**BOBCAT LESSON PLATE TEMPLATE**

***(Aligned with the Danielson Framework for Teaching and the New InTASC Standards)***

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| **Name:**  |
| **Class:** Animal Science  | **Date:** 10/19/2022 |
| **Unit or Sequence Topic:** Sheep and Goat Industry  | **Lesson Title:** Sheep and Goat Diseases  |
| **RELATIONSHIP TO SEQUENCE***(InTASC #5: Application of Content; Danielson 1e: Designing Coherent Instruction: Lesson and unit structure)* |
| **Sequence relationship:**We have now learned 4-5 sheep and goat breeds in each category (meat,wool/fiber,dairy). We have also learned about intensive and extensive management styles of the sheep and goat industry. We also discussed lambing/kidding, docking and castrating, predator control, feeding, ageing sheep and goats and wool production. Students are now ready to move on and learn about diseases that affect sheep and goats.  |
| **CONTENT** *(InTASC #4: Content Knowledge; Danielson 1a: Demonstrating Knowledge of Content and Pedagogy)* |
| **Standards addressed:**AS.02.01.01.a. Explain the implications of animal welfare and animal rights for animal systems. AS.02.01.03.a. Distinguish between animal husbandry practices that promote animal welfare and those that do not  |
| **INSTRUCTIONAL OUTCOMES***(InTASC #7: Planning for Instruction; Framework Domain 1c: Setting Instructional Outcomes)* |
| Students will learn….* Internal and external parasites that affect sheep and goats
* Life cycle of internal and external parasites
* Diseases that affect sheep and goats
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| **…so…** |
| **…they will be able to…[Bloom’s verb]*** Students will be able to identify symptoms of the diseases we discussed
* Students will be able to summarize each disease
* Students will be able to explain treatment options
* Students will be able to write about a disease of their own choosing
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| **Differentiation Strategies***(InTASC #2: Learning Differences; Framework Domain 1b: Demonstrating Knowledge of Students)* |
| **What?** | **Where?**  | **Why?**  |
| **Level II** | **Level III** |
|  | Accommodation: students that need accommodations will be given the power point printed out so they can follow along and take notes on their own pace or simply highlight what they think is important | All students should be participating in today’s lesson. If accommodations are need, they will be given out.  | Students with IEPs are given the power point printed out based on the accommodations listed in their IEP |
| If needed, I will discuss one on one with students who are struggling  | Accommodations will be provided for students with IEPs for disease paper  | Differentiation shouldn’t be needed for the lesson; if it is needed, students can ask for extra help during Friday school | All students have the ability to participate in the lesson. Those with IEPs will be given accommodations according to their needs for disease paper  |

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| **ASSESSMENT***(InTASC #6: Assessment; Framework Domain 1f: Designing Student Assessments)* |
| **Assessment (Formative):** Formative assessment for this lesson will be their Cornell note taking and a diseases paper. They will need to choose a disease affecting sheep or goats and write a 1-page paper. They will need to discussing symptoms, bacterial or viral, how it spreads, what part of the body is affected, treatment and deadly or not. Include the diseases common and scientific name along with pictures if applicable and cite their sources as well.  |
| Individual proficiency measure: I will measure individual proficiency based on their guided notes and based on the content of their papers.  |
| Readiness of class to move forward: I will know the class is ready to move on when we all students have submitted their disease papers and students can problem solve to figure out a disease.  |
| Remediation plan for those not proficient: For those that are not ready, struggling or missed class, they can come in during Friday school and I will go over what they might be struggling with or what they missed.  |

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| **MANAGEMENT***(InTASC #3: Learning Environments; Framework Domain 2D: Managing Student Behavior)* |
| **Lesson-specific Targeted Management Strategies**Management for today’s lesson will be quite simple, as I will be lecturing and going through disease power point. If anything, correcting a few students talking when they are not supposed to be talking. Once I have gotten through the power point, I will assign the paper and if any management is needed it will simply be keeping noise level down and students on task.  |

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| **METHODS AND INSTRUCTIONAL STRATEGIES**

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|  *(InTASC #8: Instructional Strategies; Danielson Framework Domain 1e: Designing Coherent Instruction)* |

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| **Introduction, AKA: Anticipatory Set or Focusing event (Time Stamp): 5 minutes** I will take attendance first once everyone is in their seats. I will then ask them to share what they learned/remember from yesterday’s lesson and to turn in their art projects. I will then tell them what we are going over today.  |
| **Instructional Strategies/Activities (Time stamp each segment): 45 minutes** I will talk through the power point and periodically stop and ask for questions and ask in-depth questions for the students to answer out loud and to answer on their Cornell Note Template. Once we have finished the power point, I will assign their formative assessment. A 1-page paper. They will need to discussing symptoms, bacterial or viral, how it spreads, what part of the body is affected, treatment and deadly or not. Include the diseases common and scientific name along with pictures if applicable and cite their sources as well.  |
| **Wrap Up/Synthesis/Closure (Time stamp): last 5 minutes**  About 5 minutes before the bell, I will wrap up and tell them where we are going tomorrow and when their paper is due. Ask them to clean up around them if it is needed.  |

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| **MATERIALS/RESOURCES***(InTASC # 7: Planning for Instruction; Danielson Framework Domain 1d: Demonstrating Knowledge of Resources)* |
| **Instructional Materials/Resources:** - Power point on sheep and goat diseases - Rubric for disease paper - Cornell note template printed out  |