

Middle-level CTE Learning Experience Title: Animal Essay Educator: Christie Hegarty, Taconic Hills CSD Length of Lesson: day (40 minute periods) Grade Level: ^	CTE Area: Agriculture CTE Theme: Communication and Interpersonal Relationships CTE Content: Animals in the Agriculture Industry Date Created: April 1, 2019
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PLANNING	
Curriculum Goal	Each student will research how a specific animal species spends a typical day when raised under a particular method of animal production: sustainable, conventional, humanely raised, natural, or organic. Students will write and present a "first-animal" essay about a day in the life of the animal researched.
Essential Question(s)	<p>What communication and interpersonal skills can enhance an individual's ability to develop caring, respectful, effective relationships within the home, school, community, and workplace?</p> <p>What knowledge and skills are necessary to demonstrate introductory understanding of the development, management, and care of animals in the agriculture industry?</p>
National Standards	<p>Common Career Technical Core Standards https://www.careertech.org/career-ready-practices Career Ready Practices</p> <ol style="list-style-type: none"> 2. Apply appropriate and academic and technical skills 4. Communicate clearly and effectively and with reason 5. Consider environmental, social, and economic impacts of decisions 7. Employ valid and reliable research strategies 8. Utilize critical thinking to make sense of problems and persevere in solving them 9. Model integrity, ethical leadership, and effective management 11. Use technology to enhance productivity <p>National Agricultural Education Standards https://www.ffa.org/thecouncil/afnr AS.01. Analyze historic and current trends impacting the animal systems industry AS.02. Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare AS.05. Evaluate environmental factors affecting animal performance and implement procedures for enhancing animal performance and animal health AS.06 Classify, evaluate, and select animals based on anatomical and physiological characteristics</p>
NYS Standards	<p>New York State Career Development and Occupational Studies (CDOS) Standards Intermediate Level http://www.p12.nysed.gov/cte/</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace</p>

	<p>and other settings. Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</p>	
<p>Learning Objectives</p>	<p>1. Communication Students will</p> <ul style="list-style-type: none"> a) Examine the roles and functions of communication in home, school, community, and workplace settings b) Describe types of communication (e.g., oral, verbal, nonverbal, digital) c) Examine communication styles and their effects on relationships e) Understand the role of communication skills in establishing cooperation, compromise, and collaboration in relationships f) Demonstrate personal development of communication skills through practice of these skills in a variety of classroom applications <p>3. Workplace Communication Students will</p> <ul style="list-style-type: none"> a) List the similarities and differences between personal and workplace communication and the uses of technology in each c) Examine a variety of types of reports required of workers in a variety of careers d) Describe the role of observation in the development of work reports e) Explain how to give and receive accurate reports in a variety of formats f) Demonstrate effective communication skills in a group setting to accomplish a task <p>1. Conditions and Practices for Animal Care Students will</p> <ul style="list-style-type: none"> a) Describe indicators of animal well-being, such as animal behavior, physiology, longevity, and reproduction b) Summarize environmental conditions that impact animal welfare, such as weather, sources of water, and food resources c) Analyze the nutritional needs of animal species d) Differentiate between the types of facilities needed to house animal species safely and efficiently e) Evaluate safety procedures for working with animal species based on animal behavior and responses f) Explain the implications of animal welfare and animal rights in the care and maintenance of animals g) Summarize the challenges involved in working with animals and list resources available to overcome them, including equipment, tools, and technology 	
<p>Vocabulary</p>	<p>Academic Narrative, Voice, Title, Hook, Introduction, Main Idea, Body, Conclusion, Supporting Details</p>	<p>Content Sustainable, Conventional, Humanely Raised, Natural, Organic</p>

<p>Materials and Resources</p>	<p>KWL chart (Pre-assessment) Chart paper and markers (Day 2) Computers, printers, note-taking sheets, graphic organizers What is a humane farm? (Day 3-4) https://foodanimalconcernstrust.org/what-is-a-humane-farm Raising Animal Sustainably on Pasture (Day3-4) https://foodprint.org/issues/raising-animals-sustainably-on-pasture/ What is Organic Farming? (Day 3-4) https://www.youtube.com/watch?v=WhOriUlrnP0 Organic Livestock Requirements (Day 3-4) https://www.ams.usda.gov/sites/default/files/media/Organic%20Livestock%20Requirements.pdf Agriculture Apps (Day 3-4) Journey 2050- virtual simulation that explores world food sustainability Farmer 2050 - virtual farm simulation including videos of real farm practices Available at New York Agriculture In The Classroom (NYAITC) www.agclassroom.org/ny/ My American Farm Lesson Plans (Day 3-4) http://www.myamericanfarm.org/classroom from the American Farm Bureau Foundation for Agriculture www.agfoundation.org How to Write a First-Person Essay (Day 6) https://www.essaytigers.com/how-write-first-person-essay Authentic audience and "Good Feelings" audience comment forms (Day 9)</p>		
<p>INSTRUCTION</p>	<p>What will the teacher do?</p>	<p>What will the students do?</p>	<p>How much time for each activity?</p>
<p>Pre-assessment</p>	<p>Day 1 (following Hook) Teacher provides students a KWL (Know, Want to Know, Learned) chart to organize their thoughts about different production methods for livestock, such as: conventional; humanely-raised; natural; sustainable; and organic farming.</p>	<p>Day 1 Students work independently on their KWL charts, then participate in a pair-share with an elbow partner.</p>	<p>40min 20min</p>
<p>Do-now/Hook</p>	<p>(Prior to pre-assessment) Teacher asks students to close their eyes and imagine, "What would</p>	<p>Students imagine and then sketch.</p>	<p>20min</p>

	<p>your life be like if you were an animal being raised on a farm? "</p> <p>On the back of your paper draw a sketch of the life you imagined as an animal on the farm.</p> <p>Teacher asks volunteers to share their sketches.</p> <ul style="list-style-type: none"> • Teacher introduces the idea that there are a variety of animal methods used to raise livestock. <p>Teacher hands out worksheet for the Pre-assessment activity.</p>	<p>Students share their sketches.</p>	
<p>Procedure for Instruction/ Learning Activities</p>	<p>Day 2-</p> <p>Teacher leads a class discussion to gather students' KWL ideas about conventional; humanely-raised; natural; sustainable; and organic farming.</p> <ul style="list-style-type: none"> • Teacher captures students' ideas for conventional; humanely-raised; natural; sustainable; and organic farming on chart paper (separate chart paper for each topic). • Teacher provides students with brief descriptions of each production method and instructs students to include notes on them in the L columns on their charts. • Teacher posts chart papers around the room. <p>Day 3-4</p> <p>Teacher arranges students into</p>	<p>Day 2-</p> <p>Students participate in class discussion, using their KWL charts from the previous class.</p> <p>Students revise their KWL charts to include the information shared during the discussion.</p> <p>Day 3-4</p> <p>Students work with assigned group members to</p>	<p>40min</p> <p>40min x 2 days</p>

	<p>small groups. Each group will be assigned one of the production methods: conventional; humanely-raised; natural; sustainable; and organic farming.</p> <p>Teacher directs students to the chart paper that corresponds to their assigned production method, and announces that student groups will conduct research to answer the questions in the W column of their charts. Questions might include</p> <ul style="list-style-type: none">• How do these animals live?• Do they live outside? Do they live in a barn?• What are they fed? Where does their feed come from? <p>Teacher shares links to resources for research</p> <p>What is a humane farm? (Day 3) https://foodanimalconcernstrust.org/what-is-a-humane-farm</p> <p>Raising Animal Sustainably on Pasture (Day3) https://foodprint.org/issues/raising-animals-sustainably-on-pasture/</p> <p>What is Organic Farming? (Day 3) https://www.youtube.com/watch?v=WhOriUlrnP0</p> <p>Organic Livestock Requirements (Day 3) https://www.ams.usda.gov/sites/default/files/media/Organic%20Livestock%20Requirements.pdf</p> <p>Agriculture Apps (Day 3)</p> <ul style="list-style-type: none">• Journey 2050- virtual simulation that explores world food sustainability• Farmer 2050 - virtual farm	<p>conduct research on one production method: conventional; humanely-raised; natural; sustainable; and organic farming.</p> <p>Groups answer the questions in the W columns of their charts, using the research links provided by the teacher.</p>	
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	<p>simulation including videos of real farm practices Available at New York Agriculture In The Classroom (NYAITC) www.agclassroom.org/ny/</p> <p>Teacher monitors student groups as they conduct research and produce notes sheets for the class.</p> <p>Day 5- Teacher leads the class through student groups' presentations of the information they found through their research. Teacher assists students groups as they take questions from the class.</p> <p>Teacher announces that the notes sheets will be important resources for the next part of the project.</p> <p>Day 6- Teacher checks student understanding of the types of livestock production:</p> <ul style="list-style-type: none"> • Teacher describes different types of production methods using different species of animals. Students respond with the type of production being described. • Teacher reviews main ideas and works with the students to correct misunderstandings. • Teacher points out that the specifics of a production 	<p>Students prepare a notes sheet on their production method to share with the class.</p> <p>Day 5- Each student group presents their research and answers questions posed by classmates.</p> <p>Student groups distribute notes sheets to their classmates. (Following the presentations, all students will have a notes sheet about each of the production methods).</p> <p>Day 6- Students show understanding of livestock production methods: conventional; humanely-raised; natural; sustainable; and organic farming. When the teacher describes a type of production, using a specific species as the example, students respond by identifying the production method being described.</p> <p>Students add clarifying information to their notes sheets, as needed.</p>	<p>40min</p> <p>40min 10min</p>
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	<p>method vary depending on the species.</p> <p>Teacher announces that the class will start the next part of their project, and reminds students about their sketches (Day 1). Teacher conducts a class poll to ascertain which animal species students used in their sketches. Teacher makes a class list and asks students if there are other livestock species they would like to add to the list, as possibilities for their project.</p> <ul style="list-style-type: none"> • Teacher provides a direct-instruction lesson on how to write a first-person narrative essay. • Teacher provides students with a graphic organizer for note-taking. • Teacher provides a link to a first- person narrative essay writing resource: How to Write a First-Person Essay (Day 6) https://www.essaytigers.com/how-write-first-person-essay <p>Day 7-8 Teacher gives students the following prompt, to begin student writing of a first-person narrative essay: "I woke up this morning and discovered I had been transformed into a _____ (calf, foal, chick,</p>	<p>Students get out their sketches (Day 1) and participate in a teacher-led poll.</p> <p>Students add species ideas to the class list.</p> <p>Students attend to a direct-instruction lesson on how to write a first-person narrative essay. Students take notes on a teacher-provided graphic organizer.</p> <p>Day 7-8 Students will write first-person narrative essays from the point of view of a particular animal species being raised under one of the production methods studied by the class. Essays will begin with the sentence, ""I woke up this morning and discovered I had been transformed into a _____ (calf, foal, chick, lamb,</p>	<p>5 min</p> <p>25min</p> <p>40min x 2 days</p>
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	<p>lamb, etc.) Teacher sets the expectations for the first-person narrative essay (and may provide a school writing rubric):</p> <ul style="list-style-type: none"> • choose a livestock species from the class list • choose one of the livestock production methods: conventional; humanely-raised; natural; sustainable; and organic farming • write a first-person narrative essay as if you are that animal being raised under that production method • cover the animal's day from sun-up to next sun-up (24 hours) • include details that show you understand the production method as it applies to the specifics of the species • Teacher works with students through draft to final essay. <p>Day 9- Teacher invites an authentic audience to hear student volunteers' first-person essays. Audience members might include farmers/producers who utilize conventional; humanely-raised; natural; sustainable; and organic farming methods. School leaders, teacher colleagues, parents, and community members might also be invited. Teacher displays print copies of all</p>	<p>etc.)"</p> <p>Each student prepares a draft and a final copy, showing that the student has (followed a school writing rubric):</p> <ul style="list-style-type: none"> • chosen a livestock species from the class list • chosen one of the livestock production methods: conventional; humanely-raised; natural; sustainable; and organic farming • written a first-person narrative essay as if she/he were that animal being raised under that production method • covered the animal's day from sun-up to next sun-up (24 hours) • included details that show she/he understands the production method as it applies to the specifics of the species. <p>Day 9- Student volunteers present their first- person essays to an authentic audience.</p>	<p>Day 9- 30min</p>
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	students' essays for audience to review. Teacher provides audience members with "Good Feelings" comment sheets.	Students receive and review "Good Feelings" comment forms from the audience. Students have the option of revising their essays (outside of class time) based on the comment sheets.	10min
Differentiation	Students will be grouped by their abilities and interests. Teacher will provide scaffolded support where needed. Students who have physical disabilities will be accommodated for. Students who are meeting all of the expectations will be challenged to go above and beyond.		
Closure	Day 9: Students will verbally present their essays to the authentic audience. The audience will give constructive (Good Feelings) feedback to students. Students may chose to revise their essays.		
ASSESSMENT			
College, Career, and Life Readiness Skills	See below Based on Middle-level Life/Career Rubrics available at https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics		

Performance Measure	Exemplary	Proficient	Developing	Beginning
Manages Time to Complete Tasks by Deadline Sets and Meets Goals	Completes work ahead of schedule by creating a plan to finish early. Sets measurable goals and action steps to accomplish them.	Completes work on time by using time management skills. Defines and meets goals using the strategies.	Completes work on time with reminders and supervision. Defines goals and strategies but has not met goals.	Rarely completes work on time; fails to use time management skills. Has goals but no strategies to achieve them.
Listens and Cooperates With Team Members	Consistently listens to others and their ideas; helps the team reach its full potential.	Listens to other's points of view and makes a definite effort to understand their ideas.	Sometimes listens to others, but often assumes other's ideas will not work. Tries to work well with the team.	Does not listen to group's opinions and ideas; wants things done own way.
Listens and Speaks when Appropriate	Engages in conversations/ discussions and consistently understands when it is appropriate to speak and when it is appropriate to listen.	Engages in conversations/ discussions and understands when it is appropriate to speak and when it is appropriate to listen.	At times, speaks when it is not appropriate and does not listen when it is appropriate.	Often needs to be reminded of appropriate times to speak and appropriate times to listen.

Middle-level CTE
Learning Experience Template
March 2019

Shares Responsibility	Motivates members to share contributions equally by valuing all members' ideas and contributions.	Participates in and contributes to group's work. Values all members' ideas and contributions.	Attempts to share responsibility of group's work, but ends up completing little of the work by disregarding the input of others.	Does very little of the group's work; does not share ideas or respect other's ideas.
Uses Technology to Locate and Evaluate Information	Effectively and consistently uses multiple technology tools to collect, organize, evaluate, and/or communicate information.	Uses technology effectively as a tool to collect, organize, evaluate, and/or communicate information.	Uses popular technology tools to collect and/or communicate information.	Attempts to use technology to collect and/or communicate information are ineffective.
Writes Clearly	Consistently writes clearly, uses correct grammar, and understands the intended audience of documents that are produced.	Writes clearly, generally using correct grammar, and understands the intended audience of the document produced.	Produces a document that is mostly well written but, sometimes uses incorrect grammar; shows general understanding of the intended audience.	Produces a document that is unclear, uses incorrect grammar, and shows a misunderstanding of the intended audience.