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**Unit Plan**

**14 a/b. The student explores methods of marketing livestock. The student is expected to:**

A. compare various methods of marketing livestock

B. describe methods of marketing meat and meat products.

Day 1: Compare various methods of marketing livestock

Objective: Discuss the importance of Marketing Livestock

* Lecture marketing livestock and poultry
* Student Research: Students will research different methods of marketing
* Students will create their own marketing plan for their livestock herd

Day 2: Compare various methods of marketing livestock

Objective: Critique methods of Marketing Livestock

* Review information from previous day
* Quick touch ups on presentation projects
* Students will present their projects to the class
* Students present projects

Day 3: Describe methods of marketing meat and meat products.

Objective: Identify different meat products

* Discuss the reasoning for marketing products
* Identify the purposes of wrapping meat to draw the consumer’s eye
* Student Project – Students will take their animals they had from previous lesson and select a cut of meat they wish to market and research how they want to market it.
* Students work on marketing project.

Day 4: Describe methods of marketing meat and meat products.

Objective: Discuss why marketing methods are important

* Students work on marketing project.
* Students justify why their product will appeal to the consumer’s eye
* Students justify
* Review what we have discussed about marketing meat products

**12 A-D. The students recognizes policies and issues in animal science. The student is expected to:**

1. Discuss the impacts of biotechnology on the production of livestock such as cloning, artificial insemination, and freezing of semen and embryos.
2. Analyze the issues surrounding animal welfare and the humane treatment of livestock.
3. Apply principles of nutrition to maximize feed efficiency for livestock.
4. Design, conduct, and complete research to solve a self-identified problem in scientific animal agriculture.

Day 1: Design, conduct, and complete research to solve a self-identified problem in scientific animal agriculture.

Objective: Compare effects of different growing environments for worms.

* Assign class experiment. As a class, we will conduct an experiment in which feces, organic matter, and soil will be put into a large, empty fish tank that is divided in to three sections; three different types of worms will be mixed with specific compost in each section. A different student each day will stir the mixture one time every day for six school days. A cover will remain on top of the tank at all times, unless it is time to stir the organic matter. The purpose of this six day experiment is to determine which environment the worms live best in.

Day 2: Principles of Nutrition

Objective: Explain the importance of understanding animal nutrition.

* Nutrition Review- Q&A
* Principles of Animal Nutrition PowerPoint Lecture
* “Pop-Quiz” covering first half of the PowerPoint lecture
* Continue the Principles of Animal Nutrition PowerPoint Lecture
* Student stirs class project and records data

Day 3: Analyze issues with animal welfare and humane treatment of livestock.

Objective: Differentiate between issues in agriculture and animal welfare.

* Student stirs class project and records data
* Discuss political issues with animals in today’s society. Assign students into groups of 2-3 and assign a controversial issue.
* Show 10 minutes of PETA videos
* Students will research their issue to debate over
* Groups must create a visual aid (PowerPoint, Poster, etc) to explain their debate topic

Day 4: Analyze issues with animal welfare and humane treatment of livestock, etc.

Objective: Differentiate between issues in agriculture and animal welfare.

* Groups will debate against other groups with the opposite topic. Debate must be 6-8 minutes and contain the pro’s and con’s.
* Discuss the different topics students debated
* Student stirs class project and records data

Day 5: Biotechnology

Objective: Identify the different methods of biotechnology.

* Red Card/Green Card Game- have objectives and definitions about cloning, artificial insemination, freezing semen, and freezing embryo.
* Discussion about how biotechnology has impacted the livestock industry.
* Professional speaker will speak about how biotechnology has excelled and future projections.
* Q&A review over biotechnology
* Student stirs class project and records data

Day 6: Design, conduct, and complete research to solve a self-identified problem in scientific animal agriculture.

Objective: Compare effects of different growing environments for worms.

* Students will record data of the of the class project
  + Size of worms in each compartment
  + How many are still living
  + Determine which the best conditions for each worm were
* Class will discuss the results of the experiment
* Work on record books