

# Small Animal Management (IMRA26)

Subject: Career Development and Career and Technical Education

Grade: 10

Expectations: 37

Breakouts: 122

## (a) Introduction.

Small Animal Management Introduction.

1. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
2. The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
3. In Small Animal Management, students acquire knowledge and skills related to the small animal management industry. Small Animal Management may address topics related to small animals such as dogs and cats, rabbits, pocket pets, amphibians, reptiles, and birds. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to small animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings.
4. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
5. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

## (b) Knowledge and Skills Statements

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
  - (A) identify career development, education, and entrepreneurship opportunities in the field of small animal management;
    - (i) identify career development opportunities in the field of small animal management
    - (ii) identify education opportunities in the field of small animal management
    - (iii) identify entrepreneurship opportunities in the field of small animal management
  - (B) identify and demonstrate interpersonal, problem solving, and critical thinking skills used in small animal management;
    - (i) identify interpersonal skills used in small animal management
    - (ii) identify problem solving skills used in small animal management
    - (iii) identify critical thinking skills used in small animal management

- (iv) demonstrate interpersonal skills used in small animal management
  - (v) demonstrate problem solving skills used in small animal management
  - (vi) demonstrate critical thinking skills used in small animal management
- (C) describe and demonstrate appropriate personal and occupational safety and health practices for the workplace;
- (i) describe appropriate personal safety practices for the workplace
  - (ii) describe appropriate occupational safety practices for the workplace
  - (iii) describe appropriate health practices for the workplace
  - (iv) demonstrate appropriate personal safety practices for the workplace
  - (v) demonstrate appropriate occupational safety practices for the workplace
  - (vi) demonstrate appropriate health practices for the workplace
- (D) identify employers' legal responsibilities and expectations, including appropriate work habits and ethical conduct;
- (i) identify employers' legal responsibilities, including appropriate work habits
  - (ii) identify employers' legal responsibilities, including ethical conduct
  - (iii) identify employers' legal expectations, including appropriate work habits
  - (iv) identify employers' legal expectations, including ethical conduct
- (E) describe and demonstrate characteristics of good citizenship in the agricultural workplace, including promoting stewardship, community leadership, civic engagement, and agricultural awareness and literacy; and
- (i) describe characteristics of good citizenship in the agricultural workplace, including promoting stewardship
  - (ii) describe characteristics of good citizenship in the agricultural workplace, including promoting community leadership
  - (iii) describe characteristics of good citizenship in the agricultural workplace, including promoting civic engagement
  - (iv) describe characteristics of good citizenship in the agricultural workplace, including promoting agricultural awareness
  - (v) describe characteristics of good citizenship in the agricultural workplace, including promoting agricultural literacy
  - (vi) demonstrate characteristics of good citizenship in the agricultural workplace, including promoting stewardship
  - (vii) demonstrate characteristics of good citizenship in the agricultural workplace, including promoting community leadership
  - (viii) demonstrate characteristics of good citizenship in the agricultural workplace, including promoting civic engagement
  - (ix) demonstrate characteristics of good citizenship in the agricultural workplace, including promoting agricultural awareness

- (x) demonstrate characteristics of good citizenship in the agricultural workplace, including promoting agricultural literacy
- (F) identify training, education, and certification requirements for occupational choices.
- (i) identify training requirements for occupational choices
  - (ii) identify education requirements for occupational choices
  - (iii) identify certification requirements for occupational choices
- (2) The student develops a supervised agricultural experience program. The student is expected to:
- (A) plan, propose, conduct, document, and evaluate a supervised agricultural experience program as an experiential learning activity; and
- (i) plan a supervised agricultural experience program as an experiential learning activity
  - (ii) propose a supervised agricultural experience program as an experiential learning activity
  - (iii) conduct a supervised agricultural experience program as an experiential learning activity
  - (iv) document a supervised agricultural experience program as an experiential learning activity
  - (v) evaluate a supervised agricultural experience program as an experiential learning activity
- (B) use appropriate record-keeping skills as they relate to the supervised agricultural experience program.
- (i) use appropriate record-keeping skills as they relate to the supervised agricultural experience program
- (3) The student develops leadership skills through participation in an agricultural youth organization. The student is expected to:
- (A) participate in youth agricultural leadership opportunities;
- (i) participate in youth agricultural leadership opportunities [in an agricultural youth organization]
- (B) review and participate in a local program of activities; and
- (i) review a local program of activities [in an agricultural youth organization]
  - (ii) participate in a local program of activities [in an agricultural youth organization]
- (C) create or update documentation of relevant agricultural experience such as community service, professional, or classroom experiences.
- (i) create or update documentation of relevant agricultural experience
- (4) The student analyzes the history, domestication, and importance of small animal ownership. The student is expected to:
- (A) research and explain the history, domestication, and purpose of small animals;
- (i) research the history of small animals
  - (ii) research the domestication of small animals
  - (iii) research the purpose of small animals
  - (iv) explain the history small animals
  - (v) explain the domestication of small animals

- (vi) explain the purpose of small animals
  - (B) identify and discuss the influence small animals have on society;
    - (i) identify the influence small animals have on society
    - (ii) discuss the influence small animals have on society
  - (C) describe the economic impact of the small animal industry;
    - (i) describe the economic impact of the small animal industry
  - (D) describe the responsibilities and benefits of small animal ownership;
    - (i) describe the responsibilities of small animal ownership
    - (ii) describe the benefits of small animal ownership
  - (E) explain services small animals provide to society such as medical, support, research, and working; and
    - (i) explain services small animals provide to society
  - (F) research and discuss the environmental and governmental regulations related to small animal ownership.
    - (i) research the environmental regulations related to small animal ownership
    - (ii) research the governmental regulations related to small animal ownership
    - (iii) discuss the environmental regulations related to small animal ownership
    - (iv) discuss the governmental regulations related to small animal ownership
- (5) The student understands the hazards associated with working in the small animal industry. The student is expected to:
- (A) explain and demonstrate safe practices, including the proper use of personal protective equipment (PPE), when working with small animals;
    - (i) explain safe practices, including the proper use of personal protective equipment (PPE), when working with small animals
    - (ii) demonstrate safe practices, including the proper use of personal protective equipment (PPE), when working with small animals
  - (B) identify zoonotic diseases that can be transmitted by small animals;
    - (i) identify zoonotic diseases that can be transmitted by small animals
  - (C) describe sanitation methods used to prevent the spread of disease in small animals; and
    - (i) describe sanitation methods used to prevent the spread of disease in small animals
  - (D) locate, interpret, and implement safety data sheets (SDS) for handling chemicals.
    - (i) locate safety data sheets (SDS) for handling chemicals
    - (ii) interpret safety data sheets (SDS) for handling chemicals
    - (iii) implement safety data sheets (SDS) for handling chemicals
- (6) The student evaluates current topics in small animal rights and animal welfare. The student is expected to:
- (A) analyze current issues in animal rights and animal welfare;

- (i) analyze current issues in animal rights
  - (ii) analyze current issues in animal welfare
- (B) research and report important persons, organizations, and groups involved in the animal rights movement; and
- (i) research important persons involved in the animal rights movement
  - (ii) research important organizations involved in the animal rights movement
  - (iii) research important groups involved in the animal rights movement
  - (iv) report important persons involved in the animal rights movement
  - (v) report important organizations involved in the animal rights movement
  - (vi) report important groups involved in the animal rights movement
- (C) create and discuss a historical timeline of major legislation related to animal welfare.
- (i) create a historical timeline of major legislation related to animal welfare
  - (ii) discuss a historical timeline of major legislation related to animal welfare
- (7) The student explains anatomy and physiology of small animals. The student is expected to:
- (A) identify and explain the skeletal, muscular, respiratory, reproductive, digestive, and circulatory systems for each species studied;
- (i) identify the skeletal system for each species studied
  - (ii) identify the muscular system for each species studied
  - (iii) identify the respiratory system for each species studied
  - (iv) identify the reproductive system for each species studied
  - (v) identify the digestive system for each species studied
  - (vi) identify circulatory system for each species studied
  - (vii) explain the skeletal system for each species studied
  - (viii) explain the muscular system for each species studied
  - (ix) explain the respiratory system for each species studied
  - (x) explain the reproductive system for each species studied
  - (xi) explain the digestive system for each species studied
  - (xii) explain the circulatory system for each species studied
- (B) identify and interpret ranges for healthy small animal vital signs; and
- (i) identify ranges for healthy small animal vital signs
  - (ii) interpret ranges for healthy small animal vital signs
- (C) compare normal and abnormal behavior of small animals.
- (i) compare normal and abnormal behavior of small animals

- (8) The student analyzes the care and management skills for a variety of small animals. The student is expected to:
- (A) identify and discuss the impact physical characteristics have on the management practices for each species studied;
    - (i) identify the impact physical characteristics have on the management practices for each species studied
    - (ii) discuss the impact physical characteristics have on the management practices for each species studied
  - (B) identify and compare the breeds and types of each species studied;
    - (i) identify the breeds of each species studied
    - (ii) identify the types of each species studied
    - (iii) compare the breeds of each species studied
    - (iv) compare the types of each species studied
  - (C) discuss the ownership identification methods, habitat, housing, and equipment needs for each species studied;
    - (i) discuss the ownership identification methods for each species studied
    - (ii) discuss the habitat for each species studied
    - (iii) discuss the housing for each species studied
    - (iv) discuss equipment needs for each species studied
  - (D) identify nutritional requirements for each species studied;
    - (i) identify nutritional requirements for each species studied
  - (E) explain health maintenance for each species studied, including prevention and control of diseases and parasites;
    - (i) explain health maintenance for each species studied, including prevention of diseases
    - (ii) explain health maintenance for each species studied, including prevention of parasites
    - (iii) explain health maintenance for each species studied, including control of diseases
    - (iv) explain health maintenance for each species studied, including control of parasites
  - (F) describe and practice methods of handling for each species studied;
    - (i) describe methods of handling for each species studied
    - (ii) practice methods of handling for each species studied
  - (G) discuss basic grooming procedures for each species studied; and
    - (i) discuss basic grooming procedures for each species studied
  - (H) identify copulation, gestation, parturition, and weaning practices for each species studied.
    - (i) identify copulation practices for each species studied
    - (ii) identify gestation practices for each species studied
    - (iii) identify parturition practices for each species studied
    - (iv) identify weaning practices for each species studied

- (9) The student examines the interrelationship of the factors impacting small animal ownership. The student is expected to:
- (A) develop and present a small animal ownership plan that includes health, reproduction, nutrition, and management practices; and
    - (i) develop a small animal ownership plan that includes health practices
    - (ii) develop a small animal ownership plan that includes reproduction practices
    - (iii) develop a small animal ownership plan that includes nutrition practices
    - (iv) develop a small animal ownership plan that includes management practices
    - (v) present a small animal ownership plan that includes health practices
    - (vi) present a small animal ownership plan that includes reproduction practices
    - (vii) present a small animal ownership plan that includes nutrition practices
    - (viii) present a small animal ownership plan that includes management practices
  - (B) research and create a financial plan for small animal operation or ownership.
    - (i) research a financial plan for small animal operation or ownership
    - (ii) create a financial plan for small animal operation or ownership