

# Career and Technical Education Course Blueprint of Essential Standards

## Agriculture Education

### *6823 Animal Science II- Small Animal*

Public Schools of North Carolina  
State Board of Education • Department of Public Instruction  
Division of Career and Technical Education  
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Special thanks to educators who developed the 2005 blueprint.

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This blueprint has been reviewed by business and industry representatives for technical content and appropriateness for the industry. Contact [agedcourses@ncsu.edu](mailto:agedcourses@ncsu.edu) for more information.

## Updated CTE Course Blueprint of Essential Standards

This document lays out the essential standards and objectives for the course and reflects the intended level of learning as C1, C2, or C3. Essential standards are big, powerful ideas necessary and essential for students to know to be successful in a course and translate to the next level of education or world of work. They identify the appropriate verb and cognitive process intended for the student to accomplish.

This document will help teachers plan for curriculum delivery for the course by providing the relative weights of the units, essential standards, and objectives within the course to help teachers prepare daily lesson plans, and construct valid formative, benchmark, and summative assessments. Assessment for this course is written at the level of the objective.

Career and Technical Student Organizations (CTSO) are an integral part of this curriculum. CTOS are strategies used to teach course content, develop leadership, citizenship, responsibility, and proficiencies related to workplace needs.

For additional information about this blueprint, contact the Division of Career and Technical Education, North Carolina Department of Public Instruction, 6361 Mail Service Center, Raleigh, North Carolina 27699-6361.

**Interpretation of Columns on the NCDPI Updated CTE Course Blueprint**

No.	1	2	3	4	5	6
Heading	Essential Std # Obj #	Unit Titles, Essential Standards, and Indicators	Local Use	Course Weight	Cognitive Process	Core or Supplemental
Column information	Essential standard and objective numbers.	Statements of unit titles, essential standards per unit, and specific indicators per essential standard. If applicable, includes % for each indicator.	Space for use by Local Education Agencies.	Shows the relative importance of each unit and essential standard. Course weight is used to help determine the percentage of total class time to be spent on each essential standard.	Classification of outcome behavior in essential standards and objectives: C1 is Remember C2 is Understand C3 is Apply, analyze, evaluate.	Indicates whether the content is core (essential for student learning) or supplemental (enhances student learning beyond core). Only core content is included on CTE post assessments.

*Career and Technical Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.*

**CTE Course Blueprint of Essential Standards for  
6823 Animal Science II-Small Animal**  
(Recommended hours of instruction: 135-180)

ES # Obj. #	Units, Essential Standards, and Objectives (The Learner will be able to:)	Local Use	Course Weight	Cognitive Process	Core or Supp.
1	2	3	4	5	6
	<b>Total Course Weight</b>		<b>100%</b>		
<b>A</b>	<b>LEADERSHIP DEVELOPMENT IN THE AGRICULTURAL EDUCATION PROGRAM</b>		<b>15%</b>		
<b>1.00</b>	<b>Demonstrate leadership qualities through participation in the small animal care instructional program.</b>		<b>9%</b>	<b>C3</b>	<b>Core</b>
1.01	<i>Discuss leadership qualities desired by the small animal care industry.</i>		3%	C2	Core
1.02	<i>Use public speaking techniques to deliver a speech.</i>		3%	C3	Core
1.03	<i>Use Robert's Rules of Order to conduct an orderly transaction of business.</i>		3%	C3	Core
<b>2.00</b>	<b>Develop career objectives by implementing a Supervised Agricultural Experience Program.</b>		<b>6%</b>	<b>C3</b>	<b>Core</b>
2.01	<i>Explore types of SAE programs.</i>		3%	C2	Core
2.02	<i>Use an appropriate SAE record system to substantiate SAE activities.</i>		3%	C3	Core
<b>B</b>	<b>THE SMALL ANIMAL CARE INDUSTRY</b>		<b>12%</b>		
<b>3.00</b>	<b>Discuss the importance of the small animal care industry.</b>		<b>6%</b>	<b>C2</b>	<b>Core</b>
3.01	<i>Discuss careers and skills needed for employment in the small animal care industry.</i>		3%	C2	Core
3.02	<i>Discuss medical terminology used by those working in the veterinary phase of the small animal industry.</i>		3%	C2	Core
<b>4.00</b>	<b>Explore social issues related to working with small animals.</b>		<b>6%</b>	<b>C3</b>	<b>Core</b>
4.01	<i>Summarize animal rights and animal welfare.</i>		3%	C2	Core
4.02	<i>Demonstrate safe work habits and techniques used when working with animals.</i>		3%	C3	Core
<b>C</b>	<b>ANATOMY AND PHYSIOLOGY</b>		<b>46%</b>		
<b>5.00</b>	<b>Discuss the role of major systems of small animals.</b>		<b>36%</b>	<b>C2</b>	<b>Core</b>
5.01	<i>Discuss the role of major body systems of small animals.</i>		16%	C2	Core
5.02	<i>Discuss the ways that disease processes affect major body systems.</i>		20%	C2	Core
<b>6.00</b>	<b>Examine the role of nutrition in the support of animal life.</b>		<b>10%</b>	<b>C3</b>	<b>Core</b>
6.01	<i>Discuss the nutritional requirements of small animals including deficiency symptoms and functions.</i>		5%	C2	Core
6.02	<i>Distinguish between feeding programs for small animals.</i>		5%	C3	Core

ES # Obj. #	Units, Essential Standards, and Objectives (The Learner will be able to:)	Local Use	Course Weight	Cognitive Process	Core or Supp.
1	2	3	4	5	6
<b>D</b>	<b>ANIMAL BREEDS AND BASIC MANAGEMENT</b>		<b>27%</b>		
<b>7.00</b>	<b>Use information specific to each breed to select the best dog for a given use.</b>		<b>7%</b>	<b>C3</b>	<b>Core</b>
7.01	<i>Discuss the major breeds of dogs.</i>		4%	C2	Core
7.02	<i>Use care techniques that improve the well-being of dogs.</i>		3%	C3	Core
<b>8.00</b>	<b>Use information specific to each breed to select the best cat for a given use.</b>		<b>6%</b>	<b>C3</b>	<b>Core</b>
8.01	<i>Discuss the major breeds of cats.</i>		3%	C2	Core
8.02	<i>Use care techniques that improve the well-being of cats.</i>		3%	C3	Core
<b>9.00</b>	<b>Select the best pocket pet or bird for a given use.</b>		<b>7%</b>	<b>C2</b>	<b>Core</b>
9.01	<i>Discuss the major breeds of pocket pets and birds.</i>		4%	C2	Core
9.02	<i>Use care techniques that improve the well-being of pocket pets and birds.</i>		3%	C3	Core
<b>10.00</b>	<b>Select the best fish, amphibian, and reptile for a given use.</b>		<b>7%</b>	<b>C3</b>	<b>Core</b>
10.01	<i>Discuss the major breeds of fish and types of amphibians and reptiles.</i>		4%	C2	Core
10.02	<i>Use care techniques that improve the well-being of fish, amphibians, and reptiles.</i>		3%	C3	Core