

Animal Veterinary Science 105 Dual Credit Common Core State Standards Alignment June 2013

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Unit	Reading CCSS	Writing CCSS
1 - Nutrition	1,2,3,4,5	1,2,3,4,5
2 – Breeding and Reproduction	1,2,3,4,5,6,7,8,9	1,2,5,6,7,8,9
3 – Disease	1,2,3,4,5,6,7	2,4,5,6,7
4 – Genetics	1,2,3,4,5,6	1,2,3,4,5,6
5 – Anatomy and Physiology	1,2,3	1,2,3

Course Name: AVS 105

Unit Name: 1- Nutrition

Unit Objectives:

1. Discuss livestock digestive systems
2. Factors affecting nutrient requirements of livestock
3. Describe the functions of essential nutrients
4. Discuss animal feed classifications and their uses
5. Calculate rations and feed needs

Preferred Common Core Standards for Instruction

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 (N2,3,4)

RST.11-12.3 – Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. (N1,5)

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. (N2,3,4)

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (N3 ,4)

WHST. 11-12.7 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. (N1,2,3,4)

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. (N,2,3,4)

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (N1,2,3,4,5)

Course Name: AVS 105

Unit Name: 2 - Breeding and Reproduction

Unit Objectives:

1. Discuss types of mating systems and methods
2. Discuss breeding periods
3. List and discuss the major parts of the female reproduction tract
4. List and discuss the major parts of the male reproduction tract
5. Describe reproductive hormones
6. Recognize fertility problems
7. Explain gestation and parturition in the various livestock species
8. Discuss genetics and heritability in livestock
9. Discuss and demonstrate methods of artificial insemination and heat detection

Preferred Common Core Standards for Instruction

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. (B1,2,7,8,9)

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. (B1,2,3,4,5,7,8,9)

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. (B2,5,8,9)

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* (B1,2,3,4,5,6,7,8,9)

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. (B 1,2,3,4,5,6,7,8,9)

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. (B 5,6,8,9)

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. (B 1,2,6,8,9)

RST 11-12.10- By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (B 1,2,3,4,5,6,7,8,9)

WHST 11-12.1- Write arguments focused on *discipline-specific content*. (B 7)

WHST 11-12.2- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (B 1,2,5,7,8,9)

WHST 11-12.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (B 7,9)

WHST 11-12.7- 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. (B7,8,9)

WHST 11-12.9- Draw evidence from informational texts to support analysis, reflection, and research. (B 5,6,8,9)

Course Name: AVS 105

Unit Name: 3 - Disease

Unit Objectives:

1. Discuss the causes of disease
2. Describe the immune system
3. Identify signs of disease and illness
4. Discuss disease prevention
5. Describe procedures for controlling parasites
6. Poisonous plants and other toxic agents
7. List various health regulations and agencies

Preferred Common Core Standards for Instruction

RST 11-12.2 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. (D1,2,4,5).

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. (D2,4,5)

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. (D2,3,4,5,6)

RST 11-12.5 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*. (D2,4,6,7)

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. (D2,4,7)

WHST 11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes (D 2,4,7).

WHST 11-12.7. 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. (D6)

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. (D5,6)

Course Name: AVS 105

Unit Name: 4 - Genetics

Unit Objectives:

1. Demonstrate phenotypic and genotypic selection of breeding and market livestock
2. Be able to recognize different types of production records
3. List the types of livestock and correct number of chromosomes
4. Describe how genetic make-up is determined
5. Distinguish between simple and multiple gene inheritance
6. Distinguish between dominant, recessive, and incomplete dominant genes

Preferred Common Core Standards for Instruction

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. (G3,4,5,6)

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. (G1,4,5,6)

RST.11-12.3 – Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. (G1,2,4,6)

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. (G1,2,5,6)

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. (G1,5,6)

WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (G3,4)

WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (G1,4,5,6)

WHST.11-12.7 -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. (G1,2,3,4)

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. (G1,2,3,4,5,6)

Course Name: AVS 105

Unit Name: 5 - Anatomy and Physiology

Unit Objectives

1. List the systems of animals and major organs that make up each system
2. Identify the parts and organelles of the animal cells
3. List and describe the functions of each of the major types of specialized animal cells

Preferred Common Core Standards for Instruction

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 (AP 1,2,3,)

RST.11-12.3 – Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. (AP2)

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. (AP 1,2,3)

WHST. 11-12.7 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. (AP 1,2,3)

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (AP1,2,3,)