

Program Information & Skill Alignment Chart for:
Animal Production Science & Technology – CIP Code 01.0901
Willow Street Campus
Form to be submitted to IU 13 with PIF

Program Description	<ul style="list-style-type: none"> Explore the care, management, evaluation, treatment and marketing of agricultural production animals such as beef, dairy, swine, poultry, sheep, goats, and horses Experience the passion of working with animals in a variety of farm settings Interact with experts in the field through job shadowing, clinical experience, co-op opportunities, and FFA membership
Program Information (costs, certifications, uniform)	<p><u>Textbooks- (Provided to Students)</u> An Illustrated Guide to Animal Science Terminology Modern Livestock and Poultry Production <u>Uniforms- \$250-\$300 (approximate)</u></p> <ul style="list-style-type: none"> Recommended at minimum 3-5 shirts, 3-5 pairs of pants, 2 sweatshirts, 1 set of coveralls, other items as needed 3-5 polos with logo (required) 3-5 khaki pants (required) 1 pair of boots for school use only (required) 1 set of navy coveralls (required – some available to borrow) 2-3 sweatshirts with logo (optional but recommended) <p><u>Program Opportunities/Certifications –</u></p> <ul style="list-style-type: none"> Participate in off-campus field trips Industry networking via guest speakers and trade shows Hands-on experience with class rabbits and other visiting livestock FFA opportunities (officers, workshops, contests, conferences, etc.) Certifications: <ul style="list-style-type: none"> Beef Quality Assurance Masters of Beef Advocacy Pork Quality Assurance Transport Quality Assurance OSHA-Agriculture FEMA: Animals in Disasters – Awareness & Preparedness FEMA: Animals in Disasters – Community Planning FEMA: Livestock in Disasters Dairy Leaders of Tomorrow Artificial Insemination for Cattle (optional - approximately \$300) Certified Poultry Technician (optional - approximately \$10)
Program Outline & Pathways	<p><u>State Program of Study Task Outline</u></p> <ul style="list-style-type: none"> Not a state program of study <p>Local Task Outline includes:</p> <ul style="list-style-type: none"> orientation & safety orientation to careers & practices in production animal science animal safety & handling animal husbandry skills health management <p><u>Pathways</u> <u>(Some may require additional schooling/training):</u></p> <ul style="list-style-type: none"> Animal Caretaker Agricultural Production Farmer Herd Manager Artificial Insemination Technician Dairy/Milk Processor Feed Mill Operator

	<ul style="list-style-type: none"> • principles of animal nutrition • current trends in estrus detection • dairy • equine • swine • beef • poultry • sheep & goats • agriculture business management 	<ul style="list-style-type: none"> • Lab/Research Technician • Poultry Service/Vaccination Technician • USDA Inspector • Veterinary Medicine
Other Information <i>Include Articulation Agreements</i>	<p>Student to teacher ratio is 25:1, depending on class size</p> <p>All students are members of LCCTC FFA</p> <p>Articulation Agreements:</p> <ul style="list-style-type: none"> • Delaware Valley University • Harcum College 	

Student Name: _____ **District:** _____

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Educational and Physical Attributes	Program Expectations	Present Education Level and Current Supports
Program Safety / Physical Considerations	<ul style="list-style-type: none"> • Emotional & mental stability (ability to remain calm when encountering stressful situations) • Empathy to understand the pains and suffering of others • Able to work under pressure/in adverse conditions/within time constraints • Lift heavy objects/animals • Good personal hygiene (may be asked to remove all jewelry for specific labs or tours) • Ability to represent the program well on field trip and job shadowing days • No allergies to animals 	
Action/Need:		
Program Environment <i>Indoor/outdoor</i> <i>Dust/dirt/fume/noise etc.</i> <i>Layout of room – theory/lab</i>	<ul style="list-style-type: none"> • Indoors majority of the day at school – outdoors when working with large animals • Field trips may be indoors or outdoors • Animal fur and dander • Animal waste smells 	

	<ul style="list-style-type: none"> • Dust 	
Action/Need:		
Typical level of support	<p>At CTC, we have itinerant IU13 support teachers and paraeducators. In the itinerant model, the support teachers have multiple programs and provide check-ins during the day. The itinerant model does not include co-taught classes where teachers are in classes for extended periods of time. IU13 paraeducators also support several teachers, spreading out their day between multiple programs.</p> <p>The learning center is available at scheduled times for testing accommodations, study/instructional groups, and work completion support. Since time there takes away from lab time, students are encouraged to use it strategically.</p>	
Action/Need:		
Reading / ELA levels Keystone Literature Assessment Anchors Keystone test results should be considered when applying for this program.	<ul style="list-style-type: none"> • Technical Reading Skills (10th-12th grade reading level) • Identify and/or explain stated or implied main ideas and relevant supporting details from a text. • Make inferences and/or draw conclusions based on analysis of a text. • Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. • Identify, analyze, and evaluate the structure and format of complex informational texts • Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions. 	

	<ul style="list-style-type: none"> • Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts. • Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text. 	
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Action/Need:

Writing Levels Keystone English Composition Assessment Anchors	<ul style="list-style-type: none"> • Technical Writing Skills • Demonstrate an understanding of the purpose with relevant information, content, and details. • Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). • Write with control of grammar, mechanics, spelling, usage, and sentence formation. • Spell all words correctly. • Use capital letters correctly. • Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes). • Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax). Demonstrate correct sentence formation. 	
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Action/Need:

Math Levels Keystone test results should be considered when applying for this program. Examples: Mike is going to take eighteen calves to the livestock sale yard. If the average weight is six hundred seventy-two pounds each, and the average price the calves are selling at the auction is 92 cents per pound, about how much money	<ul style="list-style-type: none"> • Basic • Find the Greatest Common Factor (GCF) and/or the Least Common Multiple (LCM) for sets of monomials. • Use estimation to solve problems. • Simplify/reduce a rational algebraic expression. • Write, solve, and/or apply a linear equation (including problem situations). • Use and/or identify an algebraic property to justify any step in an equation-solving process. Note: Linear equations only. • Syringe Reading 	
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<p>will Mike bring home from the calves he sells?</p> <p>You are making feed for a flock of 100 Ewes. You need silage, barley and soybean meal at a ratio of 5:2:1. In one day you need 81.2581.25 kilograms of silage. How many kilograms of barley and soybean meal do you need?</p>	<ul style="list-style-type: none"> Business Math (Balance Sheet, Income Statement) 	
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Action/Need:

<p>Science Levels <i>For Medical programs and PSA</i> Keystone Biology Assessment Anchors</p> <p>Keystone test results should be considered when applying for this program.</p> <p>CASE Principles of Agricultural Science - Animal</p>	<ul style="list-style-type: none"> Basic Describe and interpret relationships between structure and function at various levels of biological organization Explain how genetic engineering has impacted the fields of medicine, forensics, and agriculture (e.g., selective breeding, gene splicing, cloning, genetically modified organisms, gene therapy). 	
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Action/Need:

<p>Theory time</p>	<ul style="list-style-type: none"> 60% 	
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Action/Need:

<p>Homework <i>Amount per night</i></p>	<ul style="list-style-type: none"> Up to 1-2 hours per night but time is provided in class Facility Design Project (September – March) 	
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Action/Need:

<p>Lab Time <i>Guided vs Independent Work</i></p>	<ul style="list-style-type: none"> • 40% (20% guided, 20% independent) 	
<p>Action/Need:</p>		
<p>Tests <i>NOCTI testing – None</i> <i>Frequency of tests/quizzes</i></p>	<ul style="list-style-type: none"> • Certification tests • Weekly vocabulary quizzes • Several unit-tests • No NOCTI • Frequent skills evaluations 	
<p>Action/Need:</p>		
<p>Behavioral Expectations <i>Executive Function</i> <i>Organizational skills</i></p>	<ul style="list-style-type: none"> • All students are expected to act in a professional manner at all times • Strong organizational skills • Strong time management • Strong work ethic • Responsibility • Positive attitude • Must work well with others • Excellent attendance required for success • Dedication to comprehension and studying of material • Positive representation of program on off-campus field trips • Attentiveness to guest speakers 	
<p>Action/Need:</p>		
<p>Other <i>Technology skills specific to the program</i> <i>Additional skills that are valuable for program success.</i></p>	<ul style="list-style-type: none"> • Attention to detail • Organization of material and time prioritization • Basic computer & keyboarding skills 	

	<ul style="list-style-type: none">• Use of school issued device• Navigation of Canvas learning management platform• Web navigation• Email management• Typed essays, farm business management plan• Citations in APA format	
Action/Need:		

District Representative Signature _____ *Date* _____