

Bringing 4-H to the Classroom – An Introduction to School Standards

Content standards establish specific expectations for the assessment of cumulative learning by the end of first grade, fourth grade, eighth grade and twelfth grade. The standards listed for this curriculum serve as a base guide and are not absolute – you may find that you add or subtract specific standards as you seek to meet the needs of your unique educational setting. In addition, as the curriculum is adapted standards for grade levels not listed here may be met. Visit the Nebraska Department of Education website to access current standard lists in each content area.

As this is a University of Nebraska-Lincoln Extension publication, the Nebraska State Educational Standards have been aligned to the materials found in this curriculum. Alignment of the Nebraska Standards is in compliance with national educational standards. If you are using this curriculum in another state, please refer to your local education department to reference your own individual state standards and see how they relate to the standards listed here.

Livestock Judging Activities: Aligned with Nebraska State Education Content Standards

Nebraska State Education Content Standards are “statements focusing on academic knowledge, skills and understandings that schools should teach and students should know as a result of their schooling” (Nebraska L.E.A.R.N.S., 1999).

The content area “home base” for this curriculum is Agriculture Education.

Career Cluster Area(s): Agriculture, Food & Natural Resources

Live Beef Cattle

Agricultural Education:

- 12.3.1 Students will recognize the influence of history, government and societal issues on the systems of animal production and employment opportunities.
- 12.3.2 Students will identify and describe the anatomy and physiology of production animals.
- 12.3.3 Students will demonstrate principles of nutrition as they relate to efficient livestock production.
- 12.3.4 Students will recognize the signs of healthy animals and practices necessary to maintain animal health for efficient production.
- 12.3.5 Students will explain how genetics relates to improvement in efficient livestock production.

Reading:

- 8.1.1 By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.
- 12.1.1 By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Live Swine

Agricultural Education:

- 12.3.1 Students will recognize the influence of history, government and societal issues on the systems of animal production and employment opportunities.
- 12.3.2 Students will identify and describe the anatomy and physiology of production animals.
- 12.3.3 Students will demonstrate principles of nutrition as they relate to efficient livestock production.

12.3.4 Students will recognize the signs of healthy animals and practices necessary to maintain animal health for efficient production.

12.3.5 Students will explain how genetics relates to improvement in efficient livestock production.

Reading:

8.1.1 By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.

12.1.1 By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Live Sheep

Agricultural Education:

12.3.1 Students will recognize the influence of history, government and societal issues on the systems of animal production and employment opportunities.

12.3.2 Students will identify and describe the anatomy and physiology of production animals.

12.3.3 Students will demonstrate principles of nutrition as they relate to efficient livestock production.

12.3.4 Students will recognize the signs of healthy animals and practices necessary to maintain animal health for efficient production.

12.3.5 Students will explain how genetics relates to improvement in efficient livestock production.

Reading:

8.1.1 By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.

12.1.1 By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Beef Carcass

Agricultural Education:

12.3.1 Students will recognize the influence of history, government and societal issues on the systems of animal production and employment opportunities.

12.3.2 Students will identify and describe the anatomy and physiology of production animals.

12.3.3 Students will demonstrate principles of nutrition as they relate to efficient livestock production.

12.3.4 Students will recognize the signs of healthy animals and practices necessary to maintain animal health for efficient production.

12.3.5 Students will explain how genetics relates to improvement in efficient livestock production.

Reading:

8.1.1 By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.

12.1.1 By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Hog Carcass

Agricultural Education:

- 12.3.1 Students will recognize the influence of history, government and societal issues on the systems of animal production and employment opportunities.
- 12.3.2 Students will identify and describe the anatomy and physiology of production animals.
- 12.3.3 Students will demonstrate principles of nutrition as they relate to efficient livestock production.
- 12.3.4 Students will recognize the signs of healthy animals and practices necessary to maintain animal health for efficient production.
- 12.3.5 Students will explain how genetics relates to improvement in efficient livestock production.

Reading:

- 8.1.1 By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.
- 12.1.1 By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Sheep Carcass

Agricultural Education:

- 12.3.1 Students will recognize the influence of history, government and societal issues on the systems of animal production and employment opportunities.
- 12.3.2 Students will identify and describe the anatomy and physiology of production animals.
- 12.3.3 Students will demonstrate principles of nutrition as they relate to efficient livestock production.
- 12.3.4 Students will recognize the signs of healthy animals and practices necessary to maintain animal health for efficient production.
- 12.3.5 Students will explain how genetics relates to improvement in efficient livestock production.

Reading:

- 8.1.1 By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.
- 12.1.1 By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Oral Reasons

Agricultural Education:

- 12.3.1 Students will recognize the influence of history, government and societal issues on the systems of animal production and employment opportunities.
- 12.3.2 Students will identify and describe the anatomy and physiology of production animals.
- 12.3.3 Students will demonstrate principles of nutrition as they relate to efficient livestock production.
- 12.3.4 Students will recognize the signs of healthy animals and practices necessary to maintain animal health for efficient production.
- 12.3.5 Students will explain how genetics relates to improvement in efficient livestock production.
- 12.6.1 Students will describe the elements which contribute toward personal effectiveness in interpersonal situations.

- 12.6.2 Students will identify and demonstrate the interpersonal choices associated with building effective relationships.
- 12.6.3 Students will synthesize knowledge about personal, interpersonal skills and relationship building in order to develop interpersonal leadership skills.
- 12.1.8 Students will describe the elements of human relations and the importance of communication skills as they relate to employment, compensation and benefit plans, training of employees, supervision and customer relations.
- 12.1.7 Students will describe the elements of the free enterprise system as it relates to production and distribution of merchandise, entrepreneurship, and the structure of business organizations.

Reading:

- 8.1.1 By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.
- 8.2.5 By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.
- 8.3.2 By the end of the eighth grade, students will use multiple presentation styles for specific audiences and purposes.
- 12.1.1 By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.
- 12.2.5 By the end of twelfth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.
- 12.3.2 By the end of the twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.