

# Animal Science

**Course Number:** 02.42100  
**Instructor:** Mr. Reaves  
**Email:** reavesed@lee.k12.ga.us

**Planning:** 3rd Period  
**Phone:** (229)903-2260  
**Room:** 712

**Course Description:** This course is designed to introduce students to the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. This course introduces scientific principles applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

**Units of Instruction:**

Employability Skills	Alternative and Laboratory Animals	Prenatal and Postnatal Growth
Role of FFA	Scientific Binomial Nomenclature	Nutrient Sources and Functions
Supervised Agricultural Experience	Food Safety and Environmental Concerns	Physiological Properties of Meat Products
Scientific Method In Animal Research	Animal Welfare Issues	Parasites In Agricultural Animals
Large Animal Industry	Natural Behavior of Agricultural Animals	Animal Diseases and Prevention
Poultry Industry	Genetic Principles	
Dairy Industry	Scientific Principles of Animal Selection	
Aquatic Industry	Reproductive Anatomy	

**Course Standards:**

Standard	Description
AFNR-ASB-1	Demonstrate employability skills required by business and industry
AFNR-ASB-2	Relate the role of the FFA student organization in the students' personal development; explore, develop, and implement the Supervised Agricultural Experience (SAE) program.
AFNR-ASB-3	Demonstrate the application of scientific methods in agricultural research and production.
AFNR-ASB-4	Describe the various phases, segments, trends, consumptions, and economic scope of the large animal industry.
AFNR-ASB-5	Describe the various phases, segments, trends, consumption, and economic scope of the poultry industry.
AFNR-ASB-6	Describe the various phases, segments, trends, consumption, and economic scope of the dairy industry.
AFNR-ASB-7	Evaluate trends in the aquaculture industry and the scientific principles involved in the production of aquatic animals.
AFNR-ASB-8	Describe the various phases, segments, trends, demand, consumption, and economic scope of the alternative and laboratory animals.
AFNR-ASB-9	Classify animals using scientific binomial nomenclature as well as classifies agriculture animals by breed and use.
AFNR-ASB-10	Explain and addresses the general public's food safety and environmental concerns.
AFNR-ASB-11	Compare and contrast crucial animal welfare issues and explain the benefit of treating animals in a humane manner and providing for the needs of animals.
AFNR-ASB-12	Observe and interpret the natural behavior of agricultural animals and relate these behaviors to production practices yielding more content, healthier, and productive animals.
AFNR-ASB-13	Apply genetic principles to animal selection, breeding, and production.
AFNR-ASB-14	Apply scientific methods of animal selection and explain the advantages and disadvantages.
AFNR-ASB-15	Discuss the reproductive anatomy and biological processes involved in the reproduction of agricultural animals.
AFNR-ASB-16	Describe the physiological processes involved in prenatal and postnatal growth and development of agricultural animals.
AFNR-ASB-17	Explain nutrient sources and functions as they relate to monogastric and ruminant agricultural animals.
AFNR-ASB-18	Investigate the physiological and chemical properties of meat products and preservation.
AFNR-ASB-19	Describe the effects, development, and control of parasites in agricultural animals.
AFNR-ASB-20	Identify and describe animal diseases, animal immune systems, and disease prevention and control programs.

**Student Materials:** Each student is required to have a three-ring notebook with loose-leaf paper, a composition book, and a blue or black ink pen or a pencil. These materials should be brought to class DAILY. A small pack of

colored pencils or markers, a highlighter, and a basic calculator will be helpful, but there will be a class set provided so students are not required to purchase their own.

**All students are required to bring \$10 to cover course dues. Fees can be paid in IC or in the front office. Students desiring to be active members of FFA, participate in monthly meetings, field trips, service projects, and competitions, are asked to purchase the official FFA club t-shirt for \$20.**

**Labs:** Dress appropriately for lab situations (no flip flops, clothes that can't get dirty, etc). Failure to participate in labs will result in a '0' for the lab activity.

**9 weeks grades will be weighted as follows:**

- 25% Classwork... daily journals, daily grades (worksheets/handouts), minor presentations, minor SAE grades (Teacher Approval Form, SAE Plan, Progress Checks), Participation, Weekly notebook checks
- 35% Tests/Quizzes... unit tests, daily quizzes
- 40% Projects/Laboratories... major projects & presentations, laboratories & performance assessments, major SAE grades (Proficiency Application, Presentation, folder check)

**Supervised Agricultural Experience (SAE):** The Supervised Agricultural Experience (SAE) is a project that is state mandated and carried out through the nation. This serves as an opportunity for the student to venture on his/her passion in learning something career related that sparks their personal interests. Each student will develop and plan an SAE project in which they will spend at least 30 hours outside of class completing. We will discuss the SAE in detail during the first few weeks of the school year. Many examples/ideas will be shared during this time. Check point grades will be taken periodically throughout this course to ensure projects are continuously and adequately completed. This is a large portion of the student's grade and will require some parent involvement and supervision. Data is the keyword. This project's objective is to teach students how to keep information and present it in an appropriate manner. SAE paperwork will be made available for you to reference.

- VISIT – The instructor will be available ANY time to come and assist you with your project. Students must sign-up for visitation appointments. Agreement Forms should be signed by the parent and student. The instructor will make visits through the year.
- RECORDS – These are to be kept on your projects and will be graded. You must include a minimum of 6 working (student is actively working on the experience) photographs of project work.
- CONTENT – You may choose from a wide array of agriculture experiences for the SAE. However, the teacher and a parent must also approve the projects.
- PRESENTATION – At the end of the semester the student may be required to give a presentation on his/her SAE project.

**FFA:** Agriculture Education's student organization is a co-curricular component of Basic Ag. Students will review the history of FFA and the activities, awards, and benefits of being an FFA member. Students are encouraged to participate in all three areas of the Agriculture Education program including classroom instruction, SAE, and FFA membership. Students participating in FFA career development events must be a current member of the FFA chapter. Active participation is strongly encouraged to get the full output of the course.

**Professionalism:** Students are to come to class every day to work for the entire time just as if the classroom was a job location. Professional development would include among other things an attitude of teamwork, punctuality, dress appropriate to the work environment, courtesy and respectful language. This portion will be graded in the class participation section of your final grade.

**Virtual Classes:** Students have been given the option to take this course in person or online. Expectations for both options are the same. Please follow the class schedule for joining us virtually.

**Make-up Work:** Work missed when absent is to be made up within 5 days if the absence is excused. After an absence the student is to ask what was missed and complete the work. Students may schedule tutoring sessions by appointment before or after school when necessary.

Disclaimer: The content of this syllabus is subject to change.

**My signature below indicates that I have read this syllabus.**

Student's Printed Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Printed Name: \_\_\_\_\_

Parent's Contact Information: Cell: \_\_\_\_\_ Home: \_\_\_\_\_

Work: \_\_\_\_\_ Email: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_