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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Agriculture, Food, and Natural Resources |
| **Course Name** | Principles of Agriculture, Food, and Natural Resources |
| **Lesson/Unit Title** | Swine Management- Man’s Friend Lab |
| **TEKS Student Expectations** | **130.2 (c) Knowledge and skills**  (12) The student develops technical knowledge and skills related to animal systems.  (C) The student is expected to identify breeds and classes of livestock  (D) The student is expected to discuss animal selection, reproduction, breeding, and genetics |
| **Basic Direct Teach Lesson**  **With Special Education Modifications/Accommodations and**  **one English Language Proficiency Standards (ELPS) Strategy** | |
| **Instructional Objectives** | **The student will be able to:**   * Discuss unique contributions swine bring to mankind * Define common swine terms * Give examples of negative stereotypes found about the swine Industry |
| **Rationale** | Allows students to develop technical knowledge and skills required to identify breeds and classes of livestock, animal selection, breeding and genetics. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II(5)* | Diabetes  Skin grafts  Football  Disease prevention  Boar  Gilt  Sow  SPF  Identification systems  Ear-notching  Insulin  Lagoons  Odor  Litter  Farrow  Farrowing crate |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer * Projector   **Material:**   * Using “Everything but the Oink” Info Sheet * Power Points * Video clips * Handouts |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | The Students are challenged to be aware of the unique nature and contributions the swine industry makes in food, health, and fabrication. Students will look over handout out specific contributions the swine industry makes to mankind. Students will discuss common misconceptions about hogs such as odor, intelligence, etc. |
| **Direct Instruction \*** | * Students view Power Point on Swine management * Students will discuss and complete terminology worksheet * Instructor goes over “Everything but the Oink” handout and asks students to relate personal experiences with benefits and contributions of the swine industry to their daily life!   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | Instructor will monitor class input and Participation  **Assessment Rubric:**  Group participation - 20 points  Individual participation - 50 points  Completion of Handouts - 30 points  **Total – 100 points**  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/Teacher Preparation** | * Handouts * Kirby Kennedy * IMS Online * CTE Core Curriculum Standards |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English/Language Arts** IV, B, 3, c  **Science** I, A,1, a  **Cross Disciplinary Standards** I, B,1, c |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Using Students are divided up into three groups by their alphabetical last name. Students will then discuss and list 4 common misconceptions about pork and the swine industry. The instructor will poll students on common swine terms and ask them to define and use in a swine operation  “scenario”  *Ex. “a gilt is a sexually mature female who has not given birth to a set of pigs yet. My gilt will farrow her first litter in 4 days”.* |
| **Family/Community Connection** |  |
| **CTSO connection(s)** |  |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)