

TEACHER RESOURCE INTRODUCTION

How to Use the Teacher Resource

This resource includes lesson plans and all activities teachers need to prepare for and implement the DESTINATION PORK: *Pathway to the Industry* curriculum.

Scope & Sequence

This unit of lessons is a series of ten 45-minute classroom sessions that flow in chronological sequence but can be selectively implemented in individual sessions. All lessons include teaching strategies and student activities for one 45-minute session, aside from lesson six, which is two 45-minute sessions, and lesson eight, also two 45-minute sessions. No new content is introduced in lesson eight, as this lesson is designed to be a capstone experience of the unit.

Included in each lesson's resource guide:

- **Glossary of Terms:** vocabulary terms outlined in each lesson.
- **Additional Information:** supplemental context provided to be used at the teacher's discretion. This information is provided to enhance teacher knowledge and guide discussions.
- **References:** resources for content and further information.
- **Activity Sheets:** worksheets and activities that with instructions on facilitation.
 - Activity Sheets are coded with 'AS' + the lesson number + the activity sheet number (i.e., AS1.2 = Lesson 1, Activity Sheet 2)

Then-Now-Future Chart

Students will build on a Then-Now-Future chart for the Ticket Out the Door in lessons two through eight. This activity will encourage students to **think** about the content from each lesson in terms of where the pork industry was, where it is today, and where it could/will be in the future. In some lessons, there is additional factual context included around what pork production was like in the past. This exercise is designed to challenge students to think, analyze, reflect on past instruction, and predict. The chart will serve as a resource for students as they work on their final project.

There are two options for carrying out this activity:

1. If there is wall space in the classroom, hang big piece(s) of paper and create three large columns: Then-Now-Future. Students will capture thoughts/ideas and respond to questions on this surface at conclusion of each lesson. This will be an evolving timeline of content and review. It will be used for their capstone project. Students can discuss answers as a class and elect a scribe or they can all go write on the paper.
2. Use a table in PPT slide(s) with three columns to capture thoughts/ideas responses as a group at conclusion of each lesson. Show slide progression each class period.

<u>THEN</u>	<u>NOW</u>	<u>FUTURE</u>

Career Highlights

Students will explore a new career within the pork industry in each lesson. Students will complete a career highlight worksheet during each video and can keep completed worksheets with their Pork Pages. There is a student Career Highlights document for students to use. Encourage students to be intentional about careers that interest them and writing down steps to learn more/follow up.

Video links for each career highlight are placed in the PowerPoint. Prepare students to watch by sharing the “listen for” questions that are answered in each video:

- What is the individual’s role within swine/pork industry?
- How is the person involved with pigs/pork in day-to-day tasks?
- What is unique and/or surprising about the individual’s career?
- What advice does the person share for someone interested in that career?
- How does someone in high school get connected to the pork industry and the variety of careers available?

Instruct students to write down two surprising/interesting facts and one question they have while watching the video.

Videos will be debriefed by students sharing what they wrote down and with questions listed in each lesson.

Career Highlight

Career: _____

Roles and duties of this career: _____

What I learned: _____

Questions I have: _____

Pre/Post Test

1. What do you know about the relationship between pigs, people, and the planet?
2. What cuts of pork do you know?
3. What are some unique characteristics of pigs?
4. What are the phases of the life cycle of a pig?
5. List a few daily caretakers and indirect caretakers of pigs?

6. TRUE OR FALSE: Pigs did not retain instincts from their ancient ancestors.
7. TRUE OR FALSE: Before pigs were domesticated, they were prey animals, and were always on the look-out for hungry predators. Pigs learned to be cautious of strange objects and locations as these new things could hide threats.
8. What breeds of pigs do you know?
9. Describe both purebred breeding and crossbreeding.
10. List areas of environmental focus for pig producers.
11. What do you currently know about the pork industry?
12. What do you currently know about careers in the pork industry?