**CASE- Animal Science**

Course Syllabus

2016-2017

**Teacher:**  Kasie Kieffer

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**Office Hours:** 7:30-8:00 AM, 11:12-12:43PM and 3:55-4:10PM

**Prerequisites:** Introduction to Agriculture or permission of the instructor.

**Course Description**:

The major focus of the *Principles of Agricultural Science – Animal* (ASA) course is to expose students to agriculture, animal science, and related career options. Students participating in the ASA course will have experiences in various animal science concepts with exciting hands-on activities, projects, and problems. Students’ experiences will involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. For example, students will acquire skills in meeting the nutritional needs of animals while developing balanced, economical rations. Throughout the course, students will consider the perceptions and preferences of individuals within local, regional, and world markets.

Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, and industry personnel, face in their respective careers.

In addition, students will understand specific connections between animal science lessons and Supervised Agricultural Experience and FFA components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

The ASA course of study includes:

         Background and Social Issues of Animal Science

         Anatomy and Physiology

         Nutrition

         Reproduction

         Genetics

         Animal Health

         Animal Selection

**Course Materials:**

1-3” 3 ring binder notebook (For CASE Materials and Handouts) or digital notebook.

1- 2”3 ring binder notebook (for Producers Management Handbook) or digital notebook.

Pencil

Paper

Calculator (Not Required but suggested)

Set of colored pencils

Resources from varied sources: Animal Science and Industry, Animal Feeding and Nutrition, Anatomy and Physiology of Farm Animals, farm and ranch publications, Agricultural Research Service & World Wide Web

**Major Concepts**

Concepts are the principles, theories, and recurring themes important to a student’s understanding of a CASE course of study. Teachers use concepts to define what students are learning. In CASE curricula, each lesson has a list of concepts that are directly related to the major topics of that lesson. Major concepts reach beyond a lesson and are emphasized in all CASE courses. The following major concepts are underlying themes throughout CASE curricula.

1.     Agriculture, food, and natural resources systems produce the food, fiber, and fuel that are essential to daily life as well as contribute to the nation�s economic wealth.

2.     Individuals who pursue a program of study in agricultural education will benefit from leadership development, personal growth, and career exploration.

3.     Agriculture is a science that contributes to the development, improvement, and sustainability of living things.

4.     Agricultural education establishes a relevant setting for the application of mathematical practices and principles.

5.     Effective interpersonal communication skills facilitate group processes and aid in solving complex problems and the achievement of common goals.

6.     Reading and writing interpretation skills are necessary for educational and professional development.

7.     Safety is an attitude of personal responsibility that must be practiced in the agricultural classroom, laboratory, shop, greenhouse, and facilities.

8.     Inquiry activities are important in the practice of scientific processes and in the world of research.

9.     The use of technology and computer applications is critical to modern agricultural practices.

10.  Consideration of the ethical, environmental, social, and economic impacts of agricultural practices is essential to being a responsible, involved citizen.

11.  Individuals involved with the processes of agricultural production must perform specific technical skills proficiently.

12.  Critical thinking involves using a variety of problem-solving techniques in real-life contexts.

**Course Requirements:**

*Test & Quizzes:* Tests and quizzes are used as formative and summative assessment of student learning. Quizzes will be given throughout the units to check for student understanding. Tests will be given at the end of each unit to check for content mastery. These will be worth 25% of grade.

*Activities:* Activities develop technical skills and knowledge through prescribed exercises in applied mathematics and science problems, materials processing, labs and experiments, and software simulations. Activities are a structured approach to reinforce general knowledge or skills necessary for use in larger projects. The whole class will get to predetermined outcomes as planned. All activities to be completed will be evaluated and will be worth 25% of your class grade.

*Projects:*  Projects utilize prescribed problem solving statements, goals, and constraints. They hone skills in sketching, creativity, materials processing, teamwork, software usage, time management, and communication. Results of projects develop similar conclusions, but the path to discover the conclusion may vary greatly. Students synthesize knowledge and create something new with what they have learned through a guided inquiry approach. Each project will be graded using a rubric and will be worth 25% of your class grade.

*Problems*: Problems require students to identify needs, establish goals and constraints, seek knowledge via research, synthesize new knowledge, tackle project management issues, take risks, work with others, develop student understanding, and reinforce critical thinking skills needed in future careers. Problems are more about the process than a specific answer. They remove the cap on what students can learn using open inquiry. Problems will be graded using an assessment guide that focuses on:

* Knowledge and Understanding
* Process and Problem Solving
* Communication, both written and spoken

Problems will be worth 25% of your class grade.

**Grading/Evaluation:**

Test / Quizes 25%

Activities 25%

Projects 25%

Problems 25%

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = Below 60 (failing, no credit for semester)

Please keep in mind that grades are EARNED by you and they are not given. School is like a job and grades are your pay, in lieu of money. If you were graded at work, you would be receiving the following for your grades.

* A - Promotion to the next highest position and receiving the maximum amount of raises in one calendar year.
* B- One raise at the minimum amount in one calendar year.
* C- Stay where you currently are in the company.
* D- Demotion to the next lower position and your pay may be cut.
* F- Fired from the company.

**Late Assignment Policy:**

Late work will be accepted up until the end of a nine-week period. Anything turned in late will be docked 20%. Natural consequences will be the punishment for late work as well. Assignments are put into place to help prepare you for the tests and quizzes; they are a form of formative assessment that allows me to see where you are struggling. If you do not complete assignments when they are due you will constantly be playing catch-up, and will not do well on the quizzes and tests assigned.

**Extra-Credit:**

Extra - Credit will be at the teacher’s discretion. No extra-credit will be available if there are any missing assignments. Projects and or research are options you need to discuss with the teacher.

**Absence/Makeup policy:**

If student is absent they need to get their assignments from CASE Online. If they have questions they need to meet with the teacher before or after school. Refer to the late policy for making up work. Labs are very specific, and not always replicable for individual purposes. If a lab is missed student needs to get with teacher for an alternate assignment.

**Academic Honesty:**

A standard of honesty, fairly applied to all students, is essential to a learning environment.  Students must understand and abide by the academic honesty policy outlined in the handbook.  Disregard for this policy is a choice to accept the consequences and penalties associated with such behavior.