Course Description:
The goal of this course is to provide all students instruction in establishing and managing agricultural animal enterprises; includes instruction in selecting, breeding, feeding, caring for and marketing beef and dairy cattle, horses, swine, sheep, and poultry. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Course Standard 1
AFNR-AAPM-1
The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.
The following elements should be integrated throughout the content of this course.

<table>
<thead>
<tr>
<th>Person-to-Person</th>
<th>Telephone and Email Etiquette</th>
<th>Cell Phone and Internet Etiquette</th>
<th>Communicating At Work</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacting with Your Boss</td>
<td>Telephone Conversations</td>
<td>Using Blogs</td>
<td>Improving Communication Skills</td>
<td>Reasons, Benefits, and Barriers</td>
</tr>
<tr>
<td>Interacting with Subordinates</td>
<td>Barriers to Phone conversations</td>
<td>Using Social Media</td>
<td>Effective Oral Communication</td>
<td>Listening Strategies</td>
</tr>
<tr>
<td>Interacting with Co-workers</td>
<td>Making and Returning Calls</td>
<td>Effective Written Communication</td>
<td>Ways We Filter What We Hear</td>
<td></td>
</tr>
<tr>
<td>Interacting with Suppliers</td>
<td>Making Cold Calls</td>
<td>Effective Nonverbal Skills</td>
<td>Developing a Listening Attitude</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handling Conference Calls</td>
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</tr>
<tr>
<td></td>
<td>Handling Unsolicited Calls</td>
<td>Giving and Receiving Feedback</td>
<td>Asking Questions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nonverbal Communication</th>
<th>Written Communication</th>
<th>Speaking</th>
<th>Applications and Effective Résumés</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating Nonverbally</td>
<td>Writing Documents</td>
<td>Using Language Carefully</td>
<td>Completing a Job Application</td>
</tr>
<tr>
<td>Reading Body Language and mixed Messages</td>
<td>Constructive Criticism in Writing</td>
<td>One-on-One Conversations</td>
<td>Writing a Cover Letter</td>
</tr>
<tr>
<td>Matching Verbal and Nonverbal communication</td>
<td>Small Group Communication</td>
<td>Things to Include in a Résumé</td>
<td></td>
</tr>
<tr>
<td>Improving Nonverbal Indicators</td>
<td>Large Group Communication</td>
<td>Selling Yourself in a Résumé</td>
<td></td>
</tr>
<tr>
<td>Nonverbal Feedback</td>
<td>Making Speeches</td>
<td>Terms to Use in a Résumé</td>
<td></td>
</tr>
<tr>
<td>Showing Confidence Nonverbally</td>
<td>Involving the Audience</td>
<td>Describing Your Job Strengths</td>
<td></td>
</tr>
</tbody>
</table>
1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

<table>
<thead>
<tr>
<th>Teamwork and Problem Solving</th>
<th>Meeting Etiquette</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Creatively</td>
<td>Preparation and Participation in Meetings</td>
</tr>
<tr>
<td>Taking Risks</td>
<td>Conducting Two-Person or Large Group Meetings</td>
</tr>
<tr>
<td>Building Team Communication</td>
<td>Inviting and Introducing Speakers</td>
</tr>
<tr>
<td></td>
<td>Facilitating Discussions and Closing</td>
</tr>
<tr>
<td></td>
<td>Preparing Visual Aids</td>
</tr>
<tr>
<td></td>
<td>Virtual Meetings</td>
</tr>
</tbody>
</table>

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Customer Service</th>
<th>The Application Process</th>
<th>Interviewing Skills</th>
<th>Finding the Right Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferable Job Skills</td>
<td>Gaining Trust and Interacting with Customers</td>
<td>Providing Information, Accuracy and Double Checking</td>
<td>Preparing for an Interview</td>
<td>Locating Jobs and Networking</td>
</tr>
<tr>
<td>Becoming a Problem Solver</td>
<td>Learning and Giving Customers What They Want</td>
<td>Online Application Process</td>
<td>Questions to Ask in an Interview</td>
<td>Job Shopping Online</td>
</tr>
<tr>
<td>Identifying a Problem</td>
<td>Keeping Customers Coming Back</td>
<td>Following Up After Submitting an Application</td>
<td>Things to Include in a Career Portfolio</td>
<td>Job Search Websites</td>
</tr>
<tr>
<td>Becoming a Critical Thinker</td>
<td>Seeing the Customer’s Point</td>
<td>Effective Résumés:</td>
<td>Traits Employers are Seeking</td>
<td>Participation in Job Fairs</td>
</tr>
<tr>
<td>Managing</td>
<td>Selling Yourself and the Company</td>
<td>Matching Your Talents to a Job</td>
<td>Considerations Before Taking a Job</td>
<td>Searching the Classified Ads</td>
</tr>
<tr>
<td>Handling Customer Complaints</td>
<td>When a Résumé Should be Used</td>
<td></td>
<td></td>
<td>Using Employment Agencies</td>
</tr>
<tr>
<td>Strategies for Customer Service</td>
<td></td>
<td></td>
<td></td>
<td>Landing an Internship</td>
</tr>
</tbody>
</table>

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

<table>
<thead>
<tr>
<th>Workplace Ethics</th>
<th>Personal Characteristics</th>
<th>Employer Expectations</th>
<th>Business Etiquette</th>
<th>Communicating at Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Good Work Ethic</td>
<td>Demonstrating a Good Attitude</td>
<td>Behaviors Employers Expect</td>
<td>Language and Behavior</td>
<td>Handling Anger</td>
</tr>
<tr>
<td>Behaving Appropriately</td>
<td>Gaining and Showing Respect</td>
<td>Objectionable Behaviors</td>
<td>Keeping Information Confidential</td>
<td>Dealing with Difficult Coworkers</td>
</tr>
<tr>
<td>Maintaining Honesty</td>
<td>Demonstrating Responsibility</td>
<td>Establishing Credibility</td>
<td>Avoiding Gossip</td>
<td>Dealing with a Difficult Boss</td>
</tr>
<tr>
<td>Playing Fair</td>
<td>Showing Dependability</td>
<td>Demonstrating Your Skills</td>
<td>Appropriate Work Email</td>
<td>Dealing with Difficult Customers</td>
</tr>
<tr>
<td>Using Ethical Language</td>
<td>Being Courteous</td>
<td>Building Work Relationships</td>
<td>Cell Phone Etiquette</td>
<td>Dealing with Conflict</td>
</tr>
<tr>
<td>Showing Responsibility</td>
<td>Gaining Coworkers’ Trust</td>
<td></td>
<td>Appropriate Work Texting</td>
<td></td>
</tr>
<tr>
<td>Reducing Harassment</td>
<td>Persevering</td>
<td></td>
<td>Understanding Copyright</td>
<td></td>
</tr>
</tbody>
</table>
1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

<table>
<thead>
<tr>
<th>Expected Work Traits</th>
<th>Teamwork</th>
<th>Time Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Responsibility</td>
<td>Teamwork Skills</td>
<td>Managing Time</td>
</tr>
<tr>
<td>Dealing with Information Overload</td>
<td>Reasons Companies Use Teams</td>
<td>Putting First Things First</td>
</tr>
<tr>
<td>Transferable Job Skills</td>
<td>Decisions Teams Make</td>
<td>Juggling Many Priorities</td>
</tr>
<tr>
<td>Managing Change</td>
<td>Team Responsibilities</td>
<td>Overcoming Procrastination</td>
</tr>
<tr>
<td>Adopting a New Technology</td>
<td>Problems That Affect Teams</td>
<td>Organizing Workspace and Tasks</td>
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<td></td>
<td>Expressing Yourself on a Team</td>
<td>Staying Organized</td>
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<tr>
<td></td>
<td>Giving and Receiving Constructive Criticism</td>
<td>Finding More Time</td>
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<td></td>
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<td>Managing Projects</td>
</tr>
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<td></td>
<td></td>
<td>Prioritizing Personal and Work Life</td>
</tr>
</tbody>
</table>

1.6 Present a professional image through appearance, behavior and language.

<table>
<thead>
<tr>
<th>On-the-Job Etiquette</th>
<th>Person-to-Person Etiquette</th>
<th>Communication Etiquette</th>
<th>Presenting Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Professional Manners</td>
<td>Meeting Business Acquaintances</td>
<td>Creating a Good Impression</td>
<td>Looking Professional</td>
</tr>
<tr>
<td>Introducing People</td>
<td>Meeting People for the First Time</td>
<td>Keeping Phone Calls Professional</td>
<td>Dressing for Success</td>
</tr>
<tr>
<td>Appropriate Dress</td>
<td>Showing Politeness</td>
<td>Proper Use of Work Email</td>
<td>Showing a Professional Attitude</td>
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<tr>
<td>Business Meal Functions</td>
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<td>Proper Use of Cell Phone</td>
<td>Using Good Posture</td>
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<tr>
<td>Behavior at Work Parties</td>
<td></td>
<td>Proper Use in Texting</td>
<td>Presenting Yourself to Associates</td>
</tr>
<tr>
<td>Behavior at Conventions</td>
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<td></td>
<td>Accepting Criticism</td>
</tr>
<tr>
<td>International Etiquette</td>
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<tr>
<td>Cross-Cultural Etiquette</td>
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<tr>
<td>Working in a Cubicle</td>
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</tbody>
</table>

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. Additional Common Core ELA/Literacy standards for Speaking and Listening are listed in the foundational course standards below.

Course Standard 2

**AFNR-AAPM-2**

Learn to work safely in the agriculture lab and work sites, demonstrate selected competencies in leadership through the FFA and agricultural industry organizations, and develop plans for a Supervised Agricultural Experience Program (SAEP).

2.1 Explain the role of the Agricultural Education program and the FFA in personal development.
2.2 Demonstrate knowledge learned through a SAEP.
2.3 Develop leadership and personal development skills through participation in the FFA.
2.4 Explore career opportunities in animal science through the FFA and Agricultural Education Program.
2.5 Explore the professional agricultural organizations associated with the course content.

Course Standard 3

AFNR-AAPM-3
Demonstrate knowledge and importance of the livestock industry to the United States.

3.1 Explain how domestication of farm animals occurred throughout history.
3.2 Examine the function of livestock by analyzing and discussing uses and purposes of livestock in modern society.
3.3 Describe the size of the livestock industry in the United States by interpreting graphs, charts, or data.
3.4 Illustrate the scope and distribution of livestock species within the state of Georgia.

Course Standard 4

AFNR-AAPM-4
Demonstrate an understanding of career opportunities in livestock production and management.

4.1 Demonstrate an understanding of career opportunities in livestock production and management.
4.2 Explain the value of an agricultural background for an individual entering a livestock-related occupation.
4.3 List and explain employment opportunities that require knowledge and skills about animal science.
4.4 Analyze skills, education requirements, income, and advantages and disadvantages of careers in the livestock industry.
4.5 Identify trends in animal production and explain how these could affect job opportunities.
4.6 Demonstrate personal and job skills for success in entering and advancing in a career in the animal industry.

Course Standard 5

AFNR-AAPM-5
Examine the relationship of livestock to the environment, and assess the impact of livestock production on the environment.

5.1 Describe livestock production problems relating to the environment.
5.2 Describe methods of handling livestock wastes which reduce environmental pollution within the guidelines of current laws and regulations.
5.3 Determine the proper way to dispose of dead animals from livestock production operations.
5.4 Construct a plan to utilize Best Management Practices (BMPs) on a livestock operation using state or federal BMP guidelines.

Course Standard 6

AFNR-AAPM-6
Examine ethical issues related to animal agriculture and demonstrate an understanding of ethics in livestock production.

6.1 Describe the role of livestock in conjunction with food supply and food-animal regulations.
6.2 Justifies the production of livestock and exhibition of animals with relation to animal welfare.
6.3 Explain importance of public perception in terms of the correlation between consumer concerns for food safety and producer marketing concerns.

**Course Standard 7**

**AFNR-AAPM-7**

**Demonstrate an understanding of livestock safety and Bio-security of food supplies.**

- 7.1 Describe the importance of Bio-security in terms of livestock production and food supply.
- 7.2 Examine Bio-security methods and practices within livestock production facilities.
- 7.3 Discuss procedures at the local, state and national levels to ensure biosecurity of the animal industry.
- 7.4 Design a biosecurity plan for an animal production operation.

**Course Standard 8**

**AFNR-AAPM-8**

**Recognize the importance of bioterrorism threats to the livestock industry.**

- 8.1 Define bioterrorism in the livestock industry.
- 8.2 Examine bioterrorism threats and livestock producers concerns.
- 8.3 Formulate a plan to prevent bioterrorism on a livestock operation utilizing information from federal and state security agencies.

**Course Standard 9**

**AFNR-AAPM-9**

**Classify farm animals as ruminants and non-ruminants and determine their feeding requirements.**

- 9.1 Classify farm animals as ruminant or non-ruminant and describe the functions of the parts of the digestive systems of ruminant and non-ruminant animals.
- 9.2 Describe the major function and characteristics of the basic nutrient groups.
- 9.3 Discuss the general use and purpose of feed additives and implants.
- 9.4 Classify feeds as roughages or concentrates.
- 9.5 Balance a feed ration for a specific type of livestock and formulate a feeding program.
- 9.6 Explain the characteristics and functions of a balanced ration.
- 9.7 Compare and contrast common types of feedstuffs and the roles they play in the diets of animals.
- 9.8 Select appropriate feedstuffs for animals based on factors such as economics, digestive system, and nutritional needs.

**Course Standard 10**

**AFNR-AAPM-10**

**Identify and describe the breeds of beef cattle and determine required feeding and production management practices.**

- 10.1 Identify the various breeds of beef cattle of commercial importance based on origin and breed characteristics.
- 10.2 Determine the function of beef animals and the production systems in which they are produced.
- 10.3 Select breeding animals by interpreting performance data.
- 10.4 Identify the parts of the beef animal and use in phenotypic evaluation.
- 10.5 Identify common roughages and concentrates used in cattle rations.
- 10.6 Describe and/or demonstrate common management practices such as castration, dehorning, vaccination and identification of animals.
- 10.7 Examine the advantages and disadvantages of using various breeding systems.
10.8 Explain total herd health and its use in the beef herd related to prevention and treatment of parasites, diseases and nutritional disorders.
10.9 Describe the facilities and equipment required for beef operations.
10.10 Describe the various methods of marketing beef cattle.
10.11 Explain the process, benefits and limitations of artificial insemination as compared to natural mating.

Course Standard 11

AFNR-AAPM-11
Identify and describe the breeds of swine and determine required feeding and production management practices.

11.1 Identify the various breeds of swine based on origin and breed characteristics.
11.2 Determine the function of swine and the production systems in which they are produced.
11.3 Interpret swine performance records in selecting breeding animals.
11.4 Name parts of the live hog and wholesale cuts of the carcass.
11.5 Evaluate swine based on performance data and phenotypic conformation.
11.6 Identify common roughages and concentrations used in swine rations.
11.7 Demonstrate an understanding of common management practices such as castration, vaccination and identification of animals.
11.8 Explain the effects, advantages, and disadvantages of using various breeding systems.
11.9 Explain total herd health and its use in the swine herd related to prevention and treatment in parasites, disease, and nutrition disorders.
11.10 Describe the facilities and equipment required for swine operations.
11.11 Describe the various methods of marketing swine.
11.12 Explain the benefits and limitations of artificial insemination as compared to natural mating.

Course Standard 12

AFNR-AAPM-12
Identify and describe the breeds of sheep and goats and determine required feeding and production management practices.

12.1 Identify the various breeds of sheep and goat based on origin and breed characteristics.
12.2 Determine the function of sheep and goat and describe the production systems in which they are produced.
12.3 Interpret sheep and goat performance records in selecting breeding animals.
12.4 Name parts of the sheep and goats and use in evaluation and selection.
12.5 Identify common roughages and concentrations used in sheep and goat rations.
12.6 Demonstrate an understanding of common management practices such as castration, dehorning, vaccination and identification of animals.
12.7 Explain total flock/ herd health and its use in the sheep or goat herd related to prevention and treatment in parasites, disease, and nutrition disorders.
12.8 Describe the various methods of marketing sheep and goats.
12.9 Describe the facilities and equipment required for sheep and goat operations.
12.10 Discuss the benefits and limitations of artificial insemination as compared to natural mating.

Course Standard 13

AFNR-AAPM-13
Identify and describe the breeds of horses and determine required feeding, production management practices, and uses of horses.

13.1 Identify the various breeds of horses based on origin and breed characteristics.
13.2 Discuss the functions of horses and their production.
13.3 Explain the benefits and limitations of artificial insemination as compared to natural breeding systems.
13.4 Name the parts of the horse and identify the procedure for evaluating and selecting horses.
13.5 Identify common roughages and concentrations used in horse rations.
13.6 Demonstrate an understanding of common management practices for horses such as castration, vaccination, identification, breeding practices and hoof care.
13.7 Describe the facilities and equipment required for horse operations.
13.8 Explain the effects, advantages, and disadvantages of using various breeding systems.
13.9 Explain total herd health and its use in the horse herd related to prevention and treatment in parasites, disease, and nutrition disorders.
13.10 Describe the various methods of marketing horses.

Course Standard 14

AFNR-AAPM-14
Demonstrate an understanding of the poultry industry business structure, management practices, processing procedure, and identify the equipment required for this industry.

14.1 Describe the development of the modern poultry industry in the United States.
14.2 Demonstrate knowledge of the selection of poultry for production.
14.3 Identify and grade parts of the poultry carcass.
14.4 Describe the feeding practices and nutritional needs for poultry.
14.5 Demonstrate an understanding of common management practices of poultry.
14.6 Describe housing and equipment used in the poultry industry.
14.7 Explain the prevention and treatment of parasites, diseases and nutritional disorders in poultry.
14.8 Describe the parts of an egg and demonstrate proper technique when candling and grading eggs.
14.9 Identify and describe the specific cuts of the poultry carcass.

Course Standard 15

AFNR-AAPM-15
Identify the dairy cattle breeds and determine required feeding, production management practices, and uses of dairy products.

15.1 Identify breeds of dairy cows and discuss their characteristics.
15.2 Identify uses of dairy products.
15.3 Recognize differences in milk classifying and grading.
15.4 Describe linear evaluation traits and improvements through genetics.
15.5 Identify beneficial characteristics in evaluation and selection.
15.6 Explain the effect of artificial insemination and embryo transfer on dairy production.
15.7 Discuss proper feeding principles and appropriate feeds and forages for dairy animals in order to maintain production.