

Canine Care and Training

This course is designed to teach students basic canine care and training. The course will be aligned with a student's career path in the cluster of Agriculture, Food and Natural Resources. Topics for study include orientation to the Agriscience industry in Louisiana and the FFA student organization, canine growth and development with emphasis on the history of domestication of canines, anatomy, proper socialization, nutrition, breed classification, proper grooming, routine health maintenance, an introduction to handling using positive reinforcement, and careers related to the canine industry. Scientific, mathematical, economic, technical, and ethical principles are reinforced in this course, as are communication and critical thinking. Work-based learning strategies appropriate for this course include internships, field trips, and activities in the school lab facility. Supervised Agricultural Experience (SAE) programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies. Upon completion of requirements under the direction of a certified instructor, students may receive an industry-based certification with the Continental Kennel Club Canine Care and Training Program (CCTP) Level One.


Prerequisite: None


Credits: ½


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Canine Care and Training		Content Guideline																
Louisiana Agricultural Education Related Content Standards  <p>*All benchmarks are not marked for all Agricultural courses.</p>	Orientation to the Agriscience Program	Safety	Canine Anatomy	Breeds/Classifications	History of Domestication of Canines	Canine Development	Behavior and Communication	Social Development	Nutrition, Vaccinations, Preventative Health Care	Canine Maintenance and Grooming								
	STRAND: Agricultural Literacy K-12 Standard: All students will become aware of the characteristics and components of the food and fiber systems.																	
c. Agricultural literacy grades 9-12																		
1. Exploring the food, fiber, and natural resource system																		
2. Discussing why agriculture is important in our lives	•																	
3. Recognizing areas of science that are a part of agriculture (physics, chemistry, geology, meteorology, biology)	•		•						•									
4. Understanding the relationship between plants and animals																		
5. Discussing jobs involved in agriculture	•	•	•	•				•		•	•							
6. Understanding how agriculture was, and is, necessary for the development of civilization	•																	
STRAND: Personal Development Standard: AgEd/FFA students will develop the necessary interpersonal and communication skills to obtain a job and work effectively and safely in an interactive work environment.																		
a. Agricultural communication	•			•														
b. Team work in agriculture	•																	
c. Citizenship in agriculture		•					•	•		•	•							
d. Careers in agriculture	•	•	•	•			•	•	•	•	•							
STRAND: Agribusiness Standard: AgEd/FFA students will understand the concept of agricultural marketing, management, finance, and entrepreneurship.																		
a. Production systems																		
b. Selections from various choices	•																	

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c. Factors that make employees successful	•															
d. Agricultural marketing sales and services							•		•	•						
e. Economics of production																
f. Develop a business plan																
<p>STRAND: Biotechnology in Agriculture Standard: AgEd/FFA students will understand the concepts and principles of biotechnology and the relationships biotechnology has with the agricultural environment.</p>																
a. Basic concepts and applications of biotechnology			•	•												
b. Impacts and public issues of biotechnology																
c. Processes and applications affecting the plant systems																
d. Processes and applications affecting animal systems			•	•												
e. Microbial-biotechnology in agriculture									•							
<p>STRAND: Animal Systems Standard: AgEd/FFA students will understand the concepts and principles of animal science.</p>																
a. Selection of livestock, poultry, and other animals			•	•												
b. Anatomy and physiology of livestock, poultry, and other animals			•													
c. Reproduction of livestock, poultry, and other animals			•													
d. Nutrition of livestock, poultry, and other animals			•						•							
e. Environmental factors affecting livestock, poultry, and other animal systems									•							
f. Diseases and parasites of livestock, poultry, and other animals									•							

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g. Ethical issues related to livestock, poultry, and other animal systems		•		•	•	•	•	•	•						
STRAND: Agriscience Technology															
Standard: AgEd/FFA students will demonstrate technical skills that reflect successful business and industry practices															
c. Mathematics in Agriscience technology									•	•					

Louisiana Science Grade Level Expectations	Content Guideline										
GLEs Grade 9-12	Orientation to the Agriscience Program	Safety	Canine Anatomy	Breeds/Classifications	History of Domestication of Canines	Canine Development	Behavior and Communication	Social Development	Nutrition, Vaccinations, Preventative Health Care	Canine Maintenance and Grooming	
	Science as Inquiry										
The Abilities Necessary to Do Scientific Inquiry											
1. Write a testable question or hypothesis when given a topic (SI-H-A1).	•	•	•	•	•	•	•	•	•	•	
2. Describe how investigations can be observation, description, literature survey, classification, or experimentation (SI-H-A2).				•	•	•	•	•	•		
5. Utilize mathematics, organizational tools, and graphing skills to solve problems (SI-H-A3).									•		
6. Use technology when appropriate to enhance laboratory investigations and presentations of findings (SI-H-A3).									•		
8. Give an example of how new scientific data can cause an existing scientific explanation to be supported, revised, or rejected (SI-H-A5).			•	•	•	•	•	•	•		
Understanding Scientific Inquiry											
11. Evaluate selected theories based on supporting scientific evidence (SI-H-B1).			•	•	•	•	•	•	•		
13. Identify scientific evidence that has caused modifications in previously accepted theories (SI-H-B2).			•	•	•	•	•	•	•		
16. Use the following rules of evidence to examine experimental results: (a) Can an expert's technique or theory be tested, has it been tested, or is it simply a subjective, conclusive approach that cannot be reasonably assessed for reliability? (b) Has the technique or theory been subjected to peer review and publication? (c) What is the known or potential rate of error of the technique or theory when applied? (d) Were standards and controls applied and maintained? (e) Has the technique or theory been generally accepted in the scientific community? (SI-H-B5) (SI-H-B1) (SI-H-B4).			•	•	•	•	•	•	•		

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GLEs Grade 9	Orientation to the Agriscience Program	Safety	Canine Anatomy	Breeds/Classifications	History of Domestication of Canines	Canine Development	Behavior and Communication	Social Development	Nutrition, Vaccinations, Preventative Health Care	Canine Maintenance and Grooming	
Physical Science											
Measurement and Symbolic Representation											
1. Measure the physical properties of different forms of matter in metric system units (e.g., length, mass, volume, temperature) (PS-H-A1).			•			•			•	•	
2. Gather and organize data in charts, tables, and graphs (PS-H-A1).			•	•	•	•	•	•	•	•	

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Biology (Life Science)											
The Molecular Basis of Heredity											
10. Analyze pedigrees to identify patterns of inheritance for common genetic disorders (LS-H-B3).			•	•	•	•					
11. Calculate the probability of genotypes and phenotypes of offspring given the parental genotypes (LS-H-B3).			•	•							
Biological Evolution											
14. Analyze evidence on biological evolution, utilizing descriptions of existing investigations, computer models, and fossil records (LS-H-C1).			•		•						
15. Compare the embryological development of animals in different phyla (LS-H-C1) (LS-H-A3).			•								
16. Explain how DNA evidence and fossil records support Darwin's theory of evolution (LS-H-C2).			•	•	•	•					
17. Explain how factors affect gene frequency in a population over time (LS-H-C3).			•	•	•	•					
18. Classify organisms from different kingdoms at several taxonomic levels, using a dichotomous key (LS-H-C4).			•	•	•						
19. Compare characteristics of the major kingdoms (LS-H-C5).			•	•	•						
20. Analyze differences in life cycles of selected organisms in each of the kingdoms (LS-H-C6).			•	•	•						
21. Compare the structures, functions, and cycles of viruses to those of cells (LS-H-C7).									•		
22. Describe the role of viruses in causing diseases and conditions (e.g., AIDS, common colds, smallpox, influenza, warts) (LS-H-C7) (LS-H-G2).									•		
Systems and the Behavior of Organisms											
32. Analyze the interrelationships of organs in major systems (LS-H-F1) (LS-H-E3).			•			•					
33. Compare structure to function of organs in a variety of organisms (LS-H-F1).			•			•					
34. Explain how body systems maintain homeostasis (LS-H-F2).			•			•					

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	36. Explain how behavior affects the survival of species (LS-H-F4).			●				●	●		
Personal and Community Health											
38. Discuss mechanisms of disease transmission and processes of infection (LS-H-G2) (LS-H-G4).			●						●		
40. Determine the relationship between vaccination and immunity (LS-H-G3).									●		
41. Describe causes, symptoms, treatments, and preventions of major communicable and noncommunicable diseases (LS-H-G4).									●		
42. Summarize the uses of selected technological developments related to the prevention, diagnosis, and treatment of diseases or disorders (LS-H-G5).									●		

Louisiana Mathematics Grade Level Expectations	Content Guideline										
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	Number and Number Relations										
4. Distinguish between an exact and an approximate answer, and recognize errors introduced by the use of approximate numbers with technology (N-3-H) (N-4-H) (N-7-H).									•		
5. Demonstrate computational fluency with all rational numbers (e.g., estimation, mental math, technology, paper/pencil) (N-5-H).									•		
7. Use proportional reasoning to model and solve real-life problems involving direct and inverse variation (N-6-H).									•		
Algebra											
9. Model real-life situations using linear expressions, equations, and inequalities (A-1-H) (D-2-H) (P-5-H).			•			•					
10. Identify independent and dependent variables in real-life relationships (A-1-H).						•			•		
Measurement											
17. Distinguish between precision and accuracy (M-1-H).									•	•	
18. Demonstrate and explain how the scale of a measuring instrument determines the precision of that instrument (M-1-H).									•	•	
19. Use significant digits in computational problems (M-1-H) (N-2-H).									•		
21. Determine appropriate units and scales to use when solving measurement problems (M-2-H) (M-3-H) (M-1-H).									•		
22. Solve problems using indirect measurement (M-4-H).			•						•	•	
Data Analysis, Probability, and Discrete Math											
30. Use simulations to estimate probabilities (D-3-H) (D-5-H).						•			•		

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	Data Analysis, Probability, and Discrete Math										
22. Interpret and summarize a set of experimental data presented in a table, bar graph, line graph, scatter plot, matrix, or circle graph (D-7-H).						•	•				
23. Draw and justify conclusions based on the use of logic (e.g., conditional statements, converse, inverse, contrapositive) (D-8-H) (G-6-H) (N-7-H).				•	•		•	•	•		
24. Use counting procedures and techniques to solve real-life problems (D-9-H).									•		
25. Use discrete math to model real life situations (e.g., fair games, elections) (D-9-H).									•		
Patterns, Relations, and Functions											
26. Generalize and represent patterns symbolically, with and without technology (P-1-H).					•	•			•		
27. Translate among tabular, graphical, and symbolic representations of patterns in real-life situations, with and without technology (P-2-H) (P-3-H) (A-3-H).					•	•			•		

Louisiana Mathematics Grade Level Expectations	Content Guideline										
GLEs Grade 11-12	Orientation to the Agriscience Program	Safety	Canine Anatomy	Breeds/Classifications	History of Domestication of Canines	Canine Development	Behavior and Communication	Social Development	Nutrition, Vaccinations, Preventative Health Care	Canine Maintenance and Grooming	
Number and Number Relations											
1. Read, write, and perform basic operations on complex numbers (N-1-H) (N-5-H).									•		
Data Analysis, Probability, and Discrete Math											
17. Discuss the differences between samples and populations (D-1-H).				•	•	•	•	•	•	•	

Louisiana English Language Arts Grade Level Expectations	Content Guideline										
GLEs Grade 9	Orientation to the Agriscience Program	Safety	Canine Anatomy	Breeds/Classifications	History of Domestication of Canines	Canine Development	Behavior and Communication	Social Development	Nutrition, Vaccinations, Preventative Health Care	Canine Maintenance and Grooming	
	Reading and Responding										
1. Extend basic and technical vocabulary using a variety of strategies, including: use of context clues, use of knowledge of Greek and Latin roots and affixes, use of denotative and connotative meanings tracing etymology (ELA-1-H1).	•	•	•	•	•	•	•	•	•	•	
4. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including: nonfiction works, short stories/novels, five-act plays, poetry/epics, film/visual texts, consumer/instructional materials, and public documents (ELA-1-H3).	•	•	•	•	•	•	•	•	•	•	
5. Explain ways in which ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos, and literary texts) connect to real-life situations and other texts (ELA-1-H4).	•	•	•	•	•	•	•	•	•	•	
11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: summarizing and paraphrasing information and story elements, comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information, comparing and contrasting complex literary elements, devices, and ideas within and across texts, examining the sequence of information and procedures in order to critique the logic or development of ideas in texts, making inferences and drawing conclusions, and making predictions and generalizations (ELA-7-H1).	•	•	•	•	•	•	•	•	•	•	
12. Solve problems using reasoning skills, including: using supporting evidence to verify solutions, analyzing the relationships between prior knowledge and life experiences and information in texts, and using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2).	•	•	•	•	•	•	•	•	•	•	
14. Analyze information within and across grade-appropriate texts using various reasoning skills, including: identifying cause-effect relationships, raising questions, reasoning inductively and deductively, generating a theory or hypothesis, and distinguishing facts from opinions and probability (ELA-7-H4).	•	•	•	•	•	•	•	•	•	•	

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	Writing										
15. Develop organized, coherent paragraphs that include the following: topic sentences, logical sequence, transitional words and phrases, appropriate closing sentences, and parallel construction where appropriate (ELA-2-H1)	•	•	•	•	•	•	•	•	•	•	
16. Develop multiparagraph compositions organized with the following: a clearly stated central idea or thesis statement, a clear, overall structure that includes an introduction, a body, and an appropriate conclusion, supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction), and transitional words and phrases that unify throughout (ELA-2-H1).	•	•	•	•	•	•	•	•	•	•	
17. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: word choices appropriate to the identified audience and/or purpose, vocabulary selected to clarify meaning, create images, and set a tone, information/ideas selected to engage the interest of the reader, clear voice (individual personality) (ELA-2-H2).	•	•	•	•	•	•	•	•	•	•	
18. Develop complex compositions using writing processes, including: selecting topic and form (e.g., determining a purpose and audience), prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements), drafting, conferencing (e.g., peer and teacher), revising for content and structure based on feedback, and proofreading/editing to improve conventions of language publishing using technology (ELA-2-H3).	•	•	•	•	•	•	•	•	•	•	
19. Develop paragraphs and complex, multiparagraph compositions using all modes of writing (description, narration, exposition, and persuasion) emphasizing exposition and persuasion (ELA-2-H4).	•	•	•	•	•	•	•	•	•	•	
Writing/Proofreading											
22. Apply standard rules of sentence formation, avoiding common errors, such as: fragments, run-on sentences, and syntax problems (ELA-3-H2).	•	•	•	•	•	•	•	•	•	•	
23. Apply standard rules of usage, including: making subjects and verbs agree, using verbs in appropriate tenses, making pronouns agree with antecedents, using pronouns	•	•	•	•	•	•	•	•	•	•	

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	appropriately in nominative, objective, and possessive cases, using adjectives in comparative and superlative degrees and adverbs correctly, avoiding double negatives, and using all parts of speech appropriately (ELA-3-H2).										
24. Apply standard rules of mechanics, including: using commas to set off appositives or parenthetical phrases, using quotation marks to set off titles of short works, using colons preceding a list and after a salutation in a business letter, using standard capitalization for names of political and ethnic groups, religions, and continents (ELA-3-H2).	•	•	•	•	•	•	•	•	•	•	
25. Use correct spelling conventions when writing and editing (ELA-3-H3).	•	•	•	•	•	•	•	•	•	•	
26. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3).	•	•	•	•	•	•	•	•	•	•	
27. Use standard English grammar, diction, and syntax when responding to questions, participating in informal group discussions, and making presentations (ELA-4-H1).	•	•	•	•	•	•	•	•	•	•	
28. Select language appropriate to specific purposes and audiences when speaking, including: delivering informational/book reports in class, conducting interviews/surveys of classmates or the general public, and participating in class discussions (ELA-4-H1).	•	•	•	•	•	•	•	•	•	•	
29. Listen to oral instructions and presentations, speeches, discussions, and carry out procedures, including: taking accurate notes, writing summaries or responses, and forming groups (ELA-4-H2).	•	•	•	•	•	•	•	•	•	•	
30. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2).	•	•	•	•	•	•	•	•	•	•	
31. Deliver oral presentations that include the following: phrasing, enunciation, voice modulation, verbal and nonverbal techniques, and inflection adjusted to stress important ideas and impact audience response, language choices selected to suit the content and context, and organization that includes an introduction, relevant details that develop the topic, and a conclusion (ELA-4-H3).	•	•	•	•	•	•	•	•	•	•	
32. Use active listening strategies, including: monitoring messages for clarity, selecting and organizing essential information, noting cues such as changes in pace, and generating	•	•	•	•	•	•	•	•	•	•	

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	and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4).										
33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4).	•	•	•	•	•	•	•	•	•	•	
Information Resources											
36. Identify and use organizational features to locate relevant information for research projects using a variety of resources, including: print resources (e.g., prefaces, appendices, annotations, citations, bibliographic references) and electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1).	•	•	•	•	•	•	•	•	•	•	
37. Locate, analyze, and synthesize information from a variety of grade-appropriate resources, including: multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals), electronic sources (e.g., Web sites, databases), other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2).	•	•	•	•	•	•	•	•	•	•	
38. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, and coverage) (ELA-5-H2).	•	•	•	•	•	•	•	•	•	•	
39. Access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including: formulating clear research questions, gathering evidence from primary and secondary sources, using graphic organizers (e.g., outlining, charts, timelines, webs), and compiling and organizing information to support the central ideas, concepts, and themes of formal papers or presentations (ELA-5-H3).	•	•	•	•	•	•	•	•	•	•	
43. Analyze information found in a variety of complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6).	•	•	•	•	•	•	•	•	•	•	

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	Reading and Responding										
1. Extend basic and technical vocabulary using a variety of strategies, including: use of context clues, use of knowledge of Greek and Latin roots and affixes, use of denotative and connotative meanings, and tracing etymology (ELA-1-H1).	•	•	•	•	•	•	•	•	•	•	
4. Draw conclusions and make inferences about ideas and information in grade-appropriate texts in oral and written responses, including: short stories/novels, nonfiction works, five-act plays, poetry/epics, film/visual texts, consumer/instructional materials, and public documents (ELA-1-H3).	•	•	•	•	•	•	•	•	•	•	
11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including: summarizing and paraphrasing information and story elements, comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information), comparing and contrasting complex literary elements, devices, and ideas within and across texts, examining the sequence of information and procedures in order to critique the logic or development of ideas in texts, making inferences and drawing conclusions, and making predictions and generalizations (ELA-7-H1).	•	•	•	•	•	•	•	•	•	•	
12. Solve problems using reasoning skills, including: using supporting evidence to verify solutions, analyzing the relationships between prior knowledge and life experiences and information in texts, and using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2).	•	•	•	•	•	•	•	•	•	•	
15. Analyze information within and across grade-appropriate texts using various reasoning skills, including: identifying cause-effect relationships, raising questions, reasoning inductively and deductively, generating a theory or hypothesis, and distinguishing facts from opinions and probability (ELA-7-H4).	•	•	•	•	•	•	•	•	•	•	
Writing											
16. Develop organized, coherent paragraphs that include the following: topic sentences, logical sequence, transitional words and phrases, appropriate closing sentences, and	•	•	•	•	•	•	•	•	•	•	

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	parallel construction where appropriate (ELA-2-H1).										
17. Develop multiparagraph compositions organized with the following: a clearly stated central idea/thesis statement, a clear, overall structure that includes an introduction, a body, and an appropriate conclusion, supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction), and transitional words and phrases that unify throughout (ELA-2-H1).	•	•	•	•	•	•	•	•	•	•	
18. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: word choices appropriate to the identified audience and/or purpose, vocabulary selected to clarify meaning, create images, and set a tone, information/ideas selected to engage the interest of the reader, and clear voice (individual personality) (ELA-2-H2).	•	•	•	•	•	•	•	•	•	•	
19. Develop complex compositions using writing processes, including: selecting topic and form, determining purpose and audience, prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements), drafting, conferencing (e.g., with peers and teachers), revising for content and structure based on feedback, proofreading/editing to improve conventions of language, and publishing using technology (ELA-2-H3).	•	•	•	•	•	•	•	•	•	•	
20. Develop complex paragraphs and multiparagraph compositions using all modes of writing, emphasizing exposition and persuasion (ELA-2-H4).	•	•	•	•	•	•	•	•	•	•	
23. Develop individual writing style that includes the following: a variety of sentence structures (e.g., parallel or repetitive) and lengths, diction selected to create a tone and set a mood, and selected vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5).	•	•	•	•	•	•	•	•	•	•	
24. Write for various purposes, including: formal and business letters, such as letters of complaint and requests for information, letters to the editor, job applications, and text-supported interpretations that connect life experiences to works of literature (ELA-2-H6).	•	•	•	•	•	•	•	•	•	•	
Writing/Proofreading											

Louisiana English Language Arts Grade Level Expectations	Content Guideline										
GLEs Grade 10	Orientation to the Agriscience Program	Safety	Canine Anatomy	Breeds/Classifications	History of Domestication of Canines	Canine Development	Behavior and Communication	Social Development	Nutrition, Vaccinations, Preventative Health Care	Canine Maintenance and Grooming	
	25. Apply standard rules of sentence formation, avoiding common errors, such as: fragments, run-on sentences, and syntax problems (ELA-3-H2).	•	•	•	•	•	•	•	•	•	•
26. Apply standard rules of usage, including: making subjects and verbs agree, using verbs in appropriate tenses, making pronouns agree with antecedents, using pronouns in appropriate cases (e.g., nominative and objective), using adjectives in comparative and superlative degrees, using adverbs correctly, and avoiding double negatives (ELA-3-H2).	•	•	•	•	•	•	•	•	•	•	
27. Apply standard rules of mechanics, including: using commas to set off appositives or parenthetical phrases, using quotation marks to set off titles of short works, using colons preceding a list and after a salutation in a business letter, and using appropriate capitalization, including names of political and ethnic groups, religions, and continents (ELA-3-H2).	•	•	•	•	•	•	•	•	•	•	
28. Use correct spelling conventions when writing and editing (ELA-3-H3).	•	•	•	•	•	•	•	•	•	•	
29. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars), to verify word spellings (ELA-3-H3).	•	•	•	•	•	•	•	•	•	•	
Speaking and Listening											
30. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1).	•	•	•	•	•	•	•	•	•	•	
31. Select language appropriate to specific purposes and audiences, including: delivering informational/book reports in class, conducting interviews/surveys of classmates or the general public, and participating in class discussions (ELA-4-H1).	•	•	•	•	•	•	•	•	•	•	
32. Listen to detailed oral instructions and presentations and carry out complex procedures, including: taking accurate notes, writing summaries or responses, and forming groups (ELA-4-H2).	•	•	•	•	•	•	•	•	•	•	
33. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2).	•	•	•	•	•	•	•	•	•	•	
34. Deliver oral presentations that include the following: volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience	•	•	•	•	•	•	•	•	•	•	

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	response, language choices adjusted to suit the content and context, and organization that includes an introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3).										
35. Use active listening strategies, including: monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace, and generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4).	•	•	•	•	•	•	•	•	•	•	
36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4).	•	•	•	•	•	•	•	•	•	•	
37. Analyze media information in oral and written responses, including: comparing and contrasting the ways in which print and broadcast media cover the same event, evaluating media messages for clarity, quality, effectiveness, motive, and coherence, and listening to and critiquing audio/video presentations (ELA-4-H5).	•	•	•	•	•	•	•	•	•	•	
Information Resources											
39. Select and evaluate relevant information for a research project using the organizational features of a variety of resources, including: print texts such as prefaces, appendices, annotations, citations, bibliographic references, and endnotes, and electronic texts such as database keyword searches, search engines, and e-mail addresses (ELA-5-H1).	•	•	•	•	•	•	•	•	•	•	
40. Locate, analyze, and synthesize information from grade-appropriate resources, including: multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals), electronic sources (e.g., Web sites and databases), and other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2).	•	•	•	•	•	•	•	•	•	•	
41. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2).	•	•	•	•	•	•	•	•	•	•	
46. Analyze information found in complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6).	•	•	•	•	•	•	•	•	•	•	

Louisiana English Language Arts Grade Level Expectations	Content Guideline										
GLEs Grade 11-12	Orientation to the Agriscience Program	Safety	Canine Anatomy	Breeds/Classifications	History of Domestication of Canines	Canine Development	Behavior and Communication	Social Development	Nutrition, Vaccinations, Preventative Health Care	Canine Maintenance and Grooming	
	Reading and Responding										
1. Extend basic and technical vocabulary using a variety of strategies, including: analysis of an author’s word choice, use of related forms of words, and analysis of analogous statements (ELA-1-H1).	•	•	•	•	•	•	•	•	•	•	
10. Identify, gather, and evaluate appropriate sources and relevant information to solve problems using multiple sources, including: school library catalogs, online databases, electronic resources, and Internet-based resources (ELA-7-H2).	•	•	•	•	•	•	•	•	•	•	
13. Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including: identifying cause-effect relationships, raising questions, reasoning inductively and deductively, generating a theory or hypothesis, skimming/scanning, and distinguishing facts from opinions and probability (ELA-7-H4).	•	•	•	•	•	•	•	•	•	•	
Writing											
14. Develop complex compositions, essays, and reports that include the following: a clearly stated central idea/thesis statement, a clear, overall structure (e.g., introduction, body, appropriate conclusion), supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction), and transitional words, phrases, and devices that unify throughout (ELA-2-H1).	•	•	•	•	•	•	•	•	•	•	
15. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: word choices appropriate to the identified audience and/or purpose, vocabulary selected to clarify meaning, create images, and set a tone, information/ideas selected to engage the interest of the reader, and clear voice (individual personality) (ELA-2-H2).	•	•	•	•	•	•	•	•	•	•	
16. Develop complex compositions using writing processes such as the following: selecting topic and form (e.g., determining a purpose and audience), prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements), drafting,	•	•	•	•	•	•	•	•	•	•	

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	conferencing with peers and teachers, revising for content and structure based on feedback, proofreading/editing to improve conventions of language, and publishing using available technology (ELA-2-H3).										
17. Use the various modes to write complex compositions, including: definition essay, problem/solution essay, a research project, literary analyses that incorporate research, cause-effect essay, process analyses, persuasive essays (ELA-2-H4).	•	•	•	•	•	•	•	•	•	•	
19. Extend development of individual style to include the following: avoidance of overused words, clichés, and jargon, a variety of sentence structures and patterns, diction that sets tone and mood, and vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5).	•	•	•	•	•	•	•	•	•	•	
Writing/Proofreading											
21. Apply standard rules of sentence formation, including parallel structure (ELA-3-H2).	•	•	•	•	•	•	•	•	•	•	
22. Apply standard rules of usage, for example: avoid splitting infinitives, use the subjunctive mood appropriately (ELA-3-H2).	•	•	•	•	•	•	•	•	•	•	
23. Apply standard rules of mechanics and punctuation, including: parentheses, brackets, dashes, commas after introductory adverb clauses and long, introductory phrases, quotation marks for secondary quotations, internal capitalization, manuscript form (ELA-3-H2).	•	•	•	•	•	•	•	•	•	•	
24. Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features, (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3).	•	•	•	•	•	•	•	•	•	•	
Speaking and Listening											
25. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1).	•	•	•	•	•	•	•	•	•	•	
26. Select language appropriate to specific purposes and audiences for speaking, including: delivering informational/book reports in class, conducting interviews/surveys of classmates or the general public, participating in class discussions (ELA-4-H1).	•	•	•	•	•	•	•	•	•	•	
27. Listen to detailed oral instructions and presentations and carry out complex procedures, including: reading and questioning, writing responses, forming groups, taking accurate,											

Louisiana English Language Arts Grade Level Expectations	Content Guideline										
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detailed notes (ELA-4-H2).											
28. Organize and use precise language to deliver complex oral directions or instructions about general, technical, or scientific topics (ELA-4-H2).	•	•	•	•	•	•	•	•	•	•	
29. Deliver presentations that include the following: language, diction, and syntax selected to suit a purpose and impact an audience, delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience, an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience (ELA-4-H3).	•	•	•	•	•	•	•	•	•	•	
30. Use active listening strategies, including: monitoring messages for clarity, selecting and organizing information, noting cues such as changes in pace (ELA-4-H4).	•	•	•	•	•	•	•	•	•	•	
31. Deliver oral presentations, including: speeches that use appropriate rhetorical strategies, responses that analyze information in texts and media, persuasive arguments that clarify or defend positions (ELA-4-H4).	•	•	•	•	•	•	•	•	•	•	
32. Give oral and written analyses of media information, including: identifying logical fallacies (e.g., attack ad hominem, false causality, overgeneralization, bandwagon effect) used in oral addresses, analyzing the techniques used in media messages for a particular audience, critiquing a speaker's diction and syntax in relation to the purpose of an oral presentation, critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture (ELA-4-H5).	•	•	•	•	•	•	•	•	•	•	
Information Resources											
34. Select and critique relevant information for a research project using the organizational features of a variety of resources, including: print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references), electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1).	•	•	•	•	•	•	•	•	•	•	
35. Locate, analyze, and synthesize information from a variety of complex resources, including: multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals), electronic sources (e.g., Web sites or databases), other media (e.g., community and government data,	•	•	•	•	•	•	•	•	•	•	

Louisiana English Language Arts Grade Level Expectations	Content Guideline										
GLEs Grade 11-12	Orientation to the Agriscience Program	Safety	Canine Anatomy	Breeds/Classifications	History of Domestication of Canines	Canine Development	Behavior and Communication	Social Development	Nutrition, Vaccinations, Preventative Health Care	Canine Maintenance and Grooming	
	television and radio resources, and audio and visual materials) (ELA-5-H2).										
36. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2).	•	•	•	•	•	•	•	•	•	•	
37. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including: formulating clear research questions, evaluating the validity and/or reliability of primary and/or secondary sources, using graphic organizers (e.g., outlining, charts, timelines, webs, compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation, preparing annotated bibliographies and anecdotal scripts (ELA-5-H3).	•	•	•	•	•	•	•	•	•	•	
39. Use word processing and/or technology to draft, revise, and publish various works, including: functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals), using formatting techniques that make the document user friendly, analytical reports that include databases, graphics, and spreadsheets, research reports on high-interest and literary topics (ELA-5-H4).	•	•	•	•	•	•	•	•	•	•	
40. Use selected style guides to produce complex reports that include the following: credit for sources (e.g., appropriate parenthetical documentation and notes), standard formatting for source acknowledgment (ELA-5-H5).	•	•	•	•	•	•	•	•	•	•	
41. Analyze and synthesize information found in various complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars (ELA-5-H6).	•	•	•	•	•	•	•	•	•	•	

Louisiana Social Studies Grade Level Expectations	Content Guideline										
GLEs Civics	Orientation to the Agriscience Program	Safety	Canine Anatomy	Breeds/Classifications	History of Domestication of Canines	Canine Development	Behavior and Communication	Social Development	Nutrition, Vaccinations, Preventative Health Care	Canine Maintenance and Grooming	
Civics											
Roles of the Citizen											
49. Distinguish between personal, political, and economic rights of citizenship (C-1D-H1).				●		●	●	●			
50. Describe the importance of various rights of citizenship to the individual or to society at large (C-1D-H1).				●		●	●	●			
52. Evaluate and defend a position on a given situation or issue in terms of the personal, political, or economic rights of citizens (C-1D-H1).				●		●	●	●			
53. Assess the difference between personal and civic responsibilities (C-1D-H2).				●		●	●	●			
57. Identify examples of public service, and describe the importance of public service to American society (C-1D-H4).				●		●	●	●			

Louisiana Social Studies Grade Level Expectations	Content Guideline										
GLEs Economics / Free Enterprise	Orientation to the Agriscience Program	Safety	Canine Anatomy	Breeds/Classifications	History of Domestication of Canines	Canine Development	Behavior and Communication	Social Development	Nutrition, Vaccinations, Preventative Health Care	Canine Maintenance and Grooming	
Economics (Free Enterprise)											
Fundamental Economic Concepts											
1. Apply fundamental economic concepts to decisions about personal finance (E-1A-H1).									•	•	
3. Identify factors that drive economic decisions (e.g., incentives, benefits, costs, trade-offs, consequences) (E-1A-H1).									•	•	
4. Analyze an economic choice at the personal, family, or societal level to determine its opportunity cost (E-1A-H1).									•	•	

Louisiana Social Studies Grade Level Expectations	Content Guideline										
GLEs Geography	Orientation to the Agriscience Program	Safety	Canine Anatomy	Breeds/Classifications	History of Domestication of Canines	Canine Development	Behavior and Communication	Social Development	Nutrition, Vaccinations, Preventative Health Care	Canine Maintenance and Grooming	
Geography											
The World in Spatial Terms											
2. Compare and contrast various types of maps (G-1A-H1).				•	•						
3. Analyze or interpret a map to locate geographic information, using a variety of map elements (e.g., compass rose, symbols, distance scales, time zones, latitude, and longitude) (G-1A-H1).				•	•						
5. Construct a map based on given narrative information (e.g., location of cities, bodies of water, and places of historical significance) (G-1A-H1).				•	•						
6. Construct a chart, diagram, graph, or graphic organizer to display geographic information (G-1A-H1).				•	•						
7. Analyze, interpret, and use information in charts, diagrams, and graphs to explain geographic issues (G-1A-H1).				•	•						
Places and Regions											
9. Identify and analyze the distinguishing physical or human characteristics of a given place (e.g., landforms, precipitation, ecosystems, settlement patterns, economic activities) (G-1B-H1).				•	•						
10. Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place (G-1B-H1).				•	•						
11. Draw conclusions about a place or area from its geographic or physical features (G-1B-H1).				•	•						
12. Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region (G-1B-H2).				•	•						
16. Explain how physical or geographical characteristics (e.g., mountain ranges, interconnecting waterways) facilitate or hinder regional interactions (G-1B-H3).				•	•						

Canine Care and Training

Content Guideline

(The student will be able to. . .)

Unit One

Orientation to the Agriscience Program

1. Investigate and summarize the scope of agriscience.
2. Survey and distinguish among the variety of career opportunities available in the field of agriculture.
3. Describe the components of a total agriscience program.
 - a. Classroom/laboratory instruction
 - b. Student Leadership Development (FFA)
 - c. Supervised Agricultural Experience (SAE) program
4. Develop a personal plan.
 - a. Career path
 - b. FFA participation
 - c. SAE
5. Introduction to the CKC and CCTP.

Unit Two

Safety

1. Recognize the risk in handling canines.
2. List and describe the general lab safety rules.
3. Explain the importance of safety when working and playing with canines.
 - a. Handler safety
 - b. Children and dogs
 - c. Approaching a sick or injured animal
 - d. Capture techniques
 1. Leash capture
 2. Muzzles
 - e. Restraint techniques
 1. Headlock
 2. Lying on their side

Unit Three

Canine Anatomy

1. Explain and identify the anatomy of the animal.
2. Assess canine vitals.
 - a. Mucous membranes
 - b. Capillary refill time

Unit Four

Breeds/Classifications/Grouping of Canines

1. Compare/contrast the major breeds of dogs.
2. Explain the process of selecting an individual animal for various purposes.
 - a. Showing
 - b. Pet
 - c. Breeding
 - d. Working

Unit Five

History and Domestication of Canines

1. Explain the domestication of dogs from wolves.
2. Discuss the Fox Farm Experiment.
 - a. Domestication
 - b. Behaviors
 - c. Tameness
3. Explain current events and legislation concerning canines.
4. Discuss responsible pet ownership.

Unit Six

Canine Development

1. Identify the genetic factors of canine development.
2. Discuss the developmental phases.

Unit Seven

Behavior and Communication

1. Identify forms of canine communication.
 - a. Vocalization
 - b. Postures
 - c. Gestures
2. Discuss canine displays.
 - a. Dominant
 - b. Submissive
 - c. Guilty (learned)
 - d. Aggressive
 - e. Fear
 - f. Boredom, frustration, isolation
3. Recognize signals in dogs.
 - a. Stress signals
 - b. Calming signals

Unit Eight

Social Development

1. Identify and discuss the importance of the socialization phases.
2. Socialization exercises and recommendations.

Unit Nine

Nutrition, Vaccinations & Preventative Health Care

1. Administer medications to canines.
2. Identify canine emergencies.
 - a. Emergency situations
 - b. Emergency procedures
 - c. Emergency preparedness
3. Explain canine nutritional needs.
 - a. Reading dog food labels
 - b. Canine nutrition
4. Discuss canine vaccinations and disease preventatives.
 - a. Parasites
 - b. Diseases
 - c. Vaccination schedules

Unit Ten

Canine Maintenance and Grooming

1. Identify canine grooming tools.
2. Discuss/demonstrate canine bathing techniques.
3. Discuss/demonstrate brushing and combing of canines.
4. Discuss/demonstrate proper canine ear care.
5. Discuss/demonstrate proper canine nail care.
6. Discuss/demonstrate proper canine dental care.

Working Hands-on with Canines

Lab Activities

Required 8 hours of hands-on work with dogs under the supervision of a CKC representative/certified trainer.

Resources

Louisiana State University Agricultural Center. Louisiana Cooperative Extension Office.

Warren, Dean M. (2001). *Small Animal Care and Management*. Clifton Park, New York: Delmar Publishers.

Internet Sites

<http://www.agctr.lsu.edu/wwwac> (2003). Louisiana State University Agricultural Center.

<http://www.dol.gov> (2003). U. S. Department of Labor.

<http://www.online.onetcenter.org> (2003). Occupation Information Network.

<http://www.subr.edu> (2003). Southern University Agricultural Center.

<http://www.vetinfo.com> (2003). Vet Info.