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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Agriculture, Food, and Natural Resources |
| **Course Name** | Principles of Agriculture, Food, and Natural Resources |
| **Lesson/Unit Title** | Swine Industry terminology |
| **TEKS Student Expectations** | **130.2 (c) Knowledge and skills**  (12) The student develops technical knowledge and skills related to animal systems.  (A) The student is expected to describe animal growth and development |
| **Basic Direct Teach Lesson**  **With Special Education Modifications/Accommodations and**  **one English Language Proficiency Standards (ELPS) Strategy** | |
| **Instructional Objectives** | **The student will be able to:**   * Name common terms used in the swine industry * Create a swine dictionary |
| **Rationale** | Allows students to develop knowledge and skills related to animal systems and learn about animal growth and development, specifically related to the swine industry. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Sus scrofa:** The scientific name for domestic swine  **Swine:** Generic term for all Sus scrofa  **Pig:** Usually young pigs up to market weight  **Feeder pig/Shoat:** Newly weaned pig  **Gilt:** A young female swine that has not yet farrowed a litter of pigs  **Sow:** A female swine that has farrowed one or more litters  **Boar:** Uncastrated male pig  **Barrow:** Castrated male pig  **Castration:** Removal of a male’s testes  **Farrow:** Give birth  **Industry consolidation:** Raising more hogs on fewer farms.  **Vertical integration:** One person or company controlling two or more parts of |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer * Projector   **Material:**   * Charlotte’s Web movie clip for introductory video <https://www.youtube.com/watch?v=zS3qOr0zAJg> * Swine terms and definition slips or index cards (Attachment–coming soon) * Blank white copy paper for each student to make mini dictionaries * Markers * Post it notes for tickets out of the door * Stapler |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | The teacher will start off by playing a short clip of the movie Charlotte’s Web <https://www.youtube.com/watch?v=zS3qOr0zAJg>  The teacher will discuss with students about the clip. (How many of them have seen the movie? What is it about? Who are the main characters?)  The teacher will mention how for the next week, we will be discussing Wilbur (swine)  Today, we will…   * Name common terms used in the swine industry * Create a swine dictionary |
| **Direct Instruction \*** | Students will be given a slip of paper or index card with either a vocabulary term or a definition. Their job is to walk around the room and find their match. Once they think they have found their match, they will sit with their partner.  Students will have a clean sheet of paper and stand with their partner and share their term and definition orally. As a class, students will determine if they are the correct match or not.  If the students have the correct match, each student will write down term and definition on their own piece of paper.  **Sus scrofa:** The scientific name for domestic swine  **Swine:** Generic term for all Sus scrofa  **Pig:** Usually young pigs up to market weight  **Feeder pig/Shoat:** Newly weaned pig  **Gilt:** A young female swine that has not yet farrowed a litter of pigs  **Sow:** A female swine that has farrowed one or more litters  **Boar:** Uncastrated male pig  **Barrow:** Castrated male pig  **Castration:** Removal of a male’s testes  **Farrow:** Give birth  **Industry consolidation:** Raising more hogs on fewer farms.  **Vertical integration:** One person or company controlling two or more parts of  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | Students will have to have a “ticket out of the door”. The ticket out of the door will require each student to write a new vocabulary term they learned today and its definition.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/Teacher Preparation** | **YouTube Video:**   * <https://www.youtube.com/watch?v=zS3qOr0zAJg> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English/Language Arts** II B 1& 2 |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Using the beginning activity and sheet of paper, students will create their own swine dictionaries using the terms we defined in class. Their dictionaries should appear just like a dictionary. They should have a cover page, words in alphabetical order, the part of speech, the terms, and page numbers.  Students should also use the vocabulary term in a sentence. This is an activity for creativity.  Students may use their own word for their definitions to help better understanding. Students may also use pictures in addition to help supplement their definitions of terms. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** |  |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)