# Scope & Sequence

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| Course Name: Small Animal Management **TSDS PEIMS Code:** 13000400 | | | **Course Credit:** .5  **Course Requirements:** This course is recommended for students in grades 10 – 12.  **Prerequisites:** None. |
| **Course Description:** In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 88 Periods  3,960 Minutes  66 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.8. (c) Knowledge and skills** | |
| **Unit 1: Supervised Agricultural Experience Program (SAEP) in Livestock Production**  Students will continually work on a SAEP throughout this course. The program is aimed to help prepare additional opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a real-world setting. Students will plan, propose, conduct, document and evaluate a SAEP pertaining to either entrepreneurship, placement, exploration, research (either experimental or analytical), improvement, supplemental or other identified topic as an experiential learning activity. | 10 Periods  450 Minutes | (1) The student develops a supervised agriculture experience program. The student is expected to:  (A) plan, propose, conduct, document, and evaluate a supervised agriculture experience program as an experiential learning activity;  (B) apply proper record-keeping skills as they relate to the supervised agriculture experience | |
| **Unit 2: Community Service and Leadership Development**  During this unit, students will learn more about the qualities and characteristics required to be successful in business and industry. While a basic understanding and development of employability skills will help students obtain employment, they will learn that developing leadership skills will aid them in job retention and potential promotion opportunities. As a part of their Supervised Agriculture Experience Program (SAEP) students will participate in youth leadership opportunities, such as FFA, and implement/participate in local activities in their community. | 10 Periods  450 Minutes | (2) The student develops a supervised agriculture experience program. The student is expected to:  (C) participate in youth leadership opportunities to create a well-rounded experience program; and  (D) produce and participate in a local program of activities using a strategic planning process | |
| **Unit 3: Introduction to Small Animal Management**  Students will understand the history of domestication and use of small animals, identify the influence small animals have on society, and describe the importance of the small animal industry and benefits of small animal ownership. Students will explain the uses for small animals other than for companion animals. Students will interpret supply and demand pertaining to the small animal industry in the United States. | 10 Periods  450 Minutes | (3) The student describes the importance of responsible small animal ownership. The student is expected to:  (A) explain the domestication and use of small animals;  (B) identify the influence small animals have on society;  (C) describe the importance of the small animal industry;  (D) describe the obligations and benefits of small animal ownership; and  (E) discuss the use and services provided by small animals | |
| **Unit 4: Small Animals**  Students will differentiate between three classes of animal domesticates: commensals, prey animals sought for food, and targeted animals for draft and nonfood resources. Students will identify the different species and breeds of small animals, and be able to discuss and describe their physical characteristics. | 7 Periods  315 Minutes | (6) The student knows the care and management requirements for a variety of small animals. The student is expected to:  (A) discuss the physical characteristics for each species studied;  (B) list the breeds or types of each species studied as appropriate | |
| **Unit 5: Industry Regulations, Compliance, and Workplace Safety**  This unit will expose students to the important compliance, safety standards, and regulations that are implemented within this industry. Students will identify and recognize the hazards associated with working in the small animal industry by explaining the importance of safe practices when working with small animals. Students will understand the role of risk management in the small animal industry, and why certain regulations and safe practices are in place to protect both the small animal and the caregiver/handler. | 5 Periods  225 Minutes | (4) The student learns the hazards associated with working in the small animal industry. The student is expected to:  (A) explain the importance of safe practices when working with small animals;  (D) follow safety guidelines when handling dangerous chemicals and working with small animals; and  (E) demonstrate the proper use of laboratory equipment | |
| **Unit 6: Animal Rights and Welfare**  Students will distinguish between the concept of animal rights and the concept of animal welfare. Students will research important persons, organizations, groups, legislation, and events involved in the animal rights movement. This unit contains lessons on recognizing early warning signs of animal distress and how to rectify the problem; federal and state animal welfare laws and regulations, and humane transport and harvest regulations. | 8 Period  360 Minutes | (5) The student evaluates current topics in animal rights and animal welfare. The student is expected to:  (A) compare and contrast animal rights and animal welfare;  (B) research important persons, organizations, and groups involved in the animal rights movement;  (C) create a timeline of dates and acts of legislation related to animal welfare; and  (D) analyze current issues in animal rights and animal welfare | |
| **Unit 7: Basic Care of Small Animals**  Students will understand that livestock need shelter, water, feed and, sometimes to survive and meet their basic needs but they often need other care to be viable. Students will learn the proper handling procedures of small animals; too much restraint can cause the animal to fight back, too little restraint can result in the handler or others being injured or in the animal escaping. Students will demonstrate basic grooming and common diagnostic procedures, including fecal and blood testing. | 12 Periods  540 Minutes | (6) The student knows the care and management requirements for a variety of small animals. The student is expected to:  (C) discuss the habitat, housing, and equipment needs for each species studied;  (D) compare and contrast nutritional requirements for each species studied;  (F) describe and practice common methods of handling each species studied; and  (G) perform procedures such as fecal and blood testing and basic grooming procedures using available laboratory equipment | |
| **Unit 8: Small Animal Pests and Disease**  Students will participate in lessons on recognizing health vs. illness, disease causing pathogens, vectors and hosts, prevention, control and treatment practices, parasites, quality assurances in medications and disease transmission. Students will understand the hazards associated with working in the small animal industry by explaining the importance of safe practices when working with small animals, identifying diseases that can be transmitted from small animals to humans, and describing methods of preventing the spread of diseases. | 10 Periods  450 Minutes | (4) The student learns the hazards associated with working in the small animal industry. The student is expected to:  (B) identify zoonotic diseases that can be transmitted from small animals to humans;  (C) describe methods of preventing the spread of disease  (6) The student knows the care and management requirements for a variety of small animals. The student is expected to:  (E) explain health maintenance in each species studied, including the prevention and control of diseases and parasites | |
| **Unit 9: Career Development**  Students will identify interests, abilities, aptitudes, values, and personality traits as they relate to career planning, to develop a keen understanding of the value and benefit of work, and to differentiate between jobs and careers. This unit will help students better understand the various career opportunities within the small animal industry. Students will develop a career plan designed to achieve their career goals within this industry. | 8 Periods  360 Minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) identify career development and entrepreneurship opportunities in the field of specialty agricultural enterprises;  (F) research career topics using technology such as the Internet  (7) The student examines career opportunities in small animal care. The student is expected to:  (A) identify, describe, and compare career opportunities in small animal care and management; and  (B) describe the nature of the work, salaries, and educational requirements for careers in small animal care | |
| **Unit 10: Professional Development**  Students will demonstrate the importance of positive work ethics and soft skills in relation to educational and career success including, but not limited to, appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, honesty, motivation, creativity, leadership, critical thinking, risk-taking, flexibility, questioning, and problem-solving, and teamwork. Students will understand the professional ethics legal responsibilities pertaining to the small animal industry. This unit will also expose students to the important compliance, safety standards, health practices and regulations that are implemented within this industry. | 8 Periods  360 Minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (B) apply competencies related to resources, information, interpersonal skills, and systems of operation in specialty agricultural enterprises;  (C) demonstrate knowledge of personal and mechanical safety and health practices in the workplace;  (D) identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities;  (E) demonstrate characteristics of good citizenship such as stewardship, advocacy, and community leadership | |