, groups and regulatory agencies that influence the local and global food systems.

Natural Resource Systems Career Pathway Content Standards

The Natural Resource Systems (NRS) Career Pathway encompasses the study of the management, protection, enhancement and improvement of soil, water, wildlife, forests and air as natural resources. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of natural resource systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards**—These are the standards for Natural Resource Systems (AG NRS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators**—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

NRS.01. CCTC Standard: Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.

NRS.01.01. Performance Indicator: Apply methods of classification to examine natural resource availability and ecosystem function in a particular region.

NRS.01.02. Performance Indicator: Classify different types of natural resources in order to enable protection, conservation, enhancement and management in a particular geographical region.

NRS.01.03. Performance Indicator: Apply ecological concepts and principles to atmospheric natural resource systems.

NRS.01.04. Performance Indicator: Apply ecological concepts and principles to aquatic natural resource systems.

NRS.01.05. Performance Indicator: Apply ecological concepts and principles to terrestrial natural resource systems.

NRS.01.06. Performance Indicator: Apply ecological concepts and principles to living organisms in natural resource systems.

NRS.02. CCTC Standard: Analyze the interrelationships between natural resources and humans.

NRS.02.01. Performance Indicator: Examine and interpret the purpose, enforcement, impact and effectiveness of laws and agencies related to natural resource management, protection, enhancement and improvement (e.g., water regulations, game laws, historic preservation laws, environmental policy, etc.).

~~**NRS.02.02. Performance Indicator:** Assess the impact of human activities on the availability of natural resources.~~

~~**NRS.02.03. Performance Indicator:** Analyze how modern perceptions of natural resource management, protection, enhancement and improvement change and develop over time.~~

~~**NRS.02.04. Performance Indicator:** Examine and explain how economics affects the use of natural resources.~~

~~**NRS.02.05. Performance Indicator:** Communicate information to the public regarding topics related to the management, protection, enhancement, and improvement of natural resources.~~

~~**NRS.03. CCTC Standard:** Develop plans to ensure sustainable production and processing of natural resources.~~

~~**NRS.03.01. Performance Indicator:** Sustainably produce, harvest, process and use natural resource products (e.g., forest products, wildlife, minerals, fossil fuels, shale oil, alternative energy, recreation, aquatic species, etc.).~~

~~**NRS.03.02. Performance Indicator:** Demonstrate cartographic skills, tools and technologies to aid in developing, implementing and evaluating natural resource management plans.~~

~~**NRS.04. CCTC Standard:** Demonstrate responsible management procedures and techniques to protect, maintain, enhance, and improve natural resources.~~

~~**NRS.04.01. Performance Indicator:** Demonstrate natural resource protection, maintenance, enhancement and improvement techniques.~~

~~**NRS.04.02. Performance Indicator:** Diagnose plant and wildlife diseases and follow protocols to prevent their spread.~~

~~**NRS.04.03. Performance Indicator:** Prevent or manage introduction of ecologically harmful species in a particular region.~~

~~**NRS.04.04. Performance Indicator:** Manage fires in natural resource systems.~~

Plant Science Systems Career Pathway Content Standards

The Plant Systems (PS) Career Pathway encompasses the study of plant life cycles, classifications, functions, structures, reproduction, media and nutrients, as well as growth and cultural practices through the study of crops, turf grass, trees, shrubs and/or ornamental plants. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of plant systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards**—These are the standards for Plant Systems (AG-PS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.

- **Performance Indicators**—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

PS.01. CCTC Standard: Develop and implement a crop management plan for a given production goal that accounts for environmental factors.

PS.01.01. Performance Indicator: Determine the influence of environmental factors on plant growth.

PS.01.02. Performance Indicator: Prepare and manage growing media for use in plant systems.

PS.01.03. Performance Indicator: Develop and implement a fertilization plan for specific plants or crops.

PS.02. CCTC Standard: Apply principles of classification, plant anatomy, and plant physiology to plant production and management.

PS.02.01. Performance Indicator: Classify plants according to taxonomic systems.

PS.02.02. Performance Indicator: Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.

PS.02.03. Performance Indicator: Apply knowledge of plant physiology and energy conversion to plant systems.

PS.03. CCTC Standard: Propagate, culture and harvest plants and plant products based on current industry standards.

PS.03.01. Performance Indicator: Demonstrate plant propagation techniques in plant system activities.

PS.03.02. Performance Indicator: Develop and implement a management plan for plant production.

PS.03.03. Performance Indicator: Develop and implement a plan for integrated pest management for plant production.

PS.03.04. Performance Indicator: Apply principles and practices of sustainable agriculture to plant production.

PS.03.05. Performance Indicator: Harvest, handle and store crops according to current industry standards.

PS.04. CCTC Standard: Apply principles of design in plant systems to enhance an environment (e.g. floral, forest landscape, and farm).

PS.04.01. Performance Indicator: Evaluating, identifying and preparing plants to enhance an environment.

PS.04.02. Performance Indicator: Create designs using plants.

Power, Structural and Technical Systems Career Pathway Content Standards

The Power, Structural and Technical Systems (PST) Career Pathway encompasses the study of agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of power, structural and technical systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards**—These are the standards for Power, Structural and Technical Systems (AG-PST) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators**—These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

PST.01. CCTC Standard: Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.

PST.01.01. Performance Indicator: Apply physical science and engineering principles to assess and select energy sources for AFNR power, structural and technical systems.

PST.01.02. Performance Indicator: Apply physical science and engineering principles to design, implement and improve safe and efficient mechanical systems in AFNR situations.

PST.01.03. Performance Indicator: Apply physical science principles to metal fabrication using a variety of welding and cutting processes (e.g., SMAW, GMAW, GTAW, fuel oxygen and plasma arc torch, etc.).

PST.02. CCTC Standard: Operate and maintain AFNR mechanical equipment and power systems.

PST.02.01. Performance Indicator: Perform preventative maintenance and scheduled service to maintain equipment, machinery and power units used in AFNR settings.

PST.02.02. Performance Indicator: Operate machinery and equipment while observing all safety precautions in AFNR settings.

PST.03. CCTC Standard: Service and repair AFNR mechanical equipment and power systems.

PST.03.01. Performance Indicator: Troubleshoot, service and repair components of internal combustion engines using manufacturers' guidelines.

PST.03.02. Performance Indicator: Service electrical systems and components of mechanical equipment and power systems using a variety of troubleshooting and/or diagnostic methods.

~~**PST.03.03. Performance Indicator:** Utilize manufacturers' guidelines to diagnose and troubleshoot malfunctions in machinery, equipment and power source systems (e.g., hydraulic, pneumatic, transmission, steering, suspension, etc.).~~

~~**PST.04. CCTC Standard:** Plan, build and maintain AFNR structures.~~

~~**PST.04.01. Performance Indicator:** Create sketches and plans for AFNR structures.~~

~~**PST.04.02. Performance Indicator:** Determine structural requirements, specifications and estimate costs for AFNR structures~~

~~**PST.04.03. Performance Indicator:** Follow architectural and mechanical plans to construct, maintain and/or repair AFNR structures (e.g., material selection, site preparation and/or layout, plumbing, concrete/masonry, etc.).~~

~~**PST.04.04. Performance Indicator:** Apply electrical wiring principles in AFNR structures.~~

~~**PST.05. CCTC Standard:** Use control, monitoring, geospatial and other technologies in AFNR power, structural and technical systems.~~

~~**PST.05.01. Performance Indicator:** Apply computer and other technologies (e.g., robotics, CNC, UAS, etc.) to solve problems and increase the efficiency of AFNR systems.~~

~~**PST.05.02. Performance Indicator:** Prepare and/or use electrical drawings to design, install and troubleshoot electronic control systems in AFNR settings.~~

~~**PST.05.03. Performance Indicator:** Apply geospatial technologies to solve problems and increase the efficiency of AFNR systems.~~

Appendix B: 21st Century Skills¹

21st Century Crosswalk for AEST Science of Agricultural Animals											
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8		
21st Century Standards											
CS1		✗						✗			
CS2		✗							✗		
CS3								✗			
CS5		✗	✗	✗	✗	✗	✗	✗	✗		
CS6		✗	✗	✗	✗	✗	✗	✗	✗		
CS7		✗	✗	✗	✗	✗	✗	✗	✗		
CS8		✗	✗	✗	✗	✗	✗	✗	✗		
CS9		✗	✗	✗	✗	✗	✗	✗	✗		
CS10		✗	✗	✗	✗	✗	✗	✗	✗		
CS11		✗	✗	✗	✗	✗	✗	✗	✗		
CS12		✗	✗	✗	✗	✗	✗	✗	✗		
CS13		✗	✗	✗	✗	✗	✗	✗	✗		
CS14		✗	✗	✗	✗	✗	✗	✗	✗		
CS15		✗	✗	✗	✗	✗	✗	✗	✗		
CS16		✗	✗	✗	✗	✗	✗	✗	✗		

CSS1 21st Century Themes

CS1—Global Awareness

1. ~~Using 21st-century skills to understand and address global issues~~
2. ~~Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts~~
3. ~~Understanding other nations and cultures, including the use of non-English languages~~

CS2—Financial, Economic, Business, and Entrepreneurial Literacy

1. ~~Knowing how to make appropriate personal economic choices~~
2. ~~Understanding the role of the economy in society~~
3. ~~Using entrepreneurial skills to enhance workplace productivity and career options~~

CS3—Civic Literacy

1. ~~Participating effectively in civic life through knowing how to stay informed and understanding governmental processes~~
2. ~~Exercising the rights and obligations of citizenship at local, state, national, and global levels~~
3. ~~Understanding the local and global implications of civic decisions~~

CS4—Health Literacy

1. ~~Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health~~
2. ~~Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction~~
3. ~~Using available information to make appropriate health-related decisions~~
4. ~~Establishing and monitoring personal and family health goals~~

¹ 21st century skills. (n.d.). Washington, DC: Partnership for 21st Century Skills.

~~5. Understanding national and international public health and safety issues~~

~~**CS5—Environmental Literacy**~~

- ~~1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.~~
- ~~2. Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).~~
- ~~3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.~~
- ~~4. Take individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).~~

~~CSS2 Learning and Innovation Skills~~

~~**CS6—Creativity and Innovation**~~

- ~~1. Think Creatively~~
- ~~2. Work Creatively with Others~~
- ~~3. Implement Innovations~~

~~**CS7—Critical Thinking and Problem Solving**~~

- ~~1. Reason Effectively~~
- ~~2. Use Systems Thinking~~
- ~~3. Make Judgments and Decisions~~
- ~~4. Solve Problems~~

~~**CS8—Communication and Collaboration**~~

- ~~1. Communicate Clearly~~
- ~~2. Collaborate with Others~~

~~CSS3 Information, Media and Technology Skills~~

~~**CS9—Information Literacy**~~

- ~~1. Access and Evaluate Information~~
- ~~2. Use and Manage Information~~

~~**CS10—Media Literacy**~~

- ~~1. Analyze Media~~
- ~~2. Create Media Products~~

~~**CS11—ICT Literacy**~~

- ~~1. Apply Technology Effectively~~

~~CSS4 Life and Career Skills~~

~~**CS12—Flexibility and Adaptability**~~

- ~~1. Adapt to change~~
- ~~2. Be Flexible~~

~~**CS13—Initiative and Self-Direction**~~

- ~~1. Manage Goals and Time~~
- ~~2. Work Independently~~
- ~~3. Be Self-directed Learners~~

~~**CS14 Social and Cross-Cultural Skills**~~

- ~~1. Interact Effectively with others~~
- ~~2. Work Effectively in Diverse Teams~~

~~**CS15 Productivity and Accountability**~~

- ~~1. Manage Projects~~
- ~~2. Produce Results~~

~~**CS16 Leadership and Responsibility**~~

- ~~1. Guide and Lead Others~~
- ~~2. Be Responsible to Others~~

Appendix C: College and Career Ready Standards

English Standards									
Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	
W.9.1	X	X	X	X	X	X	X	X	X
W.9.2	X				X	X			
W.9.3	X				X				
W.9.4	X				X				
W.9.5	X		X		X				
W.9.6	X		X		X				
W.9.7	X				X	X	X	X	X
W.9.8	X				X				
W.9.9	X				X				
W.9.10	X	X	X	X	X	X	X	X	X
SL.9.1	X	X	X	X	X	X	X	X	X
SL.9.2	X			X	X	X	X	X	X
SL.9.3	X								
SL.9.4	X				X	X	X	X	X
SL.9.5	X					X	X	X	X
SL.9.6	X					X	X	X	X
L.9.1	X	X							
L.9.2	X	X	X	X	X	X	X	X	X
L.9.3	X				X				
L.9.4	X				X				
L.9.5	X								
L.9.6	X		X	X		X	X	X	X
RST.9-10.1	X	X	X	X	X	X	X	X	X
RST.9-10.2	X	X	X	X	X	X	X	X	X
RST.9-10.3	X	X	X	X	X	X	X	X	X
RST.9-10.4	X	X	X	X	X	X	X	X	X
RST.9-10.5	X	X	X	X	X	X	X	X	X
RST.9-10.6	X	X	X	X	X	X	X	X	X
RST.9-10.7	X	X	X	X	X	X	X	X	X
RST.9-10.8	X	X	X	X	X	X	X	X	X
RST.9-10.9	X	X	X	X	X	X	X	X	X
RST.9-10.10	X	X	X	X	X	X	X	X	X
WHST.9-10.1	X	X	X	X	X	X	X	X	X
WHST.9-10.2	X	X	X	X	X	X	X	X	X
WHST.9-10.3	X	X	X	X	X	X	X	X	X
WHST.9-10.4	X	X	X	X	X	X	X	X	X
WHST.9-10.5	X	X	X	X	X	X	X	X	X
WHST.9-10.6	X	X	X	X	X	X	X	X	X
WHST.9-10.7	X	X	X	X	X	X	X	X	X
WHST.9-10.8	X	X	X	X	X	X	X	X	X
WHST.9-10.9	X	X	X	X	X	X	X	X	X
WHST.9-10.10	X	X	X	X	X	X	X	X	X
W.11.1	X	X	X	X	X	X	X	X	X
W.11.2	X				X				
W.11.3	X				X				
W.11.4	X				X				
W.11.5	X		X		X				
W.11.6	X		X		X				
W.11.7	X				X				
W.11.8	X				X				

W.11.9		X				X			
W.11.10		X	X	X	X	X	X	X	X
SL.11.1		X	X	X	X	X	X	X	X
SL.11.2		X			X	X	X	X	X
SL.11.3		X							
SL.11.4		X				X	X	X	X
SL.11.5		X					X	X	X
SL.11.6		X					X	X	X
RST.11-12.1		X	X	X	X	X	X	X	X
RST.11-12.2		X	X	X	X	X	X	X	X
RST.11-12.3		X	X	X	X	X	X	X	X
RST.11-12.4		X	X	X	X	X	X	X	X
RST.11-12.5		X	X	X	X	X	X	X	X
RST.11-12.6		X	X	X	X	X	X	X	X
RST.11-12.7		X	X	X	X	X	X	X	X
RST.11-12.8		X	X	X	X	X	X	X	X
RST.11-12.9		X	X	X	X	X	X	X	X
RST.11-12.10		X	X	X	X	X	X	X	X
WHST.11-12.1		X	X	X	X	X	X	X	X
WHST.11-12.2		X	X	X	X	X	X	X	X
WHST.11-12.6		X	X	X	X	X	X	X	X
WHST.11-12.8		X	X	X	X	X	X	X	X

College and Career Ready English I

Reading Literature Key Ideas and Details

RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

RL.9.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RL.9.8 Not applicable to literature.

College and Career Ready English I

RL.9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

RL.9.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Ready English I

Reading Informational Text Key Ideas and Details

RI.9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

RI.9.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

RI.9.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI.9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

College and Career Ready English I

Writing Text Types and Purposes

W.9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9.1e Provide a concluding statement or section that follows from and supports the argument presented.

W.9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

College and Career Ready English I

W.9.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

W.9.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

W.9.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

College and Career Ready English I

W.9.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9.9a Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

W.9.9b Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

W.9.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

College and Career Ready English I

SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. ———

Presentation of Knowledge and Ideas

SL.9.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

College and Career Ready English I

SL.9.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

College and Career Ready English I

Language

Conventions of Standard English

L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9.1a Use parallel structure.*

L.9.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ———

L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9.2b Use a colon to introduce a list or quotation.

L.9.2c Spell correctly

Knowledge of Language

L.9.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

L.9.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

L.9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

College and Career Ready English I

L.9.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

L.9.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9.5b Analyze nuances in the meaning of words with similar denotations.

L.9.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Ready English II

Range of Reading and Level of Text Complexity

RL.10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Grades 9–10: Literacy in History/SS

Reading in History/Social Studies Key Ideas and Details

RH.9–10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9–10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9–10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

RH.9–10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9–10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9–10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

RH.9–10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9–10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9–10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

RH.9–10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Grades 9–10: Literacy in Science and Technical Subjects

Reading in Science and Technical Subjects Key Ideas and Details

RST.9–10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9–10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9–10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

RST.9-10.4 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 grades 9–10 texts and topics.

RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

RST.9-10.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas

RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity

RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Grades 9–10: Writing in History/SS, Science, and Technical Subjects

Writing Text Types and Purposes

WHST.9-10.1 Write arguments focused on discipline-specific content.

WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

WHST.9-10.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented.

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Grades 9–10

Writing in History/SS, Science, and Technical Subjects

WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
WHST.9-10.3 Not Applicable

Production and Distribution of Writing

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Grades 9-10

Writing in History/SS, Science, and Technical Subjects

Range of Writing

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

English III

Reading Literature Key Ideas and Details

RL.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11.8 Not applicable to literature.

RL.11.9 Demonstrate knowledge of eighteenth, nineteenth and early twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

English III

Reading Informational Text Key Ideas and Details

RI.11.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11.9 Analyze seventeenth, eighteenth, and nineteenth century foundational U.S. documents of historical and literary significance (including Them Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

RI.11.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

English III

Writing

W.11.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11.1e Provide a concluding statement or section that follows from and supports the argument presented.

W.11.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

English III

W.11.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

English III

W.11.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

W.11.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11.9a Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

W.11.9b Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Range of Writing

W.11.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

English III

Speaking and Listening

Comprehension and Collaboration

SL.11.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.11.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

English III

SL.11.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

English III
Language

Conventions of Standard English

L.11.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L.11.2a Observe hyphenation conventions.

L.11.3a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. —

Vocabulary Acquisition and Use

L.11.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

L.11.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

English IV

Range of Reading and Level of Text Complexity

RL.12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Grades 11–12: Literacy in History/SS

Reading in History/Social Studies Key Ideas and Details

RH.11–12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11–12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11–12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Craft and Structure

RH.11–12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11–12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11–12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. Integration of Knowledge and Ideas

Rh.11–12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11–12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11–12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. Range of Reading and Level of Text Complexity

RH.11–12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Grades 11–12: Literacy in Science and Technical Subjects

Reading in Science and Technical Subjects Key Ideas and Details

RST. 11–12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11–12.2 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.

RST.11–12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

RST.11-12.4 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 grades 11–12 texts and topics.

RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

RST.11-12.10 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Grades 11–12: Writing I History/SS, Science and Technical Subjects

Writing

Text Types and Purposes

WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings); graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Grades 11–12: Writing I History/SS, Science and Technical Subjects

WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

Production and Distribution of Writing

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Mathematics Standards

	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8		
N-Q.1		✗	✗	✗	✗	✗	✗	✗	✗		
N-Q.2		✗	✗	✗	✗	✗	✗	✗	✗		
G-MG.1							✗				
G-MG.2							✗				
G-MG.3							✗				
S-IC.3			✗	✗	✗	✗		✗			
S-IC.4			✗	✗	✗	✗	✗	✗			
S-IC.5			✗	✗	✗	✗	✗	✗			
S-IC.6			✗	✗	✗	✗	✗	✗			

Number and Quantity

Reason quantitatively and use units to solve problems

N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*

N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.*

N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

Apply geometric concepts in modeling situations

G-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*

G-MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*

G-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*

Make inferences and justify conclusions from sample surveys, experiments, and observational studies

S-IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.*

S-IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.*

S-IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.*

S-IC.6 Evaluate reports based on data.*

~~Appendix D: International Society for Technology in Education Standards (ISTE)~~

	Course	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8		
ISTE Standards											
T1		x	x	x	x	x	x	x	x		
T2		x	x	x	x	x	x	x	x		
T3		x	x	x	x	x	x	x	x		
T4		x	x	x	x	x	x	x	x		
T5		x	x	x	x	x	x	x	x		
T6		x	x	x	x	x	x	x	x		

- ~~T1—Creativity and Innovation~~
- ~~T2—Communication and Collaboration~~
- ~~T3—Research and Information Fluency~~
- ~~T4—Critical Thinking, Problem Solving, and Decision Making~~
- ~~T5—Digital Citizenship~~
- ~~T6—Technology Operations and Concepts~~

~~T1—Creativity and Innovation~~

~~Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students do the following:~~

- ~~a.—Apply existing knowledge to generate new ideas, products, or processes.~~
- ~~b.—Create original works as a means of personal or group expression.~~
- ~~c.—Use models and simulations to explore complex systems and issues.~~
- ~~d.—Identify trends and forecast possibilities.~~

~~T2—Communication and Collaboration~~

~~Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students do the following:~~

- ~~a.—Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.~~
- ~~b.—Communicate information and ideas effectively to multiple audiences using a variety of media and formats.~~
- ~~c.—Develop cultural understanding and global awareness by engaging with learners of other cultures.~~
- ~~d.—Contribute to project teams to produce original works or solve problems.~~

T3—~~Research and Information Fluency~~

~~Students apply digital tools to gather, evaluate, and use information. Students do the following:~~

- ~~a. Plan strategies to guide inquiry.~~
- ~~b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.~~
- ~~c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.~~
- ~~d. Process data and report results.~~

T4—~~Critical Thinking, Problem Solving, and Decision Making~~

~~Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students do the following:~~

- ~~a. Identify and define authentic problems and significant questions for investigation.~~
- ~~b. Plan and manage activities to develop a solution or complete a project.~~
- ~~c. Collect and analyze data to identify solutions and/or make informed decisions.~~
- ~~d. Use multiple processes and diverse perspectives to explore alternative solutions.~~

T5—~~Digital Citizenship~~

~~Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students do the following:~~

- ~~a. Advocate and practice safe, legal, and responsible use of information and technology.~~
- ~~b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.~~
- ~~c. Demonstrate personal responsibility for lifelong learning.~~
- ~~d. Exhibit leadership for digital citizenship.~~

T6—~~Technology Operations and Concepts~~

~~Students demonstrate a sound understanding of technology concepts, systems, and operations. Students do the following:~~

- ~~a. Understand and use technology systems.~~
- ~~b. Select and use applications effectively and productively.~~
- ~~c. Troubleshoot systems and applications.~~
- ~~d. Transfer current knowledge to learning of new technologies.~~

Appendix E: Academic Standards

MISSISSIPPI SCIENCE FRAMEWORK COMPETENCIES

MS Science Standards for AEST Science of Agricultural Animals									
	Course	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
MS Science Standards									
BIO1.2			X						
BIO1.3			X					X	
BIO1.4									
BIO1.5				X	X	X			
BIO1.6						X			
BIOH.1								X	
BIOH.3				X			X	X	
BIOH.4						X	X		
BIOH.5						X	X		
E1									X
E2									X
E3								X	X
E4									X
ES.1							X		
ES.2							X		
ES.3			X				X		
G.1				X					
G.2				X					
G.3				X	X				
ZO.1			X	X	X	X	X	X	X
ZO.2			X	X	X	X	X	X	X
ZO.3			X	X	X	X	X	X	X
ZO.4			X	X	X	X	X	X	X

Marine and Aquatic Science

- ~~AQ 1 — Apply inquiry-based and problem-solving processes and skills to scientific investigations.~~
- ~~AQ 2 — Develop an understanding of physical and chemical properties of water and aquatic environments.~~
- ~~AQ 3 — Apply an understanding of the diverse organisms found in aquatic environments.~~
- ~~AQ 4 — Draw conclusions about the relationships between human activity and aquatic organisms.~~

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- ~~a. Conduct a scientific investigation demonstrating safe procedures and proper care of laboratory equipment. (DOK-2)~~
- ~~• Safety rules and symbols~~
 - ~~• Proper use and care of the compound light microscope, slides, chemicals, and so forth~~
 - ~~• Accuracy and precision in using graduated cylinders, balances, beakers, thermometers, and rulers~~

- b. ~~Formulate questions that can be answered through research and experimental design. (DOK 3)~~
- c. ~~Apply the components of scientific processes and methods in classroom and laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)~~
- d. ~~Construct and analyze graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs). (DOK 2)~~
- e. ~~Analyze procedures, data, and conclusions to determine the scientific validity of research. (DOK 3)~~
- f. ~~Recognize and analyze alternative explanations for experimental results and to make predictions based on observations and prior knowledge. (DOK 3)~~
- g. ~~Communicate and defend a scientific argument in oral, written, and graphic form. (DOK 3)~~

2. Develop an understanding of physical and chemical properties of water and aquatic environments.

- a. ~~Analyze the physical and chemical properties of water, and justify why it is essential to living organisms. (DOK 1)~~
- b. ~~Explain the causes and characteristics of tides. (DOK 1)~~
- c. ~~Research, create diagrams, and summarize principles related to waves and current characteristics and formation. (DOK 2)~~
- d. ~~Compare and contrast the physical and chemical parameters of dissolved O₂, pH, temperature, salinity, and results obtained through analysis of different water column depths/zones. (DOK 2)~~
- e. ~~Investigate the causes and effects of erosion, and discuss conclusions. (DOK 2)~~
- f. ~~Describe and differentiate among the major geologic features of specific aquatic environments. (DOK 1)~~
 - ~~Plate tectonics~~
 - ~~Rise, slope, elevation, and depth~~
 - ~~Formation of dunes, reefs, barrier/volcanic islands, and coastal/flood plains~~
 - ~~Watershed formation as it relates to bodies of freshwater~~
- g. ~~Compare and contrast the unique abiotic and biotic characteristics of selected aquatic ecosystems. (DOK 2)~~
 - ~~Barrier island, coral reef, tidal pool, and ocean~~
 - ~~River, stream, lake, pond, and swamp~~
 - ~~Bay, sound, estuary, and marsh~~

3. Apply an understanding of the diverse organisms found in aquatic environments.

- a. ~~Analyze and explain the diversity and interactions among aquatic life. (DOK 3)~~
 - ~~Adaptations of representative organisms for their aquatic environments~~
 - ~~Relationship of organisms in food chains/webs within aquatic environments~~
- b. ~~Research, calculate, and interpret population data. (DOK 2)~~
- c. ~~Research and compare reproductive processes in aquatic organisms. (DOK 2)~~
- d. ~~Differentiate among characteristics of planktonic, nektonic, and benthic organisms. (DOK 1)~~
- e. ~~Explore the taxonomy of aquatic organisms, and use dichotomous keys to differentiate among the organisms. (DOK 2)~~

- f. Research and explain the symbiotic relationships in aquatic ecosystems. (DOK 3)
- 4. Draw conclusions about the relationships between human activity and aquatic organisms.**
- a. Describe the impact of natural and human activity on aquatic ecosystems, and evaluate the effectiveness of various solutions to environmental problems. (DOK 3)
- Sources of pollution in aquatic environments and methods to reduce the effects of the pollution
 - Effectiveness of a variety of methods of environmental management and stewardship
 - Effects of urbanization on aquatic ecosystems and the effects of continued expansion
- b. Research and cite evidence of the effects of natural phenomena such as hurricanes, floods, or drought on aquatic habitats and organisms. (DOK 3)
- c. Discuss the advantages and disadvantages involved in applications of modern technology in aquatic science. (DOK 2)
- Careers related to aquatic science
 - Modern technology within aquatic science (e.g., mariculture and aquaculture)
 - Contributions of aquatic technology to industry and government

Biology I

- BI01 1 — Apply inquiry-based and problem-solving processes and skills to scientific investigations.
- BI01 2 — Describe the biochemical basis of life, and explain how energy flows within and between the living systems.
- BI01 3 — Investigate and evaluate the interaction between living organisms and their environment.
- BI01 4 — Analyze and explain the structures and function of the levels of biological organization.
- BI01 5 — Demonstrate an understanding of the molecular basis of heredity.
- BI01 6 — Demonstrate an understanding of principles that explain the diversity of life and biological evolution.

- 1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.**
- a. Conduct a scientific investigation demonstrating safe procedures and proper care of laboratory equipment. (DOK 2)
- Safety rules and symbols
 - Proper use and care of the compound light microscope, slides, chemicals, and so forth
 - Accuracy and precision in using graduated cylinders, balances, beakers, thermometers, and rulers
- b. Formulate questions that can be answered through research and experimental design. (DOK 3)
- c. Apply the components of scientific processes and methods in classroom and laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, theory development). (DOK 2)

- d. Construct and analyze graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs). (DOK 2)
- e. Analyze procedures, data, and conclusions to determine the scientific validity of research. (DOK 3)
- f. Recognize and analyze alternative explanations for experimental results and to make predictions based on observations and prior knowledge. (DOK 3)
- g. Communicate and defend a scientific argument in oral, written, and graphic form. (DOK 3)

2. Describe the biochemical basis of life, and explain how energy flows within and between the living systems.

- a. Explain and compare with the use of examples the types of bond formation (e.g., covalent, ionic, hydrogen, etc.) between or among atoms. (DOK 2)
 - Subatomic particles and arrangement in atoms
 - Importance of ions in biological processes
- b. Develop a logical argument defending water as an essential component of living systems (e.g., unique bonding and properties including polarity, high specific heat, surface tension, hydrogen bonding, adhesion, cohesion, and expansion upon freezing). (DOK 2)
- c. Classify solutions as acidic, basic, or neutral, and relate the significance of the pH scale to an organism's survival (e.g., consequences of having different concentrations of hydrogen and hydroxide ions). (DOK 2)
- d. Compare and contrast the structure, properties, and principle functions of carbohydrates, lipids, proteins, and nucleic acids in living organisms. (DOK 2)
 - Basic chemical composition of each group
 - Building components of each group (e.g., amino acids, monosaccharides, nucleotides, etc.)
 - Basic functions (e.g., energy, storage, cellular, and heredity) of each group
- e. Examine the life processes to conclude the role enzymes play in regulating biochemical reactions. (DOK 2)
 - Enzyme structure
 - Enzyme function, including enzyme substrate specificity and factors that affect enzyme function (pH and temperature)
- f. Describe the role of adenosine triphosphate (ATP) in making energy available to cells. (DOK 1)
 - ATP structure
 - ATP function
- g. Analyze and explain the biochemical process of photosynthesis and cellular respiration, and draw conclusions about the roles of the reactant and products in each. (DOK 3)
 - Photosynthesis and respiration (reactants and products)
 - Light dependent reactions and light independent reactions in photosynthesis, including requirements and products of each
 - Aerobic and anaerobic processes in cellular respiration, including products each and energy differences

3. Investigate and evaluate the interaction between living organisms and their environment:

- a. Compare and contrast the characteristics of the world's major biomes (e.g., deserts, tundra, taiga, grassland, temperate forest, and tropical rainforest). (DOK 2)
 - Plant and animal species
 - Climate (temperature and rainfall)
 - Adaptations of organisms
- b. Provide examples to justify the interdependence among environmental elements. (DOK 2)
 - Biotic and abiotic factors in an ecosystem (e.g., water, carbon, oxygen, mold, and leaves)
 - Energy flow in ecosystems (e.g., energy pyramids and photosynthetic organisms to herbivores, carnivores, and decomposers)
 - Roles of beneficial bacteria
 - Interrelationships of organisms (e.g., cooperation, predation, parasitism, commensalism, symbiosis, and mutualism)
- c. Examine and evaluate the significance of natural events and human activities on major ecosystems (e.g., succession, population growth, technology, loss of genetic diversity, and consumption of resources). (DOK 2)

4. Analyze and explain the structures and function of the levels of biological organization:

- a. Differentiate among plant and animal cells and eukaryotic and prokaryotic cells. (DOK 2)
 - Functions of all major cell organelles and structures (e.g., nucleus, mitochondrion, rough ER, smooth ER, ribosomes, Golgi bodies, vesicles, lysosomes, vacuoles, microtubules, microfilaments, chloroplast, cytoskeleton, centrioles, nucleolus, chromosomes, nuclear membrane, cell wall, cell membrane [active and passive transport], and cytosol)
 - Components of mobility (e.g., cilia, flagella, and pseudopodia)
- b. Differentiate between types of cellular reproduction. (DOK 1)
 - Main events in the cell cycle and cell mitosis (including differences in plant and animal cell divisions)
 - Binary fission (e.g., budding, vegetative propagation, etc.)
 - Significance of meiosis in sexual reproduction
 - Significance of crossing over
- c. Describe and differentiate among the organizational levels of organisms (e.g., cells, tissues, organs, systems, and types of tissues.) (DOK 1)
- d. Explain and describe how plant structures (vascular and nonvascular) and cellular functions are related to the survival of plants (e.g., movement of materials and plant reproduction). (DOK 1)

5. Demonstrate an understanding of the molecular basis of heredity:

- a. Analyze and explain the molecular basis of heredity and the inheritance of traits to successive generations by using the Central Dogma of Molecular Biology. (DOK 3)
 - Structures of DNA and RNA
 - Processes of replication, transcription, and translation

- ~~Messenger RNA codon charts~~
 - b. ~~Utilize Mendel's laws to evaluate the results of monohybrid Punnett squares involving complete dominance, incomplete dominance, codominance, sex-linked, and multiple alleles (including outcome percentage of both genotypes and phenotypes). (DOK 2)~~
 - c. ~~Examine inheritance patterns using current technology (e.g., pedigrees, karyotypes, and gel electrophoresis). (DOK 2)~~
 - d. ~~Discuss the characteristics and implications of both chromosomal and gene mutations. (DOK 2)~~
 - ~~Significance of nondisjunction, deletion, substitutions, translocation, and frame shift mutation in animals~~
 - ~~Occurrence and significance of genetic disorders such as sickle cell anemia, Tay-Sachs disorder, cystic fibrosis, hemophilia, Down syndrome, and color blindness~~
- 6. Demonstrate an understanding of principles that explain the diversity of life and biological evolution.**
- a. ~~Draw conclusions about how organisms are classified into a hierarchy of groups and subgroups based on similarities that reflect their evolutionary relationships. (DOK 2)~~
 - ~~Characteristics of the six kingdoms~~
 - ~~Major levels in the hierarchy of taxa (e.g., kingdom, phylum/division, class, order, family, genus, and species)~~
 - ~~Body plans (symmetry)~~
 - ~~Methods of sexual reproduction (e.g., conjugation, fertilization, and pollination)~~
 - ~~Methods of asexual reproduction (e.g., budding, binary fission, regeneration, and spore formation)~~
 - b. ~~Critique data (e.g., comparative anatomy, Biogeography, molecular biology, fossil record, etc.) used by scientists (e.g., Redi, Needham, Spallanzani, and Pasteur) to develop an understanding of evolutionary processes and patterns. (DOK 3)~~
 - c. ~~Research and summarize the contributions of scientists (including Darwin, Malthus, Wallace, Lamarck, and Lyell) whose work led to the development of the theory of evolution. (DOK 2)~~
 - d. ~~Analyze and explain the roles of natural selection, including the mechanisms of speciation (e.g., mutations, adaptations, and geographic isolation) and applications of speciation (e.g., pesticide and antibiotic resistance). (DOK 3)~~
 - e. ~~Differentiate among chemical evolution, organic evolution, and the evolutionary steps along the way to aerobic heterotrophs and photosynthetic autotrophs. (DOK 2)~~

Biology II

-
- BIOII 1 — ~~Apply inquiry-based and problem-solving processes and skills to scientific investigations.~~
 - BIOII 2 — ~~Describe and contrast the structures, functions, and chemical processes of the cell.~~
 - BIOII 3 — ~~Investigate and discuss the molecular basis of heredity.~~
 - BIOII 4 — ~~Demonstrate an understanding of the factors that contribute to evolutionary theory and natural selection.~~
 - BIOII 5 — ~~Develop an understanding of organism classification.~~

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- a. Use current technologies such as CD-ROM, DVD, Internet, and online data search to explore current research related to a specific topic. (DOK 3)
- b. Clarify research questions, and design laboratory investigations. (DOK 3)
- c. Demonstrate the use of scientific inquiry and methods to formulate, conduct, and evaluate laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
- d. Organize data to construct graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs), draw conclusions, and make inferences. (DOK 3)
- e. Evaluate procedures, data, and conclusions to critique the scientific validity of research. (DOK 3)
- f. Formulate and revise scientific explanations and models using logic and evidence (data analysis). (DOK 3)
- g. Collect, analyze, and draw conclusions from data to create a formal presentation using available technology (e.g., computers, calculators, SmartBoard, CBLs, etc.). (DOK 3)

2. Describe and contrast the structures, functions, and chemical processes of the cell.

- a. Relate the structure and function of a selectively permeable membrane to its role in diffusion and osmosis. (DOK 2)
- b. Summarize how cell regulation controls and coordinates cell growth and division. (DOK 2)
- c. Analyze and describe the function of enzymes in biochemical reactions. (DOK 2)
 - The impact of enzymatic reactions on biochemical processes
 - Factors that affect enzyme function (e.g., pH, concentration, temperature, etc.)
- d. Differentiate between photosynthesis and cellular respiration. (DOK 2)
 - Cellular sites and major pathways of anaerobic and aerobic respiration (with reactants, products, and ATP per monosaccharide)
 - Cellular respiration with respect to the sites at which they take place, the reactions involved, and the energy input and output in each stage (e.g., glycolysis, Krebs cycle, and electron transport chain)
 - Pigments, absorption, reflection of light, and light-dependent and light-independent reactions of photosynthesis
 - Oxidation and reduction reactions

3. Investigate and discuss the molecular basis of heredity.

- a. Explain how the process of meiosis clarifies the mechanism underlying Mendel's conclusions about segregation and independent assortment on a molecular level. (DOK 1)
- b. Research and explain how major discoveries led to the determination of DNA structure. (DOK 2)
- c. Relate gene expression (e.g., replication, transcription, and translation) to protein structure and function. (DOK 2)
 - Translation of a messenger RNA strand into a protein
 - Processing by organelles so that the protein is appropriately packaged, labeled, and eventually exported by the cell

- Messenger RNA codon charts to determine the effects of different types of mutations on amino acid sequence and protein structure (e.g., sickle cell anemia resulting from base substitution mutation)
 - Gene expression regulated in organisms so that specific proteins are synthesized only when they are needed by the cell (e.g., allowing cell specialization)
- d. Assess the potential implications of DNA technology with respect to its impact on society. (DOK 3)
- Modern DNA technologies (e.g., polymerase chain reaction (PCR), gene splicing, gel electrophoresis, transformation, and recombinant DNA) in agriculture, medicine, and forensics
- e. Develop a logical argument defending or refuting bioethical issues arising from applications of genetic technology (e.g., the human genome project, cloning, gene therapy, and stem cell research). (DOK 3)
- 4. Demonstrate an understanding of the factors that contribute to evolutionary theory and natural selection.**
- a. Explain the history of life on earth, and infer how geological changes provide opportunities and constraints for biological evolution. (DOK 2)
- Main periods of the geologic timetable of earth's history
 - Roles of catastrophic and gradualistic processes in shaping planet Earth
- b. Provide support for the argument based upon evidence from anatomy, embryology, biochemistry, and paleontology that organisms descended with modification from common ancestry. (DOK 2)
- c. Identify and provide supporting evidence for the evolutionary relationships among various organisms using phylogenetic trees and cladograms. (DOK 2)
- d. Formulate a scientific explanation based on fossil records of ancient life forms, and describe how new species could originate as a result of geological isolation and reproductive isolation. (DOK 2)
- e. Compare and contrast the basic types of selection (e.g., disruptive, stabilizing, directional, etc.). (DOK 2)
- f. Cite examples to justify behaviors that have evolved through natural selection (e.g., migration, parental care, use of tools, etc.). (DOK 1)
- g. Research and explain the contributions of 19th century scientists (e.g., Malthus, Wallace, Lyell, and Darwin) on the formulation of ideas about evolution. (DOK 2)
- h. Develop a logical argument describing ways in which the influences of 20th century science have impacted the development of ideas about evolution (e.g., synthetic theory of evolution and molecular biology). (DOK 3)
- i. Analyze changes in an ecosystem resulting from natural causes (succession), changes in climate, human activity (pollution and recycling), or introduction of nonnative species. (DOK 2)
- 5. Develop an understanding of organism classification.**
- a. Classify organisms according to traditional Linnaean classification characteristics (e.g., cell structure, biochemistry, anatomy, fossil record, and methods of reproduction) and the cladistic approach. (DOK 2)
- b. Categorize organisms according to the characteristics that distinguish them as Bacteria, Archaea, or Eucarya. (DOK 1)
- Bacteria, fungi, and protists

- Characteristics of invertebrates (e.g., habitat, reproduction, body plan, and locomotion) as related to phyla (e.g., Porifera, Cnidarians, Nematoda, Annelida, Platyhelminthes, and Arthropoda) and classes (e.g., Insecta, Crustacea, Arachnida, Mollusca, and Echinodermata)
- Characteristics of vertebrates (e.g., habitat, reproduction, body plan, and locomotion) as related to classes (e.g., Agnatha, Chondrichthyes, Osteichthyes, Amphibia, Reptilia, Aves, and Mammalia)
- Nomenclature of various types of plants (e.g., Bryophyta, Tracheophyta, Gymnospermae, Angiospermae, Monocotyledonae, Dicotyledonae, vascular plants, and nonvascular plants)

Botany

- BO 1 — Apply inquiry-based and problem-solving processes and skills to scientific investigations.
- BO 2 — Distinguish among the characteristics of botanical organization, structure, and function.
- BO 3 — Demonstrate an understanding of plant reproduction.
- BO 4 — Draw conclusions about the factors that affect the adaptation and survival of plants.
- BO 5 — Relate an understanding of plant genetics to its uses in modern living.

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- Conduct a scientific investigation demonstrating safe procedures and proper care of laboratory equipment. (DOK 2)
 - Safety rules and symbols
 - Proper use and care of the compound light microscope, slides, chemicals, and so forth
 - Accuracy and precision in using graduated cylinders, balances, beakers, thermometers, and rulers
- Formulate questions that can be answered through research and experimental design. (DOK 3)
- Apply the components of scientific processes and methods in classroom and laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
- Construct and analyze graphs (e.g., plotting points, labeling x and y axis, creating appropriate titles and legends for circle, bar, and line graphs). (DOK 2)
- Analyze procedures, data, and conclusions to determine the scientific validity of research. (DOK 3)
- Recognize and analyze alternative explanations for experimental results and to make predictions based on observations and prior knowledge. (DOK 3)
- Communicate and defend a scientific argument in oral, written, and graphic form. (DOK 3)

2. Distinguish among the characteristics of botanical organization, structure, and function.

- a. Relate plant cell structures to their functions (e.g., major organelles, cell wall components, photosynthetic chemical reactions, plant pigments, plant tissues, roots, stems, leaves, and flowers). (DOK 1)
- b. Differentiate the characteristics found in various plant divisions. (DOK 2)
 - Differences and similarities of nonvascular plants
 - Characteristics of seed-bearing and non-seed-bearing vascular plants relative to taxonomy
 - Major vegetative structures and their modifications in angiosperms and gymnosperms
- c. Compare and contrast leaf modifications of gymnosperms and angiosperms (e.g., needles, overlapping scales, simple leaves, compound leaves, evergreen trees, and deciduous trees). (DOK 2)
- d. Apply the modern classification scheme utilized in naming plants to identify plant specimens. (DOK 2)
 - Classification scheme used in botany
 - Classification of native Mississippi plants
- e. Use inquiry to investigate and discuss the physical and chemical processes of plants. (DOK 3)
 - Relationships among photosynthesis, cellular respiration, and translocation
 - Importance of soil type and soil profiles to plant survival
 - Mechanism of water movement in plants
 - Effects of environmental conditions for plant survival
 - Tropic responses of a plant organ to a given stimulus

3. Demonstrate an understanding of plant reproduction.

- a. Compare and contrast reproductive structures (e.g., cones and flowers). (DOK 2)
- b. Differentiate among the vegetative organs of monocots, herbaceous dicots, and woody dicots. (DOK 1)
- c. Differentiate between the structures and processes of sexual and asexual reproduction in plants. (DOK 1)
 - Reproductive structures, their modifications, and the mechanisms involved in plant reproduction
 - Functions of flower parts, seeds, and cones
 - Spore production in bryophytes and ferns
- d. Explain and provide examples of the concept of alternation of generations and its examples. (DOK 2)
- e. Categorize types of fruits and methods of seed distribution in plants. (DOK 1)
- f. Research and compare various methods of plant propagation. (DOK 2)

4. Draw conclusions about the factors that affect the adaptation and survival of plants.

- a. List and assess several adaptations of plants to survive in a given biome. (DOK 2)
- b. Design and conduct an experiment to determine the effects of environmental factors on photosynthesis. (DOK 3)
- c. Explain how natural selection and the evolutionary consequences (e.g., adaptation or extinction) support scientific explanations for similarities of ancient life forms in the fossil record and molecular similarities present in living organisms. (DOK 2)

- d. Research factors that might influence or alter plant stability, and propose actions that may reduce the negative impacts of human activity. (DOK 2)

5. Relate an understanding of plant genetics to its uses in modern living:

- a. Research, prepare, and present a position relating to issues surrounding the current botanical trends involving biotechnology. (DOK 3)
- b. Apply an understanding of the principles of plant genetics to analyze monohybrid and dihybrid crosses, and predict the potential effects the crosses might have on agronomy and agriculture. (DOK 3)
- c. Discuss the effects of genetic engineering of plants on society. (DOK 2)
- d. Describe the chemical compounds extracted from plants, their economical importance, and the impact on humans. (DOK 3)
- Plant extracts, their function, and origin
 - Impact of the timber industry on local and national economy

Chemistry I

CHI 1 Apply inquiry-based and problem-solving processes and skills to scientific investigations.

CHI 2 Demonstrate an understanding of the atomic model of matter by explaining atomic structure and chemical bonding.

CHI 3 Develop an understanding of the periodic table.

CHI 4 Analyze the relationship between microscopic and macroscopic models of matter.

CHI 5 Compare factors associated with acid/base and oxidation/reduction reactions.

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations:

- a. Use current technologies such as CD-ROM, DVD, Internet, and online data search to explore current research related to a specific topic. (DOK 3)
- b. Clarify research questions, and design laboratory investigations. (DOK 3)
- c. Demonstrate the use of scientific inquiry and methods to formulate, conduct, and evaluate laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
- d. Organize data to construct graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs), draw conclusions, and make inferences. (DOK 3)
- e. Evaluate procedures, data, and conclusions to critique the scientific validity of research. (DOK 3)
- f. Formulate and revise scientific explanations and models using logic and evidence (data analysis). (DOK 3)
- g. Collect, analyze, and draw conclusions from data to create a formal presentation using available technology (e.g., computers, calculators, SmartBoard, CBLs, etc.). (DOK 3)

2. Demonstrate an understanding of the atomic model of matter by explaining atomic structure and chemical bonding:

- a. Describe and classify matter based on physical and chemical properties and interactions between molecules or atoms. (DOK 1)

- ~~Physical properties (e.g., melting points, densities, and boiling points) of a variety of substances~~
 - ~~Substances and mixtures~~
 - ~~Three states of matter in terms of internal energy, molecular motion, and the phase transitions between them~~
- b. ~~Research and explain crucial contributions and critical experiments of Dalton, Thomson, Rutherford, Bohr, de Broglie, and Schrödinger, and describe how each discovery contributed to the current model of atomic and nuclear structure. (DOK 2)~~
 - c. ~~Develop a model of atomic and nuclear structure based on theory and knowledge of fundamental particles. (DOK 2)~~
 - ~~Properties and interactions of the three fundamental particles of the atom~~
 - ~~Laws of conservation of mass, constant composition, definite proportions, and multiple proportions~~
 - d. ~~Write appropriate equations for nuclear decay reactions, describe how the nucleus changes during these reactions, and compare the resulting radiation with regard to penetrating ability. (DOK 1)~~
 - ~~Three major types of radioactive decay (e.g., alpha, beta, and gamma) and the properties of the emissions (e.g., composition, mass, charge, and penetrating power)~~
 - ~~The concept of half-life for a radioactive isotope (e.g., carbon-14 dating) based on the principle that the decay of any individual atom is a random process~~
 - e. ~~Compare the properties of compounds according to their type of bonding. (DOK 1)~~
 - ~~Covalent, ionic, and metallic bonding~~
 - ~~Polar and nonpolar covalent bonding~~
 - ~~Valence electrons and bonding atoms~~
 - f. ~~Compare different types of intermolecular forces, and explain the relationship between intermolecular forces, boiling points, and vapor pressure when comparing differences in properties of pure substances. (DOK 1)~~
 - g. ~~Develop a three-dimensional model of molecular structure. (DOK 2)~~
 - ~~Lewis dot structures for simple molecules and ionic compounds~~
 - ~~Valence shell electron pair repulsion theory (VSEPR)~~
- 3. Develop an understanding of the periodic table.**
- a. ~~Calculate the number of protons, neutrons, and electrons in individual isotopes using atomic numbers and mass numbers, write electron configurations of elements and ions following the Aufbau principle, and balance equations representing nuclear reactions. (DOK 1)~~
 - b. ~~Analyze patterns and trends in the organization of elements in the periodic table, and compare their relationship to position in the periodic table. (DOK 2)~~
 - ~~Atomic number, atomic mass, mass number, and number of protons, electrons, and neutrons in isotopes of elements~~
 - ~~Average atomic mass calculations~~
 - ~~Chemical characteristics of each region~~
 - ~~Periodic properties (e.g., metal/nonmetal/metalloid behavior, electrical/heat conductivity, electronegativity, electron affinity, ionization energy, and atomic/covalent/ionic radius)~~

- c. Classify chemical reactions by type. (DOK 2)
 - Single displacement, double displacement, synthesis (combination), decomposition, disproportionation, combustion, or precipitation
 - Products (given reactants) or reactants (given products) for each reaction type
 - Solubility rules for precipitation reactions and the activity series for single and double displacement reactions
 - d. Use stoichiometry to calculate the amount of reactants consumed and products formed. (DOK 3)
 - Difference between chemical reactions and chemical equations
 - Formulas and calculations of the molecular (molar) masses
 - Empirical formula given the percent composition of elements
 - Molecular formula given the empirical formula and molar mass
- 4. Analyze the relationship between microscopic and macroscopic models of matter.**
- a. Calculate the number of protons, neutrons, and electrons in individual isotopes using atomic numbers and mass numbers, write electron configurations of elements and ions following the Aufbau principle, and balance equations representing nuclear reactions. (DOK 1)
 - b. Analyze patterns and trends in the organization of elements in the periodic table, and compare their relationship to position in the periodic table. (DOK 2)
 - Atomic number, atomic mass, mass number, and number of protons, electrons, and neutrons in isotopes of elements
 - Average atomic mass calculations
 - Chemical characteristics of each region
 - Periodic properties (e.g., metal/nonmetal/metalloid behavior, electrical/heat conductivity, electronegativity, electron affinity, ionization energy, and atomic/covalent/ionic radius)
 - c. Classify chemical reactions by type. (DOK 2)
 - Single displacement, double displacement, synthesis (combination), decomposition, disproportionation, combustion, or precipitation
 - Products (given reactants) or reactants (given products) for each reaction type
 - Solubility rules for precipitation reactions and the activity series for single and double displacement reactions
 - d. Use stoichiometry to calculate the amount of reactants consumed and products formed. (DOK 3)
 - Difference between chemical reactions and chemical equations
 - Formulas and calculations of the molecular (molar) masses
 - Empirical formula given the percent composition of elements
 - Molecular formula given the empirical formula and molar mass
- 5. Compare factors associated with acid/base and oxidation/reduction reactions.**
- a. Analyze and explain acid/base reactions. (DOK 2)
 - Properties of acids and bases, including how they affect indicators and the relative pH of the solution
 - Formation of acidic and basic solutions
 - Definition of pH in terms of the hydronium ion concentration and the hydroxide ion concentration

- The pH or pOH from the hydrogen ion or hydroxide ion concentrations of solution
 - How a buffer works and examples of buffer solutions
- b. Classify species in aqueous solutions according to the Arrhenius and Bronsted-Lowry definitions respectively, and predict products for aqueous neutralization reactions. (DOK 2)
 - c. Analyze a reduction/oxidation reaction (REDOX) to assign oxidation numbers (states) to reaction species, and identify the species oxidized and reduced, the oxidizing agent, and reducing agent. (DOK 2)

Organic Chemistry

- ORGC 1—Apply inquiry-based and problem-solving processes and skills to scientific investigations.
- ORGC 2—Demonstrate an understanding of the properties, structure, and function of organic compounds.
- ORGC 3—Discuss the versatility of polymers and the diverse application of organic chemicals.

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- a. Conduct a scientific investigation demonstrating safe procedures and proper care of laboratory equipment. (DOK 2)
 - Safety rules and symbols
 - Proper use and care of the compound light microscope, slides, chemicals, and so forth
 - Accuracy and precision in using graduated cylinders, balances, beakers, thermometers, and rulers
- b. Formulate questions that can be answered through research and experimental design. (DOK 3)
- c. Apply the components of scientific processes and methods in classroom and laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
- d. Organize data to construct graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs), draw conclusions, and make inferences. (DOK 3)
- e. Analyze procedures, data, and conclusions to determine the scientific validity of research. (DOK 3)
- f. Recognize and analyze alternative explanations for experimental results, and make predictions based on observations and prior knowledge. (DOK 3)
- g. Communicate and defend a scientific argument in oral, written, and graphic form. (DOK 3)

2. Demonstrate an understanding of the properties, structure, and function of organic compounds.

- a. Apply International Union of Pure and Applied Chemistry (IUPAC) nomenclature, and differentiate the structure of aliphatic, aromatic, and cyclic hydrocarbon compounds. (DOK 1)
 - Structures of hydrocarbon compounds

- Isomerism in hydrocarbon compounds
 - b. Relate structure to physical and chemical properties of hydrocarbon. (DOK 1)
 - c. Apply principles of geometry and hybridization to organic molecules. (DOK 2)
 - Lewis structures for organic molecules
 - Bond angles
 - Hybridization (as it applies to organic molecules)
 - d. Write, complete, and classify common reactions for aliphatic, aromatic, and cyclic hydrocarbons. (DOK 1)
 - e. Construct, solve, and explain equations representing combustion reactions, substitution reactions, dehydrogenation reactions, and addition reactions. (DOK 2)
 - f. Classify functional groups (e.g., alcohols, ethers, aldehydes, ketones, carboxylic acids, esters, amines, amides, and nitriles) by their structure and properties. (DOK 2)
 - Structural formulas from functional group names and vice versa
 - Chemical and physical properties of compounds containing functional groups
 - Equations representing the transformation of one functional group into another
- 3. Discuss the versatility of polymers and the diverse application of organic chemicals.**
- a. Describe and classify the synthesis, properties, and uses of polymers. (DOK 2)
 - Common polymers
 - Synthesis of polymers from monomers by addition or condensation
 - Condensations of plastics according to their commercial types
 - Elasticity and other polymer properties
 - b. Develop a logical argument supporting the use of organic chemicals and their application in industry, drug manufacture, and biological chemistry. (DOK 1)
 - Common uses of polymers and organic compounds in medicine, drugs, and personal care products
 - Compounds that have the property to dye materials
 - Petrochemical production
 - Biologically active compounds in terms of functional group substrate interaction
 - c. Research and summarize the diversity, applications, and economics of industrial chemicals (solvents, coatings, surfactants, etc.). (DOK 3)

Earth and Space Science

- E1 Apply inquiry-based and problem-solving processes and skills to scientific investigations.
- E2 Develop an understanding of the history and evolution of the universe and earth.
- E3 Discuss factors that are used to explain the geological history of earth.
- E4 Demonstrate an understanding of earth systems relating to weather and climate.
- E5 Apply an understanding of ecological factors to explain relationships between earth systems.

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- a. Conduct a scientific investigation demonstrating safe procedures and proper care of laboratory equipment. (DOK 2)
 - Safety rules and symbols

- Proper use and care of the compound light microscope, slides, chemicals, and so forth
 - Accuracy and precision in using graduated cylinders, balances, beakers, thermometers, and rulers.
- b. Formulate questions that can be answered through research and experimental design. (DOK 3)
 - c. Apply the components of scientific processes and methods in classroom and laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
 - d. Construct and analyze graphs (e.g., plotting points, labeling x and y axis, creating appropriate titles and legends for circle, bar, and line graphs). (DOK 2)
 - e. Analyze procedures, data, and conclusions to determine the scientific validity of research. (DOK 3)
 - f. Recognize and analyze alternative explanations for experimental results and to make predictions based on observations and prior knowledge. (DOK 3)
 - g. Communicate and defend a scientific argument in oral, written, and graphic form. (DOK 3)
- 2. Develop an understanding of the history and evolution of the universe and earth.**
- a. Summarize the origin and evolution of the universe. (DOK 2)
 - Big bang theory
 - Microwave background radiation
 - The Hubble constant
 - Evidence of the existence of dark matter and dark energy in the universe and the history of the universe
 - b. Differentiate methods used to measure space distances, including astronomical unit, light year, stellar parallax, Cepheid variables, and the red shift. (DOK 1)
 - c. Interpret how gravitational attraction played a role in the formation of the planetary bodies and how the fusion of hydrogen and other processes in “ordinary” stars and supernovae lead to the formation of all other elements. (DOK 2)
 - d. Summarize the early evolution of the earth, including the formation of earth’s solid layers (e.g., core, mantle, and crust), the distribution of major elements, the origin of internal heat sources, and the initiation of plate tectonics. (DOK 2)
 - How the decay of radioactive isotopes is used to determine the age of rocks, earth, and the solar system
 - How Earth acquired its initial oceans and atmosphere
- 3. Discuss factors that are used to explain the geological history of earth.**
- a. Develop an understanding of how plate tectonics create certain geological features, materials, and hazards. (DOK 1)
 - Plate tectonic boundaries (e.g., divergent, convergent, and transform)
 - Modern and ancient geological features to each kind of plate tectonic boundary
 - Production of particular groups of igneous and metamorphic rocks and mineral resources
 - Sedimentary basins created and destroyed through time
 - b. Compare and contrast types of mineral deposits/groups (e.g., oxides, carbonates, halides, sulfides, sulfates, silicates, and phosphates). (DOK 2)

- c. Categorize minerals and rocks by determining their physical and/or chemical characteristics. (DOK 2)
 - d. Justify the causes of certain geological hazards (e.g., earthquakes, volcanoes, and tsunamis) to their effects on specific plate tectonic locations. (DOK 2)
 - e. Interpret and explain how rock relationships and fossils are used to reconstruct the geologic history of the earth. (DOK 2)
 - f. Apply principles of relative age (e.g., superposition, original horizontality, crosscutting relations, and original lateral continuity) to support an opinion related to earth's geological history. (DOK 3)
 - Types of unconformity (e.g., disconformity, angular unconformity, and nonconformity)
 - Geological timetable
 - g. Apply the principle of uniformitarianism to relate sedimentary rock associations and their fossils to the environments in which the rocks were deposited. (DOK 2)
 - h. Compare and contrast the relative and absolute dating methods (e.g., the principle of fossil succession, radiometric dating, and paleomagnetism) for determining the age of the earth. (DOK 1)
- 4. Demonstrate an understanding of earth systems relating to weather and climate.**
- a. Explain the interaction of earth systems that affect weather and climate. (DOK 1)
 - Latitudinal variations in solar heating
 - The effects of Coriolis forces on ocean currents, cyclones, anticyclones, ocean currents, topography, and air masses (e.g., warm fronts, cold fronts, stationary fronts, and occluded fronts).
 - b. Interpret the patterns in temperature and precipitation that produce the climate regions on earth, and relate them to the hazards associated with extreme weather events and climate change (e.g., hurricanes, tornadoes, El Niño/La Niña, and global warming). (DOK 2)
 - c. Justify how changes in global climate and variation in earth/sun relationships contribute to natural and anthropogenic (human-caused) modification of atmospheric composition. (DOK 2)
 - d. Summarize how past and present actions of ice, wind, and water contributed to the types and distributions of erosional and depositional features in landscapes. (DOK 1)
 - e. Research and explain how external forces affect earth's topography. (DOK 2)
 - How surface water and groundwater act as the major agents of physical and chemical weathering
 - How soil results from weathering and biological processes
 - Processes and hazards associated with both sudden and gradual mass wasting
- 5. Apply an understanding of ecological factors to explain relationships between earth systems.**
- a. Draw conclusions about how life on earth shapes earth systems and responds to the interaction of earth systems (lithosphere, hydrosphere, atmosphere, and biosphere). (DOK 3)
 - Nature and distribution of life on earth, including humans, to the chemistry and availability of water
 - Distribution of biomes (e.g., terrestrial, freshwater, and marine) to climate regions through time

- Geochemical and ecological processes (e.g., rock, hydrologic, carbon, and nitrogen) that interact through time to cycle matter and energy and how human activity alters the rates of these processes (e.g., fossil fuel formation and combustion; damming and channeling of rivers)
- b. Interpret the record of shared ancestry (fossils), evolution, and extinction as related to natural selection. (DOK 2)
- c. Identify the cause and effect relationships of the evolutionary innovations that most profoundly shaped earth systems. (DOK 1)
 - Photosynthesis and the atmosphere
 - Multicellular animals and marine environments
 - Land plants and terrestrial environments
- d. Cite evidence about how dramatic changes in earth's atmosphere influenced the evolution of life. (DOK 1)

Environmental Science

- ES 1 — Apply inquiry-based and problem-solving processes and skills to scientific investigations.
- ES 2 — Develop an understanding of the relationship of ecological factors that affect an ecosystem.
- ES 3 — Discuss the impact of human activities on the environment, conservation activities, and efforts to maintain and restore ecosystems.

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- a. Conduct a scientific investigation demonstrating safe procedures and proper care of laboratory equipment. (DOK 2)
 - Safety rules and symbols
 - Proper use and care of the compound light microscope, slides, chemicals, and so forth
 - Accuracy and precision in using graduated cylinders, balances, beakers, thermometers, and rulers
- b. Formulate questions that can be answered through research and experimental design. (DOK 3)
- c. Apply the components of scientific processes and methods in classroom and laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
- d. Construct and analyze graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs). (DOK 2)
- e. Analyze procedures, data, and conclusions to determine the scientific validity of research. (DOK 3)
- f. Recognize and analyze alternative explanations for experimental results and to make predictions based on observations and prior knowledge. (DOK 3)
- g. Communicate and defend a scientific argument in oral, written, and graphic form. (DOK 3)

2. Develop an understanding of the relationship of ecological factors that affect an ecosystem.

- a. Compare ways in which the three layers of the biosphere change over time and their influence on an ecosystem's ability to support life. (DOK 2)
- b. Explain the flow of matter and energy in ecosystems. (DOK 2)
 - Interactions between biotic and abiotic factors
 - Indigenous plants and animals and their roles in various ecosystems
 - Biogeochemical cycles within the environment
- c. Predict the impact of the introduction, removal, and reintroduction of an organism on an ecosystem. (DOK 3)
- d. Develop a logical argument explaining the relationships and changes within an ecosystem. (DOK 2)
 - How a species adapts to its niche
 - Process of primary and secondary succession and its effects on a population
 - How changes in the environment might affect organisms
- e. Explain the causes and effects of changes in population dynamics (e.g., natural selection, exponential growth, and predator/prey relationships) to carrying capacity and limiting factors. (DOK 2)
- f. Research and explain how habitat destruction leads to the loss of biodiversity. (DOK 2)
- g. Compare and contrast the major biomes of the world's ecosystems, including location, climate, adaptations, and diversity. (DOK 1)

3. Discuss the impact of human activities on the environment, conservation activities, and efforts to maintain and restore ecosystems.

- a. Summarize the effects of human activities on resources in the local environments. (DOK 2)
 - Sources, uses, quality, and conservation of water
 - Renewable and nonrenewable resources
 - Effects of pollution (e.g., water, noise, air, etc.) on the ecosystem
- b. Research and evaluate the impacts of human activity and technology on the lithosphere, hydrosphere, and atmosphere, and develop a logical argument to support how communities restore ecosystems. (DOK 3)
- c. Research and evaluate the use of renewable and nonrenewable resources, and critique efforts to conserve natural resources and reduce global warming in the United States including (but not limited to) Mississippi. (DOK 3)

Genetics

- G 1 Apply inquiry-based and problem-solving processes and skills to scientific investigations.
- G 2 Analyze the structure and function of the cell and cellular organelles.
- G 3 Apply the principles of heredity to demonstrate genetic understandings.

1. Use critical thinking and scientific problem solving in designing and performing biological research and experimentation. (L, P, E)

- a. Use current technologies such as CD-ROM, DVD, Internet, and online data search to explore current research related to a specific topic. (DOK 3)

- b. Clarify research questions, and design laboratory investigations. (DOK 3)
- c. Demonstrate the use of scientific inquiry and methods to formulate, conduct, and evaluate laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
- d. Organize data to construct graphs (e.g., plotting points, labeling x- and y-axis, creating appropriate titles and legends for pie, bar, and line graphs) to draw conclusions and make inferences. (DOK 3)
- e. Evaluate procedures, data, and conclusions to critique the scientific validity of research. (DOK 3)
- f. Formulate and revise scientific explanations and models using logic and evidence (data analysis). (DOK 3)
- g. Collect, analyze, and draw conclusions from data to create a formal presentation using available technology (e.g., computers, calculators, SmartBoard, CBLs, etc.). (DOK 3)

2. Review the structure and function of the cell as it applies to genetics. (L)

- a. Cite evidence to illustrate how the structure and function of cells are involved in the maintenance of life. (DOK 2)
- b. Describe how organic components are integral to biochemical processes. (DOK 2)
- c. Differentiate among the processes by which plants and animals reproduce. (DOK 1)
 - Cell cycle and mitosis
 - Meiosis, spermatogenesis, and oogenesis
- d. Explain the significance of the discovery of nucleic acids. (DOK 1)
- e. Analyze and explain the structure and function of DNA and RNA in replication, transcription, translation, and DNA repair. (DOK 2)
- f. Cite examples to compare the consequences of the different types of mutations. (DOK 1)
- g. Draw conclusions about the importance and potential impacts of the process of gene transfer used in biotechnology. (DOK 3)

3. Analyze the structure and function of DNA and RNA molecules. (L, P)

- a. Cite evidence that supports the significance of Mendel's concept of "particulate inheritance" to explain the understanding of heredity. (DOK 1)
- b. Apply classical genetics principles to solve basic genetic problems. (DOK 2)
 - Genes and alleles, dominance, recessiveness, the laws of segregation, and independent assortment
 - Inheritance of autosomal and sex-linked traits
 - Inheritance of traits influenced by multiple alleles and traits with polygenic inheritance
 - Chromosomal theory of inheritance
- c. Apply population genetic concepts to summarize variability of multicellular organisms. (DOK 2)
 - Genetic variability
 - Hardy-Weinberg formula
 - Migration and genetic drift
 - Natural selection in humans
- d. Distinguish and explain the applications of various tools and techniques used in DNA manipulation. (DOK 1)

- Steps in genetic engineering experiments
 - Use of restriction enzymes
 - Role of vectors in genetic research
 - Use of transformation techniques
- c. Research and present a justifiable explanation for the practical uses of biotechnology (e.g., chromosome mapping, karyotyping, and pedigrees). (DOK 2)
 - f. Develop and present a scientifically based logical argument for or against moral and ethical issues related to genetic engineering. (DOK 3)
 - g. Research genomics (human and other organisms), and predict benefits and medical advances that may result from the use of genome projects. (DOK 2)

Geology

~~GE1—Apply inquiry-based and problem-solving processes and skills to scientific investigations.~~

~~GE2—Develop an understanding of plate tectonics and geochemical and ecological processes that affect earth.~~

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- a. Conduct a scientific investigation demonstrating safe procedures and proper care of laboratory equipment. (DOK 2)
 - Safety rules and symbols
 - Proper use and care of the compound light microscope, slides, chemicals, and so forth
 - Accuracy and precision in using graduated cylinders, balances, beakers, thermometers, and rulers
- b. Formulate questions that can be answered through research and experimental design. (DOK 3)
- c. Apply the components of scientific processes and methods in classroom and laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
- d. Construct and analyze graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs). (DOK 2)
- e. Analyze procedures, data, and conclusions to determine the scientific validity of research. (DOK 3)
- f. Recognize and analyze alternative explanations for experimental results and to make predictions based on observations and prior knowledge. (DOK 3)
- g. Communicate and defend a scientific argument in oral, written, and graphic form. (DOK 3)

2. Develop an understanding of plate tectonics and geochemical and ecological processes that affect earth.

- a. Differentiate the components of the earth's atmosphere and lithosphere. (DOK 1)
- b. Research and summarize explanations of how earth acquired its initial atmosphere and oceans. (DOK 2)
- c. Compare the causes and effects of internal and external components that shape earth's topography. (DOK 2)

- Physical weathering (e.g., atmospheric, glacial, etc.)
 - Chemical weathering agents (e.g., acid precipitation, carbon dioxide, oxygen, water, etc.)
- d. Develop an understanding of how plate tectonics create certain geologic features, materials, and hazards. (DOK 2)
 - Types of crustal movements and the resulting landforms (e.g., seafloor spreading, paleomagnetic measurements, and orogenesis)
 - Processes that create earthquakes and volcanoes
 - Asthenosphere
 - e. Summarize the theories of plate development and continental drift, and describe the causes and effects involved in each. (DOK 2)
 - f. Develop a logical argument to explain how geochemical and ecological processes (e.g., rock, hydrologic, carbon, and nitrogen) interact through time to cycle matter and energy and how human activity alters the rates of these processes (e.g., fossil fuel formation and combustion, damming, and channeling of rivers). (DOK 2)
 - g. Interpret how the earth's geological time scale relates to geological history, landforms, and life forms. (DOK 2)
 - h. Research and describe different techniques for determining relative and absolute age of the earth (e.g., index of fossil layers, superposition, radiometric dating, etc.) (DOK 1)
 - i. Summarize the geological activity of the New Madrid fault line, and compare and contrast it to geological activity in other parts of the world. (DOK 2)
 - j. Identify and differentiate the major geological features in Mississippi (e.g., Delta, Coastal Areas, etc.). (DOK 1)
 - k. Evaluate an emergency preparedness plan for natural disasters associated with crustal movement. (DOK 3)

Physical Science

- PS 1 Apply inquiry-based and problem-solving processes and skills to scientific investigations.
- PS 2 Describe and explain how forces affect motion.
- PS 3 Demonstrate an understanding of general properties and characteristics of waves.
- PS 4 Develop an understanding of the atom.
- PS 5 Investigate and apply principles of physical and chemical changes in matter.

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- a. Use appropriate laboratory safety symbols and procedures to design and conduct a scientific investigation. (DOK 2)
 - Safety symbols and safety rules in all laboratory activities
 - Proper use and care of the compound light microscope
 - Accuracy and precision in using graduated cylinders, balances, beakers, thermometers, and rulers
- b. Identify questions that can be answered through scientific investigations. (DOK 3)
- c. Identify and apply components of scientific methods in classroom investigations. (DOK 3)

- Predicting, gathering data, and drawing conclusions
 - Recording outcomes and organizing data from a variety of sources (e.g., scientific articles, magazines, student experiments, etc.)
 - Critically analyzing current investigations/problems using periodicals and scientific scenarios
- d. Interpret and generate graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs). (DOK 2)
 - e. Analyze procedures and data to draw conclusions about the validity of research. (DOK 3)
 - f. Formulate and revise scientific explanations and models using logic and evidence (data analysis). (DOK 3)
 - g. Communicate effectively to present and explain scientific results, using appropriate terminology and graphics. (DOK 3)

2. Describe and explain how forces affect motion:

- a. Demonstrate and explain the basic principles of Newton's three laws of motion including calculations of acceleration, force, and momentum. (DOK 2)
 - Inertia and distance-time graphs to determine average speed
 - Net force (accounting for gravity, friction, and air resistance) and the resulting motion of objects
 - Effects of the gravitational force on objects on earth and effects on planetary and lunar motion
 - Simple harmonic motion (oscillation)
- b. Explain the connection between force, work, and energy. (DOK 2)
 - Force exerted over a distance (results in work done)
 - Force-distance graph (to determine work)
 - Network on an object that contributes to change in kinetic energy (work-to-energy theorem)
- c. Describe (with supporting details and diagrams) how the kinetic energy of an object can be converted into potential energy (the energy of position) and how energy is transferred or transformed (conservation of energy). (DOK 2)
- d. Draw and assess conclusions about charges and electric current. (DOK 2)
 - Static/current electricity and direct current/alternating current
 - Elements in an electric circuit that are in series or parallel
 - Conductors and insulators
 - Relationship between current flowing through a resistor and voltage flowing across a resistor
- e. Cite evidence and explain the application of electric currents and magnetic fields as they relate to their use in everyday living (e.g., the application of fields in motors and generators and the concept of electric current using Ohm's law). (DOK 2)

3. Demonstrate an understanding of general properties and characteristics of waves:

- a. Differentiate among transverse, longitudinal, and surface waves as they propagate through a medium (e.g., string, air, water, and steel beam). (DOK 1)
- b. Compare properties of waves (e.g., superposition, interference, refraction, reflection, diffraction, and Doppler effect), and explain the connection among the quantities (e.g., wavelength, frequency, period, amplitude, and velocity). (DOK 2)

- c. Classify the electromagnetic spectrum's regions according to frequency and/or wavelength, and draw conclusions about their impact on life. (DOK 2)
 - The emission of light by electrons when moving from higher to lower levels
 - Energy (photons as quanta of light)
 - Additive and subtractive properties of colors
 - Relationship of visible light to the color spectrum
- d. Explain how sound intensity is measured and its relationship to the decibel scale. (DOK 1)

4. Develop an understanding of the atom.

- a. Cite evidence to summarize the atomic theory. (DOK 1)
 - Models for atoms
 - Hund's rule and Aufbau process to specify the electron configuration of elements
 - Building blocks of matter (e.g., proton, neutron, and electron) and elementary particles (e.g., positron, mesons, neutrinos, etc.)
 - Atomic orbitals (s, p, d, f) and their basic shapes
- b. Explain the difference between chemical and physical changes, and demonstrate how these changes can be used to separate mixtures and compounds into their components. (DOK 2)
- c. Research the history of the periodic table of the elements, and summarize the contributions that led to the atomic theory. (DOK 2)
 - Contributions of scientists (e.g., John Dalton, J. J. Thomson, Ernest Rutherford, Newton, Einstein, Neils, Bohr, Louis de Broglie, Erwin Schrödinger, etc.)
 - Technology (e.g., X-rays, cathode ray tubes, and spectroscopes)
 - Experiments (e.g., gold foil, cathode ray, etc.)
- d. Utilize the periodic table to predict and explain patterns and draw conclusions about the structure, properties, and organization of matter. (DOK 2)
 - Atomic composition and valence electron configuration (e.g., atomic number, mass number of protons, neutrons, electrons, isotopes, and ions)
 - Periodic trends using the periodic table (e.g., valence, reactivity, and atomic radius)
 - Average atomic mass from isotopic abundance
 - Solids, liquids, and gases
 - Periodic properties of elements (e.g., metal/nonmetal/metalloid behavior, electrical/heat conductivity, electronegativity, electron affinity, ionization energy, and atomic/covalent/ionic radius) and how they relate to position in the periodic table

5. Investigate and apply principles of physical and chemical changes in matter.

- a. Write chemical formulas for compounds comprising monatomic and polyatomic ions. (DOK 1)
- b. Balance chemical equations. (DOK 2)
- c. Classify types of chemical reactions (e.g., composition, decomposition, single displacement, double displacement, combustion, and acid/base reactions). (DOK 2)

Physics I

- PHYI 1—Apply inquiry-based and problem-solving processes and skills to scientific investigations.
- PHYI 2—Develop an understanding of concepts related to forces and motion.
- PHYI 3—Develop an understanding of concepts related to work and energy.
- PHYI 4—Discuss the characteristics and properties of light and sound.
- PHYI 5—Apply an understanding of magnetism, electric fields, and electricity.
- PHYI 6—Analyze and explain concepts of nuclear physics.

1. Investigate and apply principles of physical and chemical changes in matter.

- Use current technologies such as CD-ROM, DVD, Internet, and online data search to explore current research related to a specific topic. (DOK 3)
- Clarify research questions, and design laboratory investigations. (DOK 3)
- Demonstrate the use of scientific inquiry and methods to formulate, conduct, and evaluate laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
- Organize data to construct graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs), draw conclusions, and make inferences. (DOK 3)
- Evaluate procedures, data, and conclusions to critique the scientific validity of research. (DOK 3)
- Formulate and revise scientific explanations and models using logic and evidence (data analysis). (DOK 3)
- Collect, analyze, and draw conclusions from data to create a formal presentation using available technology (e.g., computers, calculators, SmartBoard, CBLs, etc.). (DOK 3)

2. Develop an understanding of concepts related to forces and motion.

- Use inquiry to investigate and develop an understanding of the kinematics and dynamics of physical bodies. (DOK 3)
 - Vector and scalar quantities
 - Vector problems (solved mathematically and graphically)
 - Vector techniques and free-body diagrams to determine the net force on a body when several forces are acting on it
 - Relations among mass, inertia, and weight
- Analyze, describe, and solve problems by creating and utilizing graphs of one-dimensional motion (e.g., position, distance, displacement, time, speed, velocity, acceleration, and the special case of freefall). (DOK 2)
- Analyze real-world applications to draw conclusions about Newton's three laws of motion. (DOK 2)
- Apply the effects of the universal gravitation law to graph and interpret the force between two masses, acceleration due to gravity, and planetary motion. (DOK 2)
 - Situations where g is constant (falling bodies)
 - Concept of centripetal acceleration undergoing uniform circular motion
 - Kepler's third law
 - Oscillatory motion and the mechanics of waves

3. Develop an understanding of concepts related to work and energy.

- a. Explain and apply the conservation of energy and momentum. (DOK 2)
 - Concept of work and applications
 - Concept of kinetic energy, using the elementary work-energy theorem
 - Concept of conservation of energy with simple examples
 - Concepts of energy, work, and power (qualitatively and quantitatively)
 - Principles of impulse in inelastic and elastic collisions
- b. Analyze real-world applications to draw conclusions about mechanical potential energy (the energy of configuration). (DOK 3)
- c. Apply the principles of impulse, and compare conservation of momentum and conservation of kinetic energy in perfectly inelastic and elastic collisions. (DOK 1)
- d. Investigate and summarize the principles of thermodynamics. (DOK 2)
 - How heat energy is transferred from higher temperature to lower temperature until equilibrium is reached
 - Temperature and thermal energy as related to molecular motion and states of matter
 - Problems involving specific heat and heat capacity
 - First and second laws of thermodynamics as related to heat engines, refrigerators, and thermal efficiency
- e. Develop the kinetic theory of ideal gases, and explain the concept of Carnot efficiency. (DOK 2)

4. Discuss the characteristics and properties of light and sound.

- a. Describe and model the characteristics and properties of mechanical waves. (DOK 2)
 - Simple harmonic motion
 - Relationships among wave characteristics such as velocity, period, frequency, amplitude, phase, and wavelength
 - Energy of a wave in terms of amplitude and frequency.
 - Standing waves and waves in specific media (e.g., stretched string, water surface, air, etc.)
- b. Differentiate and explain the Doppler effect as it relates to a moving source and to a moving observer. (DOK 1)
- c. Explain the laws of reflection and refraction, and apply Snell's law to describe the relationship between the angles of incidence and refraction. (DOK 2)
- d. Use ray tracing and the thin lens equation to solve real-world problems involving object distance from lenses. (DOK 2)
- e. Investigate and draw conclusions about the characteristics and properties of electromagnetic waves. (DOK 2)

5. Apply an understanding of magnetism, electric fields, and electricity.

- a. Analyze and explain the relationship between electricity and magnetism. (DOK 2)
 - Characteristics of static charge and how a static charge is generated
 - Electric field, electric potential, current, voltage, and resistance as related to Ohm's law
 - Magnetic poles, magnetic flux and field, Ampère's law, and Faraday's law
 - Coulomb's law

- b. Use schematic diagrams to analyze the current flow in series and parallel electric circuits, given the component resistances and the imposed electric potential. (DOK 2)
- c. Analyze and explain the relationship between magnetic fields and electrical current by induction, generators, and electric motors. (DOK 2)

6. Analyze and explain concepts of nuclear physics.

- a. Analyze and explain the principles of nuclear physics. (DOK 1)
 - The mass number and atomic number of the nucleus of an isotope of a given chemical element
 - The conservation of mass and the conservation of charge
 - Nuclear decay
- b. Defend the wave-particle duality model of light, using observational evidence. (DOK 3)
 - Quantum energy and emission spectra
 - Photoelectric and Compton effects

Spatial Information Science

SP 1 — Apply inquiry-based and problem-solving processes and skills to scientific investigations.

SP 2 — Develop an understanding of geographic information systems.

1. Demonstrate the basic concepts of global positioning systems (GPS). (E)

- a. Use current technologies such as CD-ROM, DVD, Internet, and online data search to explore current research related to a specific topic. (DOK 3)
- b. Clarify research questions, and design laboratory investigations. (DOK 3)
- c. Demonstrate the use of scientific inquiry and methods to formulate, conduct, and evaluate laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)
- d. Organize data to construct graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs), draw conclusions, and make inferences). (DOK 3)
- e. Evaluate procedures, data, and conclusions to critique the scientific validity of research. (DOK 3)
- f. Formulate and revise scientific explanations and models using logic and evidence (data analysis). (DOK 3)
- g. Collect, analyze, and draw conclusions from data to create a formal presentation using available technology (e.g., computers, calculators, SmartBoard, CBLs, etc.). (DOK 3)

2. Demonstrate the basic concepts of remote sensing. (E, P)

- a. Describe the characteristics of the electromagnetic spectrum.
- b. Using images and graphs, interpret the absorption/reflection spectrum.
- c. Distinguish between passive and active sensor systems.
- d. Analyze the effects of changes in spatial, temporal, and spectral resolution.
- e. Analyze the effects on images due to changes in scale.
- f. Identify the types of sensor platforms.

Zoology

- ~~ZO 1 — Apply inquiry-based and problem-solving processes and skills to scientific investigations.~~
- ~~ZO 2 — Develop an understanding of levels of organization and animal classification.~~
- ~~ZO 3 — Differentiate among animal life cycles, behaviors, adaptations, and relationships.~~
- ~~ZO 4 — Demonstrate an understanding of the principles of animal genetic diversity and evolution.~~

1. Apply inquiry-based and problem-solving processes and skills to scientific investigations.

- ~~a. Conduct a scientific investigation demonstrating safe procedures and proper care of laboratory equipment. (DOK 2)
 - ~~• Safety rules and symbols~~
 - ~~• Proper use and care of the compound light microscope, slides, chemicals, and so forth~~
 - ~~• Accuracy and precision in using graduated cylinders, balances, beakers, thermometers, and rulers~~~~
- ~~b. Formulate questions that can be answered through research and experimental design. (DOK 3)~~
- ~~c. Apply the components of scientific processes and methods in classroom and laboratory investigations (e.g., hypotheses, experimental design, observations, data analyses, interpretations, and theory development). (DOK 3)~~
- ~~d. Construct and analyze graphs (e.g., plotting points, labeling x and y axis, and creating appropriate titles and legends for circle, bar, and line graphs). (DOK 2)~~
- ~~e. Analyze procedures, data, and conclusions to determine the scientific validity of research. (DOK 3)~~
- ~~f. Recognize and analyze alternative explanations for experimental results and to make predictions based on observations and prior knowledge. (DOK 3)~~
- ~~g. Communicate and defend a scientific argument in oral, written, and graphic form. (DOK 3)~~

2. Develop an understanding of levels of organization and animal classification.

- ~~a. Explain how organisms are classified, and identify characteristics of major groups. (DOK 1)
 - ~~• Levels of organization of structures in animals (e.g., cells, tissues, organs, and systems)~~
 - ~~• Characteristics used to classify organisms (e.g., cell structure, biochemistry, anatomy, fossil record, and methods of reproduction)~~~~
- ~~b. Identify and describe characteristics of the major phyla. (DOK 1)
 - ~~• Symmetry and body plan~~
 - ~~• Germ layers and embryonic development~~
 - ~~• Organ systems (e.g., digestive, circulatory, excretory, and reproductive)~~
 - ~~• Locomotion and coordination~~~~
- ~~c. Distinguish viruses from bacteria and protists, and give examples. (DOK 1)~~
- ~~d. Differentiate among the characteristics of bacteria, archaea, and eucarya. (DOK 1)
 - ~~• Phylogenetic sequencing of the major phyla~~~~

- ~~Invertebrate characteristics (e.g., habitat, reproduction, body plan, and locomotion) of the following phyla: Porifera, Cnidarians, Nematoda, Annelida, Platyhelminthes, Arthropoda, Insecta, Crustacea, Arachnida, Mollusca [Bivalvia and Gastropoda], and Echinodermata)~~
 - ~~Vertebrate characteristics (e.g., habitat, reproduction, body plan, and locomotion) of the following classes: Agnatha, Chondrichthyes, Osteichthyes, Amphibia, Reptilia, Aves, and Mammalia)~~
- 3. Differentiate among animal life cycles, behaviors, adaptations, and relationships:**
- a. ~~Describe life cycles, alternation of generations, and metamorphosis of various animals, and evaluate the advantages and disadvantages of asexual and sexual reproduction. (DOK 1)~~
 - b. ~~Describe and explain concepts of animal behavior, and differentiate between learned and innate behavior. (DOK 1)~~
 - ~~Division of labor within a group of animals~~
 - ~~Communication within animals groups~~
 - ~~Degree of parental care given in animal groups~~
 - c. ~~Evaluate the unique protective adaptations of animals as they relate to survival. (DOK 2)~~
 - d. ~~Compare and contrast ecological relationships, and make predictions about the survival of populations under given circumstances. (DOK 3)~~
 - ~~Terrestrial and aquatic ecosystems~~
 - ~~Herbivores, carnivores, omnivores, decomposers, and other feeding relationships~~
 - ~~Symbiotic relationships such as mutualism, commensalisms, and parasitism~~
 - e. ~~Contrast food chains and food webs. (DOK 2)~~
- 4. Demonstrate an understanding of the principles of animal genetic diversity and evolution:**
- a. ~~Categorize and explain sources of genetic variation on the cellular level (e.g., mutations, crossing over, and nondisjunction) and the population level (e.g., nonrandom mating, migration, etc.). (DOK 2)~~
 - ~~Relationship between natural selection and evolution~~
 - ~~Mutations, crossing over, non-disjunction~~
 - ~~Nonrandom mating, migration, and so forth~~
 - ~~Effects of genetic drift on evolution~~
 - b. ~~Develop a logical argument defending or refuting issues related to genetic engineering of animals. (DOK 3)~~