

From Egg to Chick

Project Area Skill (PAS) refers to the subject matter based skill which youth demonstrate in relation to the correlating content standard.

Objectives:

Career Readiness-

1. Students will identify their career interests and aptitudes to develop an educational plan which supports personal career goals.

Benchmarks: K-4: 1 C; 5-8: 1 A, D; 9-12: A

Project Area Skill: The students learn the principles behind the life cycle of the chicken. With this knowledge, the students are able to develop career interests for the future.

2. Students will utilize and manage resources effectively to produce quality services and products.

Benchmarks: K-4: 2 A, B, C; 5-8: 2 A, B, C; 9-12: 2 A, C

Project Area Skill: The student understands the importance of time management as it pertains to the various stages that the egg and chick go through. To properly aid in the development of the chick, the student understands that managing time and resources effectively will make the process much easier.

3. Students will demonstrate the technological knowledge and skills required for future careers.

Benchmarks: K-4: 3 D; 5-8: 3 B; 9-12: 3 C, D

Project Area Skill: The students learn how to use incubators, brooders, and heat lamps to care for the chicks. Also, the students learn to construct various types of equipment for the birds.

4. Students will develop and demonstrate responsible and ethical workplace behaviors.

Benchmarks: K-4: 4 B, D; 5-8: 4 A, B, C, D; 9-12: 4 A, B, C, D

Project Area Skill: The students learn how to properly care for the chicks in an ethical manner. The students

understand the importance of carefully watching the temperature, and feed and water levels in the chicks' growing environment.

- 5. Students will develop effective leadership, interpersonal, and team skills.**

Benchmarks: K-4: 5 B, D; 5-8: 5 B, C, D; 9-12: 5 C, D

Project Area Skill: The students learn how to work with others in a group during the life cycle of the chick. The students understand what each person's role is and what task each is responsible for.

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Objectives:

Language Arts-

- 1. Reading and listening for comprehension: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.**

Benchmarks: K-4: 1 A, B, C, D; 5-8: 1 A, B, C, D; 9-12: 1 A, B, C, D

Project Area Skill: The students use the student activities to learn the growth process of the chicken. The students are able to complete assignments, and are able to follow directions in building an incubator.

- 2. Writing and speaking for expression: Students will communicate effectively through speaking and writing.**

Benchmarks: K-4: 2 A, B, C; 5-8: 2 A, B, C; 9-12: 2 A, B, C

Project Area Skill: The students are able to speak to the class about the material they have learned in the program. Also, they are able to write essays about their opinions on what they have learned.

- 3. Literature and media: Students use literature and media to develop an understanding of people, societies, and self.**

Benchmarks: K-4: 3 A; 5-8: 3 A; 9-12: 3 A

Project Area Skill: The students are able to learn by watching the accompanying videotape. This helps the visual learners, and also supplements any text that has been covered.

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Objectives:

Math-

- 1. Number and operations: Students will understand numerical concepts and mathematical operations.**

Benchmarks: K-4: 4 A, B, C; 5-8: 4 A, B, C; 9-12: 4 A, B, C

Project Area Skill: The students learn how to use construction plans which display dimensions for incubators and candler. The students also use simple addition, subtraction, and division to formulate calculations.

- 2. Measurement: Students will understand measurement systems and applications.**

Benchmarks: K-4: 1 A, B, C, D; 5-8: 1 A, B, C, D; 9-12: 1 A, B, C, D

Project Area Skill: The students use their knowledge of the units of measurement to perform various construction activities. Also, they use this knowledge to figure temperature requirements for the chicks during each phase of their life cycles.

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Objectives:

Science Strand II- Standard II- Life Science-

1. Students will understand the properties, structures, and processes, of living things and the interdependence of living things and their environments.

- A. K-4: Benchmark I: Know that living things have diverse forms, structures, functions, and habitats.
5-8: Benchmark I: Explain the diverse structures and functions of living things and the complex relationships between living things and their environments.
9-12: Benchmark I: Understand how the survival of species depends on biodiversity and on complex interactions, including the cycle of matter and the flow of energy.**

Project Area Skill: The students understand that the chick endures different changes in its life cycle, of which can be affected by its environment. The students also understand the importance of how comfortable the chick is with its environment, so that it may grow properly.

- B. K-4: Benchmark II: Know that living things have similarities and differences and that living things change over time.
5-8: Benchmark II: Understand how traits are passed from one generation to the next and how species evolve.
9-12: Benchmark II: Understand the genetic basis for inheritance and the basic concepts of biological evolution.**

Project Area Skill: The student can determine differences in the chick as it goes through its life cycle. Students in the 9-12 grade level are able to understand how the chick evolves from the egg to hatching.