

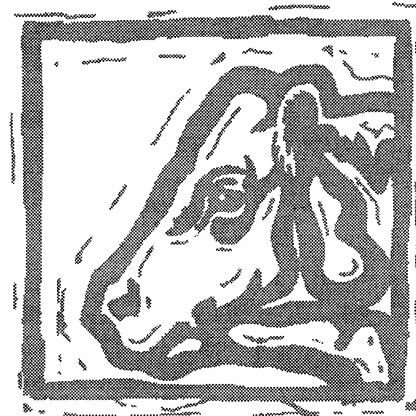
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STUDENT REFERENCE

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*Animal*  
**SCIENCE**



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In cooperation with Agricultural Education  
Department of Practical Arts and  
Vocational-Technical Education  
College of Education and  
College of Agriculture, Food and Natural Resources  
University of Missouri - Columbia



In cooperation with  
Agricultural Education Section  
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## **ANIMAL SCIENCE**

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## FOREWORD

Development of this *Animal Science* unit is the result of MVATA Teaching Aids Committee suggestions. The unit was developed to enhance curriculum for 11th and 12th grade agriculture students. Depending on local need, an Animal Science course could replace traditional advanced production course(s).

This instructor guide and the corresponding student reference contain 30 lessons grouped into four units: Nutrition, Genetics, Reproduction, and Animal Health. Transparency masters and activity sheets have been included where appropriate. Check the Table of Contents for a detailed listing of lessons. Additional student reference copies can be purchased separately.

In an effort to provide challenging test questions that reduce guesswork, multiple-choice questions with multiple answers have been included in some of the lesson evaluations. When scoring this type of question, each possible response can be worth one point. Of course, it is the teacher's option to increase the weight of a question, if desired.

During the summer of 1981, the Missouri State Board of Education formally adopted the concept of "Instructional Management Systems" (IMS) as a priority for the 1981-82 school year. The Missouri Commissioner of Education described the IMS concept as a practical way of "organizing for excellence" in education. To meet the demand for greater productivity and accountability, the director of Vocational Education applied the elements of IMS to form the Vocational Instructional Management System (VIMS). The VIMS process provides a framework to use in planning and organizing to assure excellence in Missouri's vocational education system by focusing greater attention on the management of teaching and learning.

This guide incorporates the needed component parts to aid agriculture teachers in the implementation of VIMS. For ease of use, performance objectives and competencies have been included at the beginning of the guide, as well as incorporated within each lesson. A competency profile has been provided in the front of the guide for convenient record keeping.

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