

Companion Animals

Unit Outline

1. Project Team Members: Ed Aurand, Ellen Aurand, Roberta Bullock, Paula Gevin, Bill Guyer, Carleen Vorisek, Connie Warren
2. Title of Course: Introduction to Agriculture
3. Title of Unit or Project: Companion Animals
(Exploring Agriscience, 2nd Edition, Chapter 18)
4. Approximate length of Unit or Project: 3-4 weeks
5. Brief description of the Unit or Project with an expected final outcome: This unit will introduce youth to the companion animal industry and the students will explore the aspects of companion animals including pets, health benefits, service animals (guide dog, hearing-ear dog, and signal dog), and zoonoses. Additionally students will investigate the 20 billion dollar companion animal industry.
6. Major Goals of Unit:
Student will be able to:
 - A. Discuss some of the ways companion animals are used to assist humans.
 - B. Explain the benefits of hippotherapy.
 - C. Define zoonoses and list several types.
 - D. Identify several aspects of responsible companion animal ownership.
 - E. List several careers that deal with companion animals
 - F. Design, distribute, and tally a random sampling survey of companion animals in the local community.
 - G. Graph and explain survey results.
 - H. Use survey results to compare and determine the most common local companion animals.
 - I. Complete an expense budget for a companion animal for a year.
 - J. Use the internet to research the history of the popularity of companion animals.

7. Sequence of balanced and integrated activities for students:
Students will complete the following activities:

Vocabulary List/Quiz – Use the Vocabulary list handout as Chapter 18 is read. For each word, the student will list its meaning as listed in the book. The list will be completed and turned in to the teacher. The teacher will correct the list and review and return vocabulary list to student so they may prepare for a Vocabulary Matching Quiz.

Chapter Worksheet – Demonstrate an understanding and interpretation of the text chapter – “Companion Animals.” Students will individually complete questions related to chapter material then discuss, compare, and edit the answers during group discussions.

Budget – Complete an expense budget for a student-selected companion animal for a year using the budget guide provided. Classroom texts, newspapers, and internet resources will enable students to find prices, costs, and supplies of different materials, and feed and medical products for animals.

Companion Animal Essay – Write an essay about a companion animal. Essay should include a description of the animal, experiences that you have had with your companion animal and favorite things about your companion animal. Essay should demonstrate student’s writing skills including sentence structure, punctuation, and proper grammar.
(Use **Rubric #1:** Companion Animal Essay)

Written Objective Test – Students will be assessed on vocabulary, hippotherapy, zoonoses, careers, and companion animal identity through a written test instrument with true/false, multiple-choice, and completion or short-answer questions.

Companion Animal Survey – Following a discussion of surveys and their purposes, students will, with an assigned group of their classmates, develop a survey of local companion animals. The requirements of the survey are listed on the survey assignment sheet. Then the group will prepare an oral presentation of their survey to include a poster of a histogram of the frequency distribution of various companion animals identified by the group. The oral presentation will be evaluated by the attached rubric.
(Use **Rubric #2:** Comparison Animal Survey Presentation)

Companion Animal Journal – Compile a journal on a companion animal for a two week time period making daily entries to include feed, care, expenses, time spent with companion animal, and any unusual experiences that occur.
(Use **Rubric #3:** Companion Animal Journal)

Complete the End of Chapter Test on Companion Animals (see the textbook).

8. Checklist or rubric of assessment components for students:
Three different rubrics are attached to this document.

9. Specific Standards addressed in this Unit or Project:

<u>Ref. #</u>	<u>Name of Standard</u>	<u>Title of Individual Standard</u>
<u>Goal A:</u>		
1.1.8 A, B, C, D	PA RWLS	A. Locate appropriate texts for an assigned purpose before reading B. Use and understand a variety of media and evaluate the quality of material produced C. Use knowledge of root words, context clues, and glossaries to understand specialized vocabulary in content areas during reading D. Identify basic facts and ideas in text using specific strategies
1.2.8 A, B	PA RWLS	A. Read and understand essential content of informational texts and documents in all academic areas B. Use and understand a variety of media and evaluate the quality of material produced
1.6.8 A, C, D, E	PA RWLS	A. Listen to others C. Speak using skills appropriate to formal speech situations D. Contribute to discussions E. Participate in small and large group discussions and presentations
4.4.7 C	PA EE	C. Explain agricultural systems' use of natural and human resources
	SCANS – Basic Skills	Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules Listening – receives, attends to, interprets, and responds to verbal messages and other cues Speaking – organizes ideas and communicates orally
	SCANS – Personal Skills	Responsibility – exerts a high level of effort and perseverance toward goal attainment Sociability – demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings
	SCANS – 5 Comp.	Information – acquires and uses information

Goal B:

1.1.8 A, D	PA RWLS	A. Locate appropriate texts for an assigned purpose before reading D. Identify basic facts and ideas in text using specific strategies
1.6.8 A, C, D	PA RWLS	A. Listen to others C. Speak using skills appropriate to formal speech situations D. Contribute to discussions
	SCANS – Basic Skills	Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules Listening – receives, attends to, interprets, and responds to verbal messages and other cues Speaking – organizes ideas and communicates orally

Goal C:

1.1.8 A, C, D	PA RWLS	A. Locate appropriate texts for an assigned purpose before reading C. Use knowledge of root words, context clues, and glossaries to understand specialized vocabulary in content areas during reading D. Identify basic facts and ideas in text using specific strategies
1.2.8 A	PA RWLS	A. Read and understand essential content of informational texts and documents in all academic areas
1.4.8 B	PA RWLS	B. Write multi-paragraph informational pieces
1.5.8 B, F	PA RWLS	B. Write using well-developed content appropriate for the topic F. Edit using the conventions of language
1.6.8 C	PA RWLS	C. Speak using skills appropriate to formal speech situations
	SCANS – Basic Skills	Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules Writing – communicates thoughts, ideas, information, and messages in writing Speaking – organizes ideas and communicates orally
	SCANS – 5 Comp.	Information – acquires and uses information

Goal D:

1.1.8 D	PA RWLS	D. Identify basic facts and ideas in text using specific strategies
1.2.8 A	PA RWLS	A. Read and understand essential content of informational texts and documents in all academic areas
1.4.8 B	PA RWLS	B. Write multi-paragraph informational pieces
1.5.8 A - F	PA RWLS	A. Write with a sharp, distinct focus B. Write using well-developed content appropriate for the topic C. Write with controlled and/or subtle organization D. Write with an understanding of the stylistic aspects of composition E. Revise after rethinking F. Edit using the conventions of language
1.6.8 A, C	PA RWLS	A. Listen to others C. Speak using skills appropriate to formal speech situations

	SCANS – Basic Skills	Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules Writing – communicates thoughts, ideas, information, and messages in writing
	SCANS – Thinking Skills	Speaking – organizes ideas and communicates orally Creative – combines ideas and information in new ways Seeing things in mind’s eye – organizes and processes information
	SCANS – Personal Skills	Responsibility – exerts a high level of effort and perseverance toward goal attainment Self-Management – assesses own knowledge, skills, and abilities accurately
<u>Goal E:</u>		
1.1.8 A, C	PA RWLS	A. Locate appropriate texts for an assigned purpose before reading
1.6.8 D, E	PA RWLS	C. Use knowledge of root words, context clues, and glossaries D. Contribute to discussions E. Participate in small and large group discussions
13.1.8 A, B	PA CEW	A. Identify careers that are related to student interests, abilities and aptitudes B. Explain how non-traditional occupations offer career opportunities
	SCANS – Basic Skills	Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules Writing – communicates thoughts, ideas, information, and messages in writing
	SCANS – Thinking Skills SCANS – 5 Comp.	Speaking – organizes ideas and communicates orally Creative – combines ideas and information in new ways Information – acquires and uses information
<u>Goal F:</u>		
1.1.8 B	PA RWLS	B. Use and understand a variety of media and evaluate the quality of material produced
1.5.8 B, F	PA RWLS	B. Write using well-developed content appropriate for the topic F. Edit using the conventions of language
1.6.8 D, E	PA RWLS	D. Contribute to discussions E. Participate in small and large group discussions
2.5.8 A, B, C, D	PA M	A. Use and justify the appropriate methods, materials, and strategies to solve problems B. Verify and interpret results using precise mathematical language C. Justify strategies and defend approaches used and conclusions reached D. Determine pertinent information in problem situations and whether any further information is needed for solution
2.6.8 A, B	PA M	A. Compare and contrast different plots data using values of mean, median, mode, quartiles and range B. Explain effects of sampling procedures and missing or incorrect information on reliability
2.11.8 A	PA M	A. Analyze graphs of related quantities for minimum and maximum values and justify the findings

3.7.10 B	PA ST	B. Apply appropriate instruments and apparatus to examine a variety of objects and processes
	SCANS – Basic Skills	<p>Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules</p> <p>Listening – receives, attends to, interprets, and responds to verbal messages and other cues</p> <p>Speaking – organizes ideas and communicates orally</p> <p>Writing – communicates thoughts, ideas, information, and messages in writing</p> <p>Mathematics – performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses tables, graphs, diagrams, and charts to obtain or convey quantitative information</p>
	SCANS – Thinking Skills	<p>Creative – combines ideas and information in new ways</p> <p>Decision Making – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives</p> <p>Problem Solving – recognizes that a problem exists, identifies possible reasons for the discrepancy and devises and implements a plan of action to resolve it. Evaluates and monitors progress and revises plan as indicated by findings.</p> <p>Seeing things in mind’s eye – organizes and processes information</p>
	SCANS – Personal Skills	<p>Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem</p> <p>Responsibility – exerts a high level of effort and perseverance toward goal attainment</p> <p>Self-Management – assesses own knowledge, skills, and abilities accurately</p> <p>Sociability – demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings</p>
	SCANS – 5 Comp.	<p>Integrity/Honesty – can be trusted</p> <p>Information – acquires and uses information</p> <p>Resources – identifies, organizes, plans, and allocates resources</p> <p>Interpersonal – works well with others</p>

Goal G:

1.6.8 A, C, D	PA RWLS	<p>A. Listen to others</p> <p>C. Speak using skills appropriate to formal speech situations</p> <p>D. Contribute to discussions</p>
2.1.8 A, C	PA M	<p>A. Represent and use numbers in equivalent forms</p> <p>C. Distinguish between and order rational and irrational numbers</p>
2.5.8 A, B, C, D	PA M	<p>A. Use and justify the appropriate methods, materials, and strategies to solve problems</p> <p>B. Verify and interpret results using precise mathematical language</p> <p>C. Justify strategies and defend approaches used and conclusions reached</p> <p>D. Determine pertinent information in problem situations and whether any further information is needed for solution</p>

2.6.8 A, B	PA M	A. Compare and contrast different plots data using values of mean, median, mode, quartiles and range B. Explain effects of sampling procedures and missing or incorrect information on reliability
2.11.8 A	PA M	A. Analyze graphs of related quantities for minimum and maximum values and justify the findings
3.7.10 B	PA ST	B. Apply appropriate instruments and apparatus to examine a variety of objects and processes
	SCANS – Basic Skills	Speaking – organizes ideas and communicates orally Writing – communicates thoughts, ideas, information, and messages in writing Mathematics – performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses tables, graphs, diagrams, and charts to obtain or convey quantitative information
	SCANS – Thinking Skills	Decision Making – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives Seeing things in mind’s eye – organizes and processes information Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem
	SCANS – Personal Skills	Responsibility – exerts a high level of effort and perseverance toward goal attainment Self-esteem – believes in own self-worth and maintains a positive view Self-Management – assesses own knowledge, skills, and abilities accurately Sociability – demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings Integrity/Honesty – can be trusted
	SCANS – 5 Comp.	Information – acquires and uses information Resources – identifies, organizes, plans, and allocates resources Interpersonal – works well with others Systems – understands complex inter-relationships
<u>Goal H:</u>		
2.1.8 A, C	PA M	A. Represent and use numbers in equivalent forms C. Distinguish between and order rational and irrational numbers
2.11.8 A	PA M	A. Analyze graphs of related quantities for minimum and maximum values and justify the findings
3.7.10 B	PA ST	B. Apply appropriate instruments and apparatus to examine a variety of objects and processes
	SCANS – Basic Skills	Speaking – organizes ideas and communicates orally Writing – communicates thoughts, ideas, information, and messages in writing Mathematics – performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses tables, graphs, diagrams, and charts to obtain or convey quantitative information

Goal I:

1.1.8 B	PA RWLS	B. Use and understand a variety of media and evaluate the quality of material produced
1.2.8 A	PA RWLS	A. Read and understand essential content of informational texts and documents in all academic areas
1.5.8 B	PA RWLS	B. Write using well-developed content appropriate for the topic
2.2.8 B	PA M	B. Add, subtract, multiply and divide different kinds and forms of rational numbers including integers, decimal fractions, percents and proper and improper fractions
2.5.8 A, B, C, D	PA M	A. Use and justify the appropriate methods, materials, and strategies to solve problems B. Verify and interpret results using precise mathematical language C. Justify strategies and defend approaches used and conclusions reached D. Determine pertinent information in problem situations and whether any further information is needed for solution
	SCANS – Basic Skills	Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules Writing – communicates thoughts, ideas, information, and messages in writing Mathematics – performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses tables, graphs, diagrams, and charts to obtain or convey quantitative information
	SCANS – Thinking Skills	Creative – combines ideas and information in new ways Decision Making – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives Problem Solving – recognizes that a problem exists, identifies possible reasons for the discrepancy and devises and implements a plan of action to resolve it. Evaluates and monitors progress and revises plan as indicated by findings.
	SCANS – Personal Skills	Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem Responsibility – exerts a high level of effort and perseverance toward goal attainment Self-esteem – believes in own self-worth and maintains a positive view Self-Management – assesses own knowledge, skills, and abilities accurately
	SCANS – 5 Comp.	Integrity/Honesty – can be trusted Information – acquires and uses information Resources – identifies, organizes, plans, and allocates resources
 <u>Goal J:</u>		
1.1.8 C, D	PA RWLS	C. Use knowledge of root words, context clues, and glossaries to understand specialized vocabulary in content areas during reading D. Identify basic facts and ideas in text using specific strategies

1.2.8 A, B	PA RWLS	A. Read and understand essential content of informational texts and documents in all academic areas B. Use and understand a variety of media and evaluate the quality of material produced
1.4.8 B	PA RWLS	B. Write multi-paragraph informational pieces
1.5.8 B, C, F	PA RWLS	B. Write using well-developed content appropriate for the topic C. Write with controlled and/or subtle organization F. Edit using the conventions of language
2.1.8 A	PA M	A. Represent and use numbers in equivalent forms
2.5.8 B	PA M	B. Verify and interpret results using precise mathematical language
	SCANS – Basic Skills	Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules Writing – communicates thoughts, ideas, information, and messages in writing Mathematics – performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses tables, graphs, diagrams, and charts to obtain or convey quantitative information
	SCANS – Thinking Skills	Creative – combines ideas and information in new ways Seeing things in mind’s eye – organizes and processes information
	SCANS – Personal Skills	Responsibility – exerts a high level of effort and perseverance toward goal attainment
	SCANS – 5 Comp.	Information – acquires and uses information

INTRO. TO AG—Chapter 18

Name _____ Date _____

Vocabulary

1. companion animal –
2. service animal –
3. hippotherapy –
4. zoonoses –
5. parasite –
6. euthanized
7. spaying and neutering –
8. rabies –
9. toxoplasmosis –
10. psittacosis –
11. ringworm –
12. Lyme disease –

INTRO. TO AG—Chapter 18

Name _____ Date _____

Vocabulary Quiz

- | | |
|--------------------------------|--|
| _____ 1. companion animal | A. an organism that lives off of or at the expense of another organism |
| _____ 2. service animal | B. Parrot fever – disease transmitted by caged birds |
| _____ 3. hippotherapy | C. parasitic disease that can be transmitted by contact with cat feces |
| _____ 4. zoonoses | D. companion animals that serve dual roles of companionship and practical assistance |
| _____ 5. parasite | E. fungus that results in skin aggravation in humans |
| _____ 6. euthanized | F. destroyed |
| _____ 7. spaying and neutering | G. animals (horses) used in programs of physical therapy for people with disabilities |
| _____ 8. rabies | H. best known and most feared zoonosis contracted through the saliva of rabid animals |
| _____ 9. toxoplasmosis | I. play an important role in agriculture industry – special relationship between pet and its owner |
| _____ 10. psittacosis | J. surgical procedures that prevent animals from reproducing |
| _____ 11. ringworm | K. tick transmitted disease that can affect both animals and humans |
| _____ 12. Lyme disease | L. pet born illnesses |

INTRO. TO AG—Chapter 18

Name _____ Date _____

Worksheet

1. What is a companion animal?
2. What percent of American households have pets? _____
3. List the animals that are considered companion animals.
4. In American households there are _____ cats and
_____ dogs.
5. List reasons why dogs and cats are so popular as companion animals.
6. How do dogs and cats express themselves to their owners?
7. What is the fastest growing category of pets in the United States? List 5 examples.
8. How many pet reptiles are there in the United States?

9. What is the most popular pet reptile? _____

10. How are pets helpful to the physical and mental well being of humans?

11. How are companion animals a good influence on children?

12. What is the effect of companion animals on the elderly?

13. What percent of nursing homes in today's society have animals?

14. Why are dogs trained as service animals? What can they provide?

15. What breeds of dogs are trained as guide dogs for the blind?

16. What must a guide dog be able to do?

17. What is expected of volunteers who raise guide dog puppies for the first year?

18. What percent of puppies raised to be guide dogs actually complete the training?

19. How are guide dogs trained? What is expected of a guide dog?

20. What are signal dogs (hearing ear dogs) trained to do?

21. What type of dogs are trained to be service dogs?

22. What are service dogs trained to do?

23. What type of dogs are trained to be service dogs?

24. What type of animal is used in hippotherapy? How does hippotherapy work?

25. Diseases and afflictions:

A. List animals that can pass diseases to humans.

B. Generally, how can diseases be avoided?

- C. For the following diseases or afflictions, give a brief description and prevention or treatment practices.
1. rabies –
 2. parasites –
 3. toxoplasmosis
 4. psitacosis –
 5. ringworm –
 6. Rocky Mountain spotted fever or Lyme disease –
 7. infections due to animals bites and scratches –
 8. allergies –
26. How many dollars do Americans spend on companion animals each year?_____
27. How many dollars are spent in the U.S. each year on dog and cat food?_____
28. List the main ingredients in dry dog food.

29. In content, what is the difference between dog food and cat food?
30. List some pet accessories that owners purchase.
31. There are approximately _____ veterinarians in the United States.
32. List the wide variety of tasks that veterinarians perform.
33. The most common problems that vets see in dogs and cats today is _____ caused by too much _____ and too little _____.
34. Long term commitment by responsible pet ownership must consider what three things?
- 1.
 - 2.
 - 3.

INTRO. TO AG—Chapter 18

Name _____ Date _____

Yearly Expenses for Companion Animal

Type of animal: _____

Determine the annual costs of your animal project.Cost of animal Total \$ _____

Food Needs:

Canned - _____

Dry - _____

Other - _____

Total \$ _____

Housing Needs:

Total \$ _____

Equipment Needs:

Total \$ _____

Medical Needs:

Vet - _____

Medicines - _____

Total \$ _____

License or registration:

Total \$ _____

Other: _____

Total \$ _____**Grand Total \$ _____**

INTRO. TO AG—Chapter 18

Name _____ Date _____

Companion Animal Essay

This assignment is to write an essay about your pet. If you do not have a pet, write about a pet that you would like to have.

In this essay you should:

1. describe your pet
2. tell about special experiences that you have had with your pet
3. list some favorite things that you enjoy about your pet
4. try not to see who can be the “weirdest”

This essay must be at least one side of a piece of notebook paper. It must be legible (able to be read easily)

This assignment will be graded according to the attached rubric.

Enjoy.



Rubric for Companion Animal Essay (#1)

Name: _____ Date: _____

<u>Item Evaluated</u>	Possible Points	Points Earned
Description of pet	10	
Description of experiences	10	
List of things that you enjoy	10	
Essay follows logic	5	
Overall quality of content	5	
Spelling and grammar	5	
Length of essay	5	
Total	50	

Comments:

INTRO. TO AG—Chapter 18

Name _____ Date _____

Companion Animal Survey Assignment

The task for your assigned group is to develop a survey that will help your group:

1. Determine the types of companion animals in the local community
2. Identify foods needed for various types of animals
3. Identify any “special care” required
4. Compare costs of various companion animals

Each member of your group must distribute and collect 10 surveys.

The survey must include both the name of the person being surveyed and the individual who distributed the survey.

Each group will hand in:

1. A blank copy of the survey
2. A folder containing all original surveys
3. A single paragraph describing how your group determined who would receive the survey
4. A frequency distribution showing the random sample tally of all the various types and numbers of companion animals.



Companion Animal Survey Presentation (Rubric #2)

Name: _____ Date: _____

<u>Item Evaluated</u>	Possible Points	Points Earned
Introduction of topic	5	
Overview (body) of topic	5	
Conclusion	5	
Poise and presentation	5	
Voice	5	
Effectiveness	5	
Total	30	

INTRO. TO AG—Chapter 18

Name _____ Date _____

Companion Animal Journal Assignment

This assignment is to compile a journal about a companion animal for two weeks. If you do not have a companion animal, you may have a “buddy companion animal” which may be your friend’s, neighbor’s or a relative’s companion animal.

In this journal you should include:

1. Daily entries of care (feeding, watering, grooming etc.)
2. Extra care including cleaning of pens or cages
3. Time you spend with your companion animal (playing, petting etc.)
4. Any unusual experiences that occur with the companion animal over the two week period
5. Expenses for the two week period

This assignment will be graded based on the attached rubric for companion animal journal #3.



Rubric for Companion Animal Journal (Rubric #3)

Name: _____ Date: _____

<u>Item Evaluated</u>	Possible Points	Points Earned
Daily entries	10	
Extra care entries	5	
Documentation of time spent with animal	5	
Description of unusual experiences	5	
Record of expenses	5	
Quality of entries	5	
Legibility	5	
Spelling and grammar	5	
Organization of journal	5	
Total	50	

Comments: