

Poultry Evaluation

Academic Content Area: Mathematics – Grade 11

Career Development Event Content

1. Evaluate and select live meat-type chickens for broiler breeding and defend orally.
2. Evaluate and place live egg-type chickens.
3. Grade ready-to-cook carcasses and parts of chickens and turkeys.
4. Grade and place ready-to-cook carcasses of turkeys and defend placing orally.
5. Grade individual shell eggs for interior quality.
6. Evaluate and place cartons of shell eggs and indicate factors governing the placing.
7. Evaluate and place further-processed poultry meat products and indicate governing factors.
8. Identify poultry carcass parts.
9. Complete a written examination on poultry production and management.
10. Perform a team activity related to poultry production and management.
11. Demonstrate the use of appropriate information technology used in the poultry industry.
12. Communicate industry and product terminology.

Related Academic Standards/Anchors

Objectives 1-12: 2.2.11.A,B,E,F; 2.3.11.A,C; 2.5.11.A,B,C

Connecting Examples: CDE Objectives and Standards/Anchors

Ex. 1 – Related to 2.2.11.A: Develop and use computation concepts, operations and procedures with real numbers in problem-solving situations. **Using the information in Graphs A and C, calculate the percent of all broilers exported from the USA that went to Russia in 1991 and 2001. Which of the following statements is true? Answer: 1991: $(0.19/1.38) \times 100 = 13.8\%$, 2001: $(2.17/5.56) \times 100 = 39.0\%$.**

Ex. 2 – Related to 2.5.11.A: Select and use appropriate mathematical concepts and techniques from different areas of mathematics and apply them to solving non-routine and multi-step problems. **Students are required to complete problem-solving situations using computation concepts, operations and procedures with real numbers. For example, using the information in Charts D and E, calculate the percent of all poultry products exported by the USA to Russia and Mexico in 2001 that were turkey. Answer: Russia: Total exports to Russia: $(5.56 \text{ billion pounds of broiler products} \times 39\%) = (0.487 \text{ billion pounds of turkey products} \times 16.6\%) = 2.25 \text{ billion pounds}$, % of total to Russia that is turkey = $[(0.487 \text{ billion pounds of turkey products} \times 16.6\%)/2.25 \text{ billion pounds}] \times 100 = 3.6 \%$**

Poultry Evaluation

Academic Content Area: Reading, Writing, Speaking and Listening – Grade 11

Career Development Event Content

1. Evaluate and select live meat-type chickens for broiler breeding and defend orally.
2. Evaluate and place live egg-type chickens.
3. Grade ready-to-cook carcasses and parts of chickens and turkeys.
4. Grade and place ready-to-cook carcasses of turkeys and defend placing orally.
5. Grade individual shell eggs for interior quality.
6. Evaluate and place cartons of shell eggs and indicate factors governing the placing.
7. Evaluate and place further-processed poultry meat products and indicate governing factors.
8. Identify poultry carcass parts.
9. Complete a written examination on poultry production and management.
10. Perform a team activity related to poultry production and management.
11. Demonstrate the use of appropriate information technology used in the poultry industry.
12. Communicate industry and product terminology.

Related Academic Standards/Anchors

Objectives 1-12: 1.1.11.A,C,E,F; 1.2.11.A; 1.4.11.C; 1.5.11.A,B,C,D,E,F,G; 1.6.11.C,D,E

Connecting Examples: CDE Objectives and Standards/Anchors

Ex. 1 – Related to 1.1.11.A: Locate various texts, media and traditional resources for assigned and independent projects before reading. **Students must be able to gather needed study materials and resources, which they need, examine and read them for the purpose of developing a knowledgeable background in the poultry industry.**

Ex. 2 – Related to 1.4.11.C: Write persuasive pieces. **Students are required to complete written reasons for their placing of shell egg grading and further processed poultry. These written reasons should include a clearly stated position or opinion, include convincing, elaborated evidence, and develop reader's interest.**

Ex. 3 – Related to 1.6.11.C: Speak using skills appropriate to formal speech situations. **Students are required to present oral reasons for their placing of live poultry and ready-to-cook poultry. These oral reasons should be presented in a manner that uses a variety of sentence structures to add interest to the presentation, pace the presentation according to audience and purpose, and adjust stress, volume and inflection to provide emphasis to ideas or to influence the judges.**

Poultry Evaluation

Academic Content Area: Science and Technology – Grade 10

Career Development Event Content

1. Evaluate and select live meat-type chickens for broiler breeding and defend orally.
2. Evaluate and place live egg-type chickens.
3. Grade ready-to-cook carcasses and parts of chickens and turkeys.
4. Grade and place ready-to-cook carcasses of turkeys and defend placing orally.
5. Grade individual shell eggs for interior quality.
6. Evaluate and place cartons of shell eggs and indicate factors governing the placing.
7. Evaluate and place further-processed poultry meat products and indicate governing factors.
8. Identify poultry carcass parts.
9. Complete a written examination on poultry production and management.
10. Perform a team activity related to poultry production and management.
11. Demonstrate the use of appropriate information technology used in the poultry industry.
12. Communicate industry and product terminology.

Related Academic Standards/Anchors

Objectives 1-12: **3.1.10.A,D,E; 3.2.10.B,C,D; 3.3.10.C; 3.6.10.A; 3.8.10.A,B**

Connecting Examples: CDE Objectives and Standards/Anchors

Ex. 1 – Related to 3.1.10.A: Discriminate among the concepts of systems, subsystems, feedback and control in solving technological problems. Sub-point, describe the interrelationships among inputs, processes, outputs, feedback and control in specific systems. **Students must be familiar with the interrelationships among inputs, processes, outputs, feedback and control in the poultry industry systems.**

Ex. 2 – Related to 3.2.10.D: Identify and apply the technological design process to solve problems. Sub-point, examine the problem, and rank all necessary information and all questions that must be answered. In the poultry evaluation career development event, students are required to complete a team activity that would require them to examine the problem given, rank all necessary relative information and answer the provided questions.

Ex. 3 – Related to 3.3.10.C: Describe how genetic information is inherited and expressed. Sub-point, compare random and selective breeding practices and their results. **Students will exhibit their ability to evaluate the effectiveness of selective breeding practices and their results within the poultry industry.**