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Poultry Evaluation CDE Team Trainning Manual

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**Handbook Introduction**

Participants in the **Poultry Evaluation Career Development Event (CDE)** demonstrate their knowledge about poultry production and management, processing, marketing and food safety and quality of poultry products.

This CDE training manual was developed to assist CDE coaches in training and developing a high quality Poultry Evaluation Team. The tools outlined in this manual are baseline materials and can and should be modified to fit a specific teams training needs as outlined by your state.

**Poultry Evaluation FFA CDE Event Overview**



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**14-Week Training Lesson Plans**

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| Poultry Practice: Session 1 | Topic: Introduction of Contest |
| Practice Length: 60 minutes | |
| Materials:  CDE Handbook Printed- <https://www.ffa.org/participate/poultry/>  [Practice Exam Packet](texasffa.org/cde-milk-quality) (all past National FFA Exams)- <https://ffa.app.box.com/s/w5kljp219dooz51ondhvh935n546916i>  File Folders  Texas A&M Poultry Science Manual for Each Team Member - [IMS-0418-7: Poultry Science Manual for Career Developments, 7th edition](https://www.agrilifebookstore.org/product-p/ims-0418-7.htm) | |
| Pre-Practice Setup:  Print- CDE Handbook and Practice Exam Packet  Place Poultry Science Manuals in Binders | |
| Summary of Content and teaching Strategies   * Welcome team members- have them pickup each of the handouts and place their name on one of the file folders (they should bring this to every practice) * Provide each tem member with a Poultry Science Manual- Explain the general layout- Section A and B is the contest, the rest is related to the exam, this section will be used to practice exam questions (the newer past National FFA test keys pinpoint the page in this manual that the question was derived from) * Provide an overview of the contest- by directing team members through the [CDE handbook](https://www.ffa.org/participate/cdes/milk-quality-and-products/), highlight an overview of each section of the contest * Set team goals- do they want to win regionals, states, go to nationals, and be a top 10 national finalist etc.? * Set entire team practice schedule for the CDE Season [(Tip 1)](#Appendix) * Introduce team exam packet- assign the first exam for the next practice- have them research the correct answers using the Texas A & M Manual * Introduce Parts ID * Have team members use the remaining time to make Poultry Cut ID flash cards (digital or on index cards) | |
| References  -National FFA Poultry Evaluation Handbook  -Judging Manual - Available from Instructional Materials Service (IMS), Texas A&M University, 2588 TAMUS, College Station, Texas 77843-2588 (Phone: 979-845-6601; FAX: 979-845-6608; ims@tamu.edu, http://aims.tamu.edu). | |

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| Poultry Practice: Session 2 | Topic: Introduction of Exterior Defects |
| Practice Length: 60 minutes | |
| Materials:  Poultry Evaluation Scan-trons- can be found via the Poultry Judging Manual  10 Parts for ID  White or Brown Eggs to represent exterior egg defects (Tip 2)  Paper Plates  Sharpie  Egg Cartons/Flats | |
| Pre-Practice Setup:  Layout 10 parts for ID- 1 per plate  Layout the exterior Egg Class- via egg flats | |
| Summary of Content and teaching Strategies   * Review past practice exam- assigned at last practice * Introduce the scan-tron sheet, direct students to the parts ID section * Using the scan-tron have the students individually ID the 10 parts * Review the correct answers pointing out key characteristics (color shape, size, type of meat, tendons, etc.) * Introduce exterior egg grading using the Poultry Judging Manual- have students identify why each defect would be a concern * Have students identify each defect on real eggs (Tip 3) * Once students seem confident in identifying the defects- then go through grading the eggs based upon their defects- use the Poultry Judging Manual for reference * Orally Quiz students- without using their manuals- give them a defect and they need to present the grade * If time remains, begin the next past practice exam | |
| References  -National FFA Poultry Evaluation Handbook  -Judging Manual - Available from Instructional Materials Service (IMS), Texas A&M University, 2588 TAMUS, College Station, Texas 77843-2588 (Phone: 979-845-6601; FAX: 979-845-6608; ims@tamu.edu, http://aims.tamu.edu). | |

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| Poultry Practice: Session 3 | Topic: Parts ID, Exterior Eggs, and Interior Eggs |
| Practice Length: 60 minutes | |
| Materials:  Poultry Evaluation Scan-trons- can be found via the Poultry Judging Manual  10 Parts for ID  White or Brown Eggs to represent exterior egg defects  Paper Plates  Sharpie  Egg Cartons/Flats  White Eggs to represent Interior Defects (Tip 4)  Egg Candler (cell phone flash lights work) | |
| Pre-Practice Setup:  Layout 10 parts- 1 per plate  Layout exterior egg class  Layout interior egg class- will need to be in a room that can be made dark | |
| Summary of Content and teaching Strategies   * Review past practice exam- assigned at last practice * Have students use the scan-trons to ID the parts class * Review the correct answers * Have students use the scan-trons to ID and grade the 10 exterior eggs * Review the correct answers * Introduce interior egg grading- using the Poultry Judging Manual * Have students as a group practice candling the eggs- if you do not have familiarity consider watching a video to show the turning techniques (<https://www.youtube.com/watch?v=toMJUI33kAo>) * Once students feel comfortable candling- have them candle a class and use their scan-tron to record their answers * Review the correct answers- showing candling comparisons as needed- it can be helpful for them to re-candle all of their AA’s, A’s, B’s and NG as each group to make distinctions * If time remains have students begin their next past practice exam | |
| References  -National FFA Poultry Evaluation Handbook  -Judging Manual - Available from Instructional Materials Service (IMS), Texas A&M University, 2588 TAMUS, College Station, Texas 77843-2588 (Phone: 979-845-6601; FAX: 979-845-6608; ims@tamu.edu, http://aims.tamu.edu). | |

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| Poultry Practice: Session 4 | Topic: Parts ID, Exterior Eggs, Interior Eggs, and Intro to RTC Carcass Grading |
| Practice Length: 60 minutes | |
| Materials:  Poultry Evaluation Scan-trons- can be found via the Poultry Judging Manual  10 Parts for ID  White or Brown Eggs to represent exterior egg defects  Paper Plates  Sharpie  Egg Cartons/Flats  White Eggs to represent Interior Defects  Egg Candler (cell phone flash lights work)  Index cards | |
| Pre-Practice Setup:  Layout 10 parts- 1 per plate  Layout the exterior egg class  Layout interior egg class- will need to be in a room that can be made dark | |
| Summary of Content and teaching Strategies   * Review past practice exam- assigned at last practice * Have students use the scan-trons to ID the parts class * Review the correct answers * Have students use the scan-trons to ID and grade the 10 exterior eggs * Review the correct answers * Have students grade the set of interior eggs * Review the correct answers- showing candling comparisons as needed- it can be helpful for them to re-candle all of their AA’s, A’s, B’s and NG as each group to make distinctions * Introduce RTC Carcass Grading using the Poultry Judging Manual – describe what each of the grading specifications represents and why a processor and consumer would be concerned with each defect * Have students make flash cards for the exposed flesh limits for each grade and carcass weight as well as the broken/disjointed bone allotments for each carcass grade * If time remains have students begin their next past practice exam | |
| References  -National FFA Poultry Evaluation Handbook  -Judging Manual - Available from Instructional Materials Service (IMS), Texas A&M University, 2588 TAMUS, College Station, Texas 77843-2588 (Phone: 979-845-6601; FAX: 979-845-6608; ims@tamu.edu, http://aims.tamu.edu). | |

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| Poultry Practice: Session 5 | Topic: Parts ID, Exterior Eggs, Interior Eggs, and Intro to RTC Carcass Grading |
| Practice Length: 60 minutes | |
| Materials:  Poultry Evaluation Scan-trons- can be found via the Poultry Judging Manual  10 Parts for ID  White or Brown Eggs to represent exterior egg defects  Paper Plates  Sharpie  Egg Cartons/Flats  White Eggs to represent Interior Defects (Tip 4)  Egg Candler (cell phone flash lights work)  4 Broiler Carcasses (Tip 5) | |
| Pre-Practice Setup:  Layout 10 parts- 1 per plate  Layout the exterior egg class  Layout interior egg class- will need to be in a room that can be made dark  Make an A, B, C and NG carcass | |
| Summary of Content and teaching Strategies   * Review past practice exam- assigned at last practice * Have students use the scan-trons to ID the 10 parts * Review the correct answers * Have students use the scan-trons to ID and grade the 10 exterior eggs * Review the correct answers * Have students grade a set of interior eggs * Review the correct answers- showing candling comparisons as needed- it can be helpful for them to re-candle all of their AA’s, A’s, B’s and NG as each group to make distinctions * Review the grade characteristics for carcasses- with emphasis on exposed flesh and broken/disjointed bones * Have students judge the 4 carcasses and give them a grade- have them take notes of why they gave each grade * Review the correct answers * If time remains have students begin their next past practice exam | |
| References  -National FFA Poultry Evaluation Handbook  -Judging Manual - Available from Instructional Materials Service (IMS), Texas A&M University, 2588 TAMUS, College Station, Texas 77843-2588 (Phone: 979-845-6601; FAX: 979-845-6608; ims@tamu.edu, http://aims.tamu.edu). | |

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| Poultry Practice: Session 6 | Topic: Exterior Eggs, Interior Eggs, and RTC Carcass Grading Reasons |
| Practice Length: 60 minutes | |
| Materials:  Poultry Evaluation Scan-trons- can be found via the Poultry Judging Manual  White or Brown Eggs to represent exterior egg defects  Paper Plates  Sharpie  Egg Cartons/Flats  White Eggs to represent Interior Defects (Tip 4)  Egg Candler (cell phone flash lights work)  4 Broiler Carcasses (Tip 5) | |
| Pre-Practice Setup:  Layout 10 parts- 1 per plate  Layout the exterior egg class  Layout interior egg class- will need to be in a room that can be made dark  Make an A, A, B and NG carcass | |
| Summary of Content and teaching Strategies   * Review past practice exam- assigned at last practice * Have students use the scan-trons to ID and grade the 10 exterior eggs * Review the correct answers * Have students grade set of interior eggs * Review the correct answers- showing candling comparisons as needed- it can be helpful for them to re-candle all of their AA’s, A’s, B’s and NG as each group to make distinctions * Review the grade characteristics for carcasses- with emphasis on exposed flesh and broken bones * Have students judge the 4 carcasses and give them a grade- have them take notes of why they gave each grade in preparation for a set of oral reasons * Review the correct answers * Show example oral reasons video or demo a reasons class yourself discuss the format of how to give oral reasons- see appendix for format * Have students write a set of oral reasons and present them to the group- they may use their notes * If time remains have students begin their next past practice exam | |
| References  -National FFA Poultry Evaluation Handbook  -Judging Manual - Available from Instructional Materials Service (IMS), Texas A&M University, 2588 TAMUS, College Station, Texas 77843-2588 (Phone: 979-845-6601; FAX: 979-845-6608; ims@tamu.edu, http://aims.tamu.edu). | |

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| Poultry Practice: Session 7 | Topic: RTC Carcass Judging and Oral Reasons |
| Practice Length: 60 minutes | |
| Materials:  4 Broiler Carcasses | |
| Pre-Practice Setup:  Write out pre-made judging notes for a class of carcasses  Make an A, B, B and C carcass | |
| Summary of Content and teaching Strategies   * Review past practice exam- assigned at last practice * Review the grade characteristics for carcasses- with emphasis on exposed flesh and broken bones * Provide students with a pre-made set of carcass judging notes and have them assign a grade to each carcass * Review correct answers as a group * Have students write a set of oral reasons and present them to the group- they may use their notes * Have students judge the carcass class and take notes * Review the correct answers * Have students write a set of oral reasons and present them to the group- they may use their notes * If time remains have students begin their next past practice exam | |
| References  -National FFA Poultry Evaluation Handbook  -Judging Manual - Available from Instructional Materials Service (IMS), Texas A&M University, 2588 TAMUS, College Station, Texas 77843-2588 (Phone: 979-845-6601; FAX: 979-845-6608; ims@tamu.edu, http://aims.tamu.edu). | |

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| Poultry Practice: Session 8 | Topic: |
| Practice Length: 60 minutes | |
| Materials:  4 Broiler Carcasses  Parts for Grading | |
| Pre-Practice Setup:  Make an A, B, C and NG carcass  Make various grades of parts | |
| Summary of Content and teaching Strategies   * Review past practice exam- assigned at last practice * Have students judge the 4 carcasses and take notes * Review the correct answers * Have students write a set of oral reasons and present them to the group- have students present without notes * Review parts grading via the Poultry Judging Manual * Have students judge various parts and grade * Review the correct answers * Introduce broiler keep/cull guidelines from the Poultry Judging Manual- with emphasis on how to properly handle the birds ( they can not be removed from their cage) * If time remains have students begin their next past practice exam | |
| References  -National FFA Poultry Evaluation Handbook  -Judging Manual - Available from Instructional Materials Service (IMS), Texas A&M University, 2588 TAMUS, College Station, Texas 77843-2588 (Phone: 979-845-6601; FAX: 979-845-6608; ims@tamu.edu, http://aims.tamu.edu). | |

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| Poultry Practice: Session 9 | Topic: Broiler Keep/Cull, Boneless and Bone in Further Processed |
| Practice Length: 60 minutes | |
| Materials:  Parts for Grading  Bone in products  Boneless products | |
| Pre-practice Setup:  Make various grades of parts  Make bone in defects/ class setup  Make boneless defects/ class setup | |
| Summary of Content and teaching Strategies   * Review past practice exam- assigned at last practice * Have students judge various parts and grade * Review the correct answers * Review broiler keep/cull guidelines from the Poultry Judging Manual * Have students judge a set of keep/cull broilers (if it is not possible to judge real broilers have students judge from videos or a pre-made set of notes) * Introduce Boneless and Bone in Further Processed Products from the Poultry Judging Manual * Have students judge a class of bone in and boneless products- highlight each defect * Review the correct answers * If time remains have students begin their next past practice exam | |
| References  -National FFA Poultry Evaluation Handbook  -Judging Manual - Available from Instructional Materials Service (IMS), Texas A&M University, 2588 TAMUS, College Station, Texas 77843-2588 (Phone: 979-845-6601; FAX: 979-845-6608; ims@tamu.edu, http://aims.tamu.edu). | |

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| Poultry Practice: Session 10 | Topic: Broiler Keep/Cull, Boneless and Bone in Further Processed, Introduction of Past Production Hens |
| Practice Length: 60 minutes | |
| Materials:  Parts for Grading  Bone in products  Boneless products | |
| Pre-Practice Setup:  Make various grades of parts  Make bone in defects/ class setup  Make boneless defects/ class setup | |
| Summary of Content and teaching Strategies   * Review past practice exam- assigned at last practice * Have students judge various parts and grade * Review the correct answers * Review broiler keep/cull guidelines from the Poultry Judging Manual * Have students judge a set of keep/cull broilers (if it is not possible to judge real broilers have students judge from videos or a pre-made set of notes) * Have students judge a class of bone in and boneless products * Review the correct answers * Introduce how to judge past production hens- consult the Poultry Judging Manual with focus on pigmentation loss areas and abdominal capacity * If time remains have students begin their next past practice exam | |
| References  -National FFA Poultry Evaluation Handbook  -Judging Manual - Available from Instructional Materials Service (IMS), Texas A&M University, 2588 TAMUS, College Station, Texas 77843-2588 (Phone: 979-845-6601; FAX: 979-845-6608; ims@tamu.edu, http://aims.tamu.edu). | |

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| Poultry Practice: Session 11 | Topic: Past Production Hens Judging & Oral Reasons |
| Practice Length: 60 minutes | |
| Materials:  Bone in products  Boneless products  4 Past Production White Leghorn Hens | |
| Pre-Practice Setup:  Make bone in Defects/ class setup  Make boneless Defects/ class setup  Mark past production hens (1,2,3,4) | |
| Summary of Content and teaching Strategies   * Review past practice exam- assigned at last practice * Have students judge a class of bone in and boneless products * Review the correct answers * Review past production hen judging- reviewing pigmentation loss areas * Demonstrate to students how to properly remove a hen from the cage and how to hold the hen for her and the student’s safety. * Have students practice * Demonstrate how to look for pigmentation and measure abdominal capacity * Have students practice * Have student judge a class of past production hens- have students take notes about their placing * Review the correct answers * Introduce how to give a set of oral reasons- with focus on using correct terminology * Have students write and give a set of oral reasons for the hens class- they may use their notes | |
| References  -National FFA Poultry Evaluation Handbook  -Judging Manual - Available from Instructional Materials Service (IMS), Texas A&M University, 2588 TAMUS, College Station, Texas 77843-2588 (Phone: 979-845-6601; FAX: 979-845-6608; ims@tamu.edu, http://aims.tamu.edu). | |

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| Poultry Practice: Session 12 | Topic: |
| Practice Length: 60 minutes | |
| Materials:  4 Broiler Carcasses  4 Past Production White Leghorn Hens | |
| Pre-Practice Setup:  Make an A, B, B and C carcass  Mark past production hens (1,2,3,4) | |
| Summary of Content and teaching Strategies   * Review past practice exam- assigned at last practice * Have students judge a set of broiler carcasses – this is often the most challenging class for students * Review the correct answers * Review past production hen judging * Have student judge a class of past production hens- have students take notes about their placing * Review the correct answers * Have students write and give a set of oral reasons for the hens class- they may use their notes * If students need additional practice with past production hens- provide them with a set of pre-made judging notes and have them place the class and give reasons, or utilize online judging videos * Begin next past practice exam | |
| References  -National FFA Poultry Evaluation Handbook  -Judging Manual - Available from Instructional Materials Service (IMS), Texas A&M University, 2588 TAMUS, College Station, Texas 77843-2588 (Phone: 979-845-6601; FAX: 979-845-6608; ims@tamu.edu, http://aims.tamu.edu). | |

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| Poultry Practice: Session 13 | Topic: Bone In/Boneless Products, Broilers, Part Grading, and Past Production Hens |
| Practice Length: 60 minutes | |
| Materials:  Bone in products  Boneless products  4 Broiler Carcasses  Parts for Grading  4 Past Production White Leghorn Hens | |
| Pre-Practice Setup:  Make bone in defects/ class setup  Make boneless defects/ class setup  Make an A, A, B and NG carcass  Setup parts grading class  Mark past production hens (1,2,3,4) | |
| Summary of Content and teaching Strategies   * Review past practice exam- assigned at last practice * Have students judge a class of bone in and boneless products * Review the correct answers * Have students judge a set of broiler carcasses – this is often the most challenging class for students * Have students give reasons on the broiler class * Review the correct answers * Have students judge a class of parts grading * Review the correct answers * Have student judge a class of past production hens- live hens are best- have students take notes about their placing * Review the correct answers * Begin next past practice exam | |
| References  -National FFA Poultry Evaluation Handbook  -Judging Manual - Available from Instructional Materials Service (IMS), Texas A&M University, 2588 TAMUS, College Station, Texas 77843-2588 (Phone: 979-845-6601; FAX: 979-845-6608; ims@tamu.edu, http://aims.tamu.edu). | |

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| Poultry Practice: Session 14 | Topic: Team Run Off |
| Practice Length: 60 minutes | |
| Materials:  Scranton’s  Bone in products  Boneless products  4 Broiler Carcasses  Exterior Egg Class  Interior Egg Class  10 Parts for ID  Parts for Grading  Keep/Cull Broilers  4 Past Production White Leghorn Hens | |
| Pre-Practice Setup:  Setup all judging classes | |
| Summary of Content and teaching Strategies   * Using the scan-tron score sheet have students complete all of the individual parts of the contest * Review correct answers- have student switch exams and scan-trons and score * Determine team by the top four scores with the fifth score being the team alternate * Discuss contest day details * If time remains review past years exam from previous practice | |
| References  -National FFA Poultry Evaluation Handbook  -Judging Manual - Available from Instructional Materials Service (IMS), Texas A&M University, 2588 TAMUS, College Station, Texas 77843-2588 (Phone: 979-845-6601; FAX: 979-845-6608; ims@tamu.edu, http://aims.tamu.edu). | |

\* In order to prepare for the team event, students/coaches should consult the past National FFA team event materials via the National FFA Website. This training manual places focus on the individual contest components.

**Appendix**

Tip 1- Have students bring their entire season calendar to the first meeting, then set a weekly routine practice schedule, this will help to ensure all team members can make the majority of practices. Ex: MQP practice is every Tuesday from 5:00-6:00

Tip 2- Look for a local egg producer in your area and ask for a few flats of ungraded eggs- you can make the cracked effects, but the others cannot be found in the grocery store. Various companies sell flash cards to represent each exterior egg defect (<https://www.onelessthing.net/>)

Tip 3- Students cannot touch or move the eggs during a contest. A general rule of thumb for identifying defects is to stand arms length away from the table and look at each egg, before moving in for a closer view. Remind students not to over analyze the eggs- at a glance they should either see or not see a defect. Additionally, hair and eyelashes are typically not considered foreign material- as participants can easily drop them. If the contest chair does not tell students this- encourage them to ask to be certain.

Tip 4- You will need eggs that are of varying ages, to increase the size of the air cells. To find eggs with blood or meat spots, check the eggs used for exterior defects, or check with other local producers.

Tip 5- If there are financial constraints of purchasing broiler carcasses for multiple practices, you can view judging classes online. Look for 4-H and FFA related websites as collegiate judging standards are slightly different than FFA – example site <https://extension.uga.edu/content/dam/extension-county-offices/dawson-county/4h/ReadytoCook.pdf>

<https://www.youtube.com/watch?v=TsIGAJkZhiE&list=PLBC1F15C670609AEC&index=4&t=0s>

<file:///Users/Deanna/Downloads/PoultryJudgingPracticeGuide_Final.pdf>

**Example Carcass Reason Outline**

Grade of Carcass 1: Placing \_\_\_\_\_\_ - \_\_\_\_\_\_ - \_\_\_\_\_\_\_ - \_\_\_\_\_\_\_

Grade of Carcass 2:

Grade of Carcass 3:

Grade of Carcass 4:

Good morning, I am \_\_\_\_\_ representing Manor FFA. I places this class of dressed turkey carcasses \_\_\_\_\_\_. I based my decisions on the USDA factors of quality grading as determined by exposed flesh, broken and disjointed bones, and missing meat.

This was a very placable class with 1 Grading \_\_\_\_\_, 2 Grading\_\_\_\_\_\_\_, 3 Grading \_\_\_\_\_\_ and 4 Grading \_\_\_\_\_\_\_.

1st pair: Why did you place 1 over the other?

Three things about top bird in pair

1.

2.

3.

Is there something better about the second 1? (Grant)

2nd pair: Why did you place 1 over the other?

Three things about top bird in pair

1.

2.

3.

Is there something better about the second 1? (Grant)

3rd pair: Why did you place 1 over the other?

Three things about top bird in pair

1.

2.

3.

Is there something better about the second 1? (Grant)

Bottom carcass: 2 things to mention about bottom carcass

For these reasons, I placed this class \_\_\_\_\_. Thank you. Are there any questions?

**Example Team Run Off Exam**

1. There are 4 major parts of an egg. The outer thin is found in which part of the four (4) parts?

a. Membrane

b. Shell

c. Ovum

d. White

2. An eggshell that has localized stains covering less than 1/32 of the shell or scattered stains covering less than 1/16 of the shell should receive a USDA grade of\_\_\_\_\_?

a. Loss

b. AA

c. A

d. B

3. The carry of muscling in market broilers is determined by how well the breast meat width carries from the \_\_\_\_\_ to the end of the keel bone.

a. middle of the breast

b. front of the tibia

c. points of wing attachment

d. point of sacral attachment

4. What percentage of turkeys are grown under a contract system?

a. 75%

b. 85%

c. 95%

d. 100%

5. The expected body temperature range of healthy poultry is

a. 98.6 to 99. 0 C

b. 99.0 to 102 F

c. 98.6 F

d. 105 to 107 F

National FFA References

