Texas CTE

Small Animal Management

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Introduction SAM.B

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.** SAM.B.1

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.** SAM.B.2

3 **In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, 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 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.** SAM.B.3

4 **Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.** SAM.B.4

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.** SAM.B.5

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Knowledge and skills. SAM.C

1 **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:** SAM.C.1

- a identify career development and entrepreneurship opportunities in the field of specialty agricultural enterprises; SAM.C.1.A
- b apply competencies related to resources, information, interpersonal skills, and systems of operation in specialty agricultural enterprises; SAM.C.1.B
- c demonstrate knowledge of personal and mechanical safety and health practices in the workplace; SAM.C.1.C
- d identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities; SAM.C.1.D
- e demonstrate characteristics of good citizenship such as stewardship, advocacy, and community leadership; SAM.C.1.E
- f research career topics using technology such as the Internet. SAM.C.1.F

2 **The student develops a supervised agriculture experience program. The student is expected to:** SAM.C.2

- a plan, propose, conduct, document, and evaluate a supervised agriculture experience program as an experiential learning activity; SAM.C.2.A
- b apply proper record-keeping skills as they relate to the supervised agriculture experience; SAM.C.2.B
- c participate in youth leadership opportunities to create a well-rounded experience program; SAM.C.2.C
- d produce and participate in a local program of activities using a strategic planning process. SAM.C.2.D

3 **The student describes the importance of responsible small animal ownership. The student is expected to:** SAM.C.3

- a explain the domestication and use of small animals; SAM.C.3.A
- b identify the influence small animals have on society; SAM.C.3.B
- c describe the importance of the small animal industry; SAM.C.3.C
- d describe the obligations and benefits of small animal ownership; SAM.C.3.D
- e discuss the use and services provided by small animals. SAM.C.3.E

4 **The student learns the hazards associated with working in the small animal industry. The student is expected to:** SAM.C.4

- a explain the importance of safe practices when working with small animals; SAM.C.4.A
- b identify zoonotic diseases that can be transmitted from small animals to humans; SAM.C.4.B

describe methods of preventing the spread of disease; SAM.C.4.C

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d follow safety guidelines when handling dangerous chemicals and working with small animals; SAM.C.4.D

e demonstrate the proper use of laboratory equipment. SAM.C.4.E

5 The student evaluates current topics in animal rights and animal welfare. The student is expected to: SAM.C.5

a compare and contrast animal rights and animal welfare; SAM.C.5.A

b research important persons, organizations, and groups involved in the animal rights movement; SAM.C.5.B

c create a timeline of dates and acts of legislation related to animal welfare; SAM.C.5.C

d analyze current issues in animal rights and animal welfare. SAM.C.5.D

6 The student knows the care and management requirements for a variety of small animals. The student is expected to: SAM.C.6

a discuss the physical characteristics for each species studied; SAM.C.6.A

b list the breeds or types of each species studied as appropriate; SAM.C.6.B

c discuss the habitat, housing, and equipment needs for each species studied; SAM.C.6.C

d compare and contrast nutritional requirements for each species studied; SAM.C.6.D

e explain health maintenance in each species studied, including the prevention and control of diseases and parasites; SAM.C.6.E

f describe and practice common methods of handling each species studied; SAM.C.6.F

g perform procedures such as fecal and blood testing and basic grooming procedures using available laboratory equipment. SAM.C.6.G

7 The student examines career opportunities in small animal care. The student is expected to: SAM.C.7

a identify, describe, and compare career opportunities in small animal care and management; SAM.C.7.A

b describe the nature of the work, salaries, and educational requirements for careers in small animal care. SAM.C.7.B