

SMALL ANIMAL CARE

GRADES 9-12

Ms. Wedger

Room: 3206

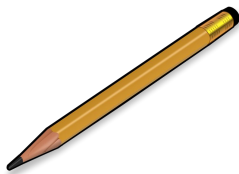
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Materials Needed

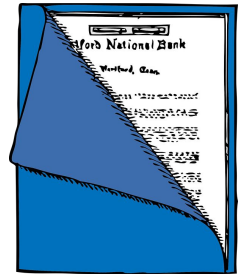
PENCIL/PEN



NOTEBOOK



POCKET FOLDER

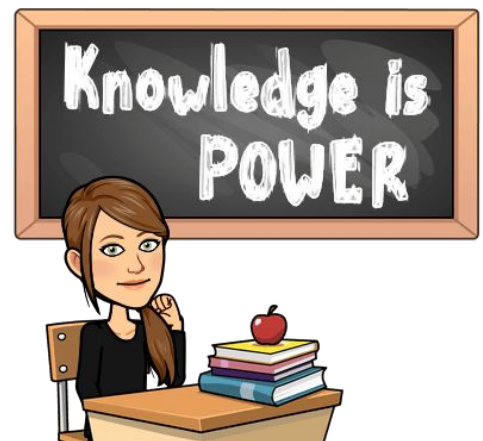


Course Summary

DOGS AND HAMSTERS AND SNAKES - OH MY! LEARN HOW TO TAKE CARE OF YOUR FAVORITE PETS, FROM THEIR NUTRITION AND SAFETY, TO TRAINING AND SETTING THEM UP FOR LONG-TERM HEALTH. THE COURSE WILL FOCUS ON DOGS, CATS, RABBITS, BIRDS, REPTILES, GUINEA PIGS, RODENTS, AND FISH - WITH LOTS OF HANDS-ON AND PROBLEM-SOLVING - SO IT'S GREAT FOR ANY PET OWNER OR ASPIRING ANIMAL-RELATED PROFESSIONAL.

Units of Study

1. COMPANION ANIMAL MANAGEMENT GUIDE AND FFA
2. HISTORY AND DOMESTICATION AND CAREERS
3. CLASSIFICATION
4. EXTERNAL ANATOMY
5. HOUSING AND CARE
6. DIGESTION
7. NUTRITION
8. HEALTH
9. REPRODUCTION
10. ANIMAL BEHAVIOR

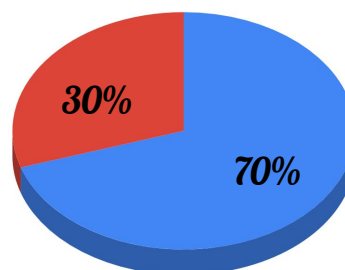


RESPONSIBLE, RESPECTFUL & READY TO LEARN

LEARNING OPPORTUNITIES WILL CONSIST OF NOTES, MINI LABS, DEMONSTRATIONS, CASE STUDIES, ROLE PLAYING, SMALL PROJECTS, AND HOMEWORK.

STUDENTS WILL HAVE THE OPPORTUNITY TO SHOW WHAT THEY HAVE LEARNED THROUGH PRESENTATIONS, PROJECTS, QUIZZES & TESTS, AND LAB WORK.

- Summative-Tests, Labs, Projects
- Formative-Class Work, Homework, Mini Labs, Small Projects



THE TOTAL NUMBER OF POINTS A STUDENT EARNS WILL DETERMINE GRADES.

90-100% A

80-89% B

70-79% C

60-69% D

BELOW 60% N

ALL GRADES WILL FOLLOW THE HIGHLAND PARK GRADING POLICY.

Learning Objectives

- *Students will learn that animals serve many purposes in the lives of humans including providing life-sustaining products such as meat, milk, fiber and companion/service animals.*
- *Students will learn the career opportunities exist in animal agriculture for all levels of education in the areas of production, processing, marketing and regulation.*
- *Students will learn that the domestication of animals is achieved through breeding, handling, and training.*
- *Students will learn that animals are classified several different ways, such as binomial nomenclature, purpose, and characteristics of anatomy and physiology.*
- *Students will learn that all living organisms are classified using kingdom, phylum, class, order, family, genus, and species.*
- *Students will learn that the dichotomous keys are a classification tool that can be used to identify objects based on their physical features.*
- *Students will learn that the external body parts of animals vary among different species and are important as reference tools for animal selection, health, and management.*
- *Students will learn animal facilities differ based on food requirements, environmental factors, species, use, and size of operations.*
- *Students will learn biosecurity practices are implemented to reduce the spread of pathogens on farms.*
- *Students will learn digestive systems vary among animals.*
- *Students will learn specific nutritional requirements of individual animals are dependent upon species, age, and level production.*
- *Students will learn disease agents can be spread in a variety of ways and infectious diseases are caused by bacteria, viruses, fungi, protozoa, and prions.*
- *Students will learn vital signs are used to identify health or illness and vary among species.*
- *Students will learn the life cycle of parasites and how to identify them.*
- *Students will learn disease prevention includes vaccinations, sanitation, ventilation and nutrition.*
- *Students will learn the difference between male and female reproductive systems and learn the reproductive cycle.*
- *Students will learn animals respond instinctively to stimuli and changes in their surroundings.*
- *Students will learn animals exhibit both instinctive and learned behaviors and safe handling and restraint procedures protect the animal and handler.*

Ways to Avoid Academic Dishonesty

CITATIONS: Students should always cite information that is beyond what is considered “common knowledge.” The fact that Franklin D. Roosevelt was the President of the U.S. during World War II is common knowledge, but the fact that Roosevelt’s public approval rating dropped in 1943 is not, and should be cited. The best rule to follow is, ‘When in doubt—cite your source.’

AUTHENTIC WORK: Students must remember that all work must be authentic, even ideas. If an idea is taken from a website or other source, it must be properly cited even if the student paraphrases the idea in his own words. For example, if a student takes H.L Mencken’s idea that “The average man does not want to be free. He simply wants to be safe”, from a website and paraphrases it, that idea must still be properly cited.

COLLABORATION: When a teacher gives students work to be done collaboratively, the names of the collaborators should be written on the work and an account of how the work was divided needs to accompany the assignment.

STUDENT SUPPORT VS. COLLUSION: Students are encouraged to create support systems with other students to help each other when learning and mastering coursework. However, help can easily become collusion. Collusion is defined as supporting dishonesty by another student, as in allowing one’s own work to be copied or submitted by another for assessment.