

CTE/ROP Veterinary Assistant II 1/2

San Diego County Office of Education - Sweetwater Union High School District Pacing Guide/Course Description

Course Length: 2 Semesters	Classroom Instruction: 180 hours
SUHSD Course Number: 92775	Grade Level: 9, 10, 11, 12
SDCOE Course Number: 402006	SDCOE Total Hours: 428 hours
CBEDS Number/Title: 4298/Other Health Science and Medical Technology	Year of Implementation: 2011
Course Pre-requisites: Veterinary Assistant I	Articulation (school/credits): None
CTE Industry Sector: Agriculture and Natural Resources	CTE Pathway(s): Animal Science
Job Titles: Veterinary Assistants and Laboratory Animal Caretakers, Veterinary Technologists and Technicians, Veterinarians	
Credential Information: Preliminary or Clear Full-Time Designated Subjects CTE Teaching Credential in Agriculture and Natural Resources	
Required Textbooks: None	
<p>Course Description: This course provides advanced training in the unlicensed veterinary assistant field. The course includes (but is not limited to) animal handling and restraint, health and safety, sanitation, surgical preparation, anatomy, physiology, medical terminology, infectious diseases, instrument and equipment identification, vaccine preparation and injection techniques, laws and ethics, and veterinary office procedures. As part of the instruction, reinforcement of basic skills is provided to assist students in practicing communication skills, speaking clearly using standard English, utilizing listening skills to follow directions, practicing basic math skills as applied to a medical setting, and reading to gain information and to perform assignments and tasks as directed. Approximately 108 hours of classroom and laboratory attendance, plus a range of 80-200 hours of on-the-job training at a community classroom site are required for course completion. Students who complete this course will receive a list of occupational skills which may help them to obtain an entry-level position in a small animal veterinary hospital, boarding kennel, animal control agency or humane society. In addition, successful completion may significantly strengthen the student's ability to gain admittance to programs of higher education in the veterinary field for licensed animal health technician or veterinarian.</p>	

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Semester 1

Unit 1: Anesthesia
Unit 2: Veterinary Laws & Ethics
Unit 3: Biohazard Waste Disposal Laws
Unit 4: Medical Terminology
Unit 5: Animal Behavior Assessment
Unit 6: Animal Handling and Restraint
Unit 7: Anatomy and Physiology
Unit 8: Physical Exam
Unit 9: Injection Techniques
Unit 10: Vaccines and Injections
Unit 11: Instrument & Equipment
Unit 12: Pocket Pet/Laboratory Animals
Unit 13: Human Animal Bond
Unit 14: Office Procedures
Unit 15: Job Acquisition Skills
Unit 16: Career Development

Semester 2

Unit 1: Anesthesia
Unit 2: Radiology
Unit 3: Animal Behavior
Unit 4: Animal Handling
Unit 5: Reproduction
Unit 6: Emergency Medicine
Unit 7: Medicating and Grooming
Unit 8: Physical Exam
Unit 9: Urinalysis
Unit 10: Hematology
Unit 11: Fecal Analysis/Parasitology
Unit 12: Nutrition
Unit 13: Sanitation and Surgical Preparation
Unit 14: Dentistry
Unit 15: Pocket Pet Laboratory Animals
Unit 16: Job Acquisition Skills
Unit 17: Career Development

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<u>Semester 1 - Unit 1 – Anesthesia (7 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Identifies safety precautions to take to avoid human health hazards while working around gas anesthetics.</p> <p>1B - Identifies stages of anesthetic depth.</p> <p>1E - Demonstrates awareness of potential human health hazards associated with inhalation of gas anesthesia.</p> <p>1I - Allows routine maintenance procedures and care of gas anesthetic machine and breathing circuits.</p> <p>1K - Demonstrates awareness of laws governing radiation safety.</p>	<p><u>Career Technical Education:</u> *ANR/HS/ 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies. 6.4 Maintain safe and healthful working conditions. 6.5 Use tools and machines safely and appropriately. *ANR/ASP/ D8.1 Understand animal waste treatment and disposal management systems. D8.2 Understand various methods for using animal waste and their environmental impacts. D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems. <u>Core Academic:</u> *ANR/C/2.3WO/ELC/G11-12/ (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization. *ANR/C/2.4LS/LSSA/G9-10/ (1.7) Use props, visual aids, graphs,</p>	<p>1A – 1 hour: Health and Safety</p> <p>1B – 2 hours: Monitoring</p> <p>1E – 2 hours: Gas anesthetic machine</p> <p>1I-1K – 2 hours: Parts, function, maintenance</p>	<p>Gas Anesthetic</p> <p>Ventilation</p> <p>Barium</p> <p>CO2 canister</p> <p>O2 canister</p> <p>Lead Clothing</p> <p>Radiographs</p> <p>X-Rays</p> <p>Biohazard</p> <p>Sharps</p> <p>Non Sharps container</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

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	and electronic media to enhance the appeal and accuracy of presentations			
Suggestions/Assessments: Overview: <ul style="list-style-type: none">• History of OSHA Exercises: <ul style="list-style-type: none">• Course textbook• Student uses a MSDS and researches an assigned chemical in a group setting• A fill in the blank quiz is given to students at the end of the unit• Students reflections are given at the end of each school day Projects/Activities <ul style="list-style-type: none">• Scavenger hunt student works in groups• Student illustrates examples of proper safety techniques needed in the Veterinary Hospital Comments:				

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<u>Semester 1 - Unit 2 – Veterinary Laws (5 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Demonstrates knowledge of state laws governing limitations of job tasks delegated to DVMS, RVTs and veterinary assistants.</p> <p>1B - Demonstrates knowledge of county rabies laws and regulations.</p> <p>1C - Recognizes need for confidentiality while working in animal facility.</p> <p>1D - Demonstrates knowledge of management, finance and labor issues.</p>	<p><u>Career Technical Education:</u> *ANR/ELR/ 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations. 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards. 8.3 Understand the role of personal integrity and ethical behavior in the workplace. 8.4 Understand how to access, analyze, and implement quality assurance information. *ANR/ASP/ D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research. <u>Core Academic:</u> *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p>1A-1D – 5 hours: Veterinary Laws</p>	<p>Registered Veterinary Technician</p> <p>Doctor Veterinary Medicine DVM</p> <p>Veterinary Medical Doctor VMD</p> <p>Specialist</p> <p>Sharps container</p> <p>Non Sharps container</p> <p>Occupational Safety Health Administration (OSHA)</p> <p>Biohazard waste</p> <p>Confidentiality</p> <p>Job tasks</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>

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Suggestions/Assessments:

- Teacher guided activities
- Student debate over ethics
- HASPI website as resource
- Textbook/student workbook
- Review of current Veterinary Laws from Veterinary Assistant I

Comments:

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<u>Semester 1 - Unit 3 – Biohazard Waste Disposal Laws (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Demonstrates knowledge of biomedical waste containment requirements.</p> <p>1B - Demonstrates knowledge of biomedical waste storage requirements.</p> <p>1C - Demonstrates knowledge of biomedical waste labeling requirements.</p> <p>1D - Demonstrates knowledge of biomedical waste treatment requirements.</p> <p>1E - Demonstrates knowledge of biomedical waste record requirements.</p> <p>1F - Demonstrates knowledge of in-service training and documentation requirements for veterinary employees.</p> <p>1G - Demonstrates knowledge of quality-control documentation requirements for in-house equipment.</p> <p>1H - Determines difference between medical and bio hazardous waste.</p> <p>1I - Handles bio hazardous waste safely and correctly as determined by law.</p>	<p><u>Career Technical Education:</u> *ANR/HS/ 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies. 6.3 Understand how to locate important information on a material safety data sheet. 6.4 Maintain safe and healthful working conditions. 6.5 Use tools and machines safely and appropriately. *ANR/ASP/ D6.3 Understand the common pathogens, vectors, and hosts that cause disease in animals. D6.6 Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety. *ANR/ASP/ D8.1 Understand animal waste treatment and disposal management systems. D8.2 Understand various methods for using animal waste and their environmental impacts. D8.3 Understand the health and safety regulations that are an integral part of properly managed animal</p>	<p>1A-1I- 6 hours: Biohazard waste laws</p>	<p>Biohazard</p> <p>Sharps container</p> <p>Non sharps container</p> <p>Secondary container</p> <p>Biomedical</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

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	<p>waste systems.</p> <p>Core Academic: *ANR/C/2.3WO/ELC/G11-12/ (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization. *ANR/C/2.4LS/LSSA/G9-10/ (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p>		
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none"> • Textbook/student workbook • Students illustrate their work in their interactive notebook • Students practice using the sharps container and the non-sharps container • Curriculum videos with guided questions for students • Review of current medical terminology from Veterinary Assistant I <p>Comments:</p>			

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<u>Semester 1 - Unit 4 – Medical Terminology (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Uses correct medical and anatomical terminology when filling out medical charts.</p> <p>1B - Interprets medical terminology and abbreviations into lay terms.</p> <p>1C - Fills and labels prescriptions correctly.</p> <p>1D - Follows directions for medication application when written in medical terms.</p> <p>1E - Uses correct spelling & grammar.</p>	<p><u>Career Technical Education:</u> *ANR/PSCT/ 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks. 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components. 5.3 Use critical thinking skills to make informed decisions and solve problems.</p> <p><u>Core Academic:</u> *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p>1A-1E - 6 hours: 1A –</p> <p>1B - 3 hours: Anatomical Terminology</p> <p>1C-1E – 3 hours: Prescription Medication</p>	<p>Prefix</p> <p>Suffix</p> <p>Root word</p> <p>Word Origin</p> <p>Prescription</p> <p>Anatomical terminology</p> <p>Lateral</p> <p>Medial</p> <p>Anterior</p> <p>Posterior</p> <p>Dorsal</p> <p>Ventral</p> <p>Palmar</p> <p>Plantar</p> <p>Proximal</p> <p>Distal</p> <p>Cranial</p> <p>Caudal</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary 4. Cochran: Guide to Veterinary Medical Terminology</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary 4. Cochran: Guide to Veterinary Medical Terminology</p>

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Suggestions/Assessments:

- Student works out of textbook
- Student takes notes on Medical terminology notebook
- Student writes notes in their interactive notebook
- Student is assessed through daily reflection sheets
- Student works with word parts by putting them together and defining their meaning
- Review of current medical terminology from Veterinary Assistant I

Comments:

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<u>Semester 1 - Unit 5 – Animal Behavior Assessment (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Knowledge of how to identify a behaviorally healthy/normal behavior in dogs and cats</p> <p>1B - Knowledge of how to identify abnormal behavior seen in dogs and cats</p>	<p><u>Career Technical Education:</u> *ANR/AGSP/ C9.1 Assess the appearance and behavior of a normal, healthy animal. C9.3 Understand the causes and control of common animal diseases. C9.4 Understand how to control parasites and why. *ANR/ASP/ D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease. *ANR/ASP/ D9.1 Know the early warning signs of animal distress and how to rectify the problem. <u>Core Academic:</u> *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p>1A - 3 hours: Normal behavior</p> <p>1B – 3 hours: Abnormal behavior</p>	<p>Behavior</p> <p>Signs</p> <p>Symptoms</p> <p>Diagnosing</p> <p>Body language</p> <p>Defensive</p> <p>Offensive</p> <p>Aggressive</p> <p>Fearful</p> <p>Friendly</p> <p>Normal limits</p> <p>Behaviorally healthy</p> <p>Assessment</p> <p>Evaluation</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary 4. Cochran: Guide to Veterinary Medical Terminology</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary 4. Cochran: Guide to Veterinary Medical Terminology</p>

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Suggestions/Assessments:

- Student watches a behavior assessment video series
- Student evaluates animal behavior in an animal shelter environment
- Student illustrates pictures on fear, aggressive, and friendly behavior that is exhibited on dogs and cats
- Student works in their interactive notebooks
- Student is tested weekly and must illustrate and write a short essay for each behavior
- Review of current animal behavior from Veterinary Assistant I

Comments:

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<u>Semester 1 - Unit 6 – Animal Handling and Restraint (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Leads dog on leash properly.</p> <p>1B - Moves dogs in and out of kennels and runs properly and safely.</p> <p>1C - Lifts and carries dogs properly and safely.</p> <p>1D - Positions and restrains dogs for physical exam properly and safely.</p> <p>1H - Restrains dog in lateral recumbency properly.</p> <p>1I - Places and removes cat from cage or carrier properly and safely.</p> <p>1J - Holds cat correctly while transferring.</p> <p>1P - Safely and correctly uses protective equipment such as muzzles, gloves and catch poles.</p>	<p><u>Career Technical Education:</u> *ANR/LT/ 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.</p> <p><u>Core Academic:</u> *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p>1A-1H – 2 hours: Dogs</p> <p>1I-1J – 2 hours: Cats</p> <p>1P – 2 hours: Restraint tools</p>	<p>Handling</p> <p>Restraint</p> <p>Muzzle</p> <p>Rabies catch pole</p> <p>Tongs</p> <p>Cat bag</p> <p>Squeeze cage</p> <p>Leash</p> <p>Cat net</p> <p>Anesthetized</p> <p>Runs</p> <p>kennels</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary 4. Sonsthagen: Restraint of Domestic Animals</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary 4. Sonsthagen: Restraint of Domestic Animals</p>

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Suggestions/Assessments:

- Students perform animal restraint on dogs in classroom
- Students watch and answer questions on an animal restraint video series
- Students illustrate in their interactive notebook Students are assessed through reflections at the end of the day
- Review of current handling and restraint from Veterinary Assistant I

Comments:

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<u>Semester 1 - Unit 7 – Anatomy and Physiology (10 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Names and identifies the bones that make up the dog and cat skeleton.</p> <p>1B - Names and locates the major venipuncture sites.</p> <p>1C - Names and locates the major IM injection sites.</p> <p>1D - Is familiar with common SQ injection sites.</p> <p>1E - Identifies the major organ systems and their functions.</p> <p>1F - Describes basic physiology of the organ systems.</p>	<p><u>Career Technical Education:</u> *ANR/AGSP/ C5.1 Understand the purpose and anatomy of cells. C6.1 Know the names and locations of the external anatomy of animals. C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems. *ANR/ASP/ D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination). D4.2 Understand the gestation process and basic fetal development. *ANR/ASP/ D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination). D4.2 Understand the gestation process and basic fetal development. <u>Core Academic:</u> *ANR/C/2.4LS/LSSA/G9-10/ (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p>1A - 1 hour: Skeletal System</p> <p>1B – 30 minutes: Venipuncture sites</p> <p>1C – 30 minutes: IM Injection sites</p> <p>1D - 30 minutes: SQ Injection sites</p> <p>1E – 3 hours: Organs of dogs and cats</p> <p>1F – 4 hours: Functions of organs</p>	<p>Cells</p> <p>Organ</p> <p>System</p> <p>Skeletal</p> <p>Muscular</p> <p>Cardiovascular</p> <p>Injection</p> <p>Venipuncture</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary 4. Colville: Clinical Anatomy and Physiology</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary 4. Colville: Clinical Anatomy and Physiology</p>

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Suggestions/Assessments:

- Student illustrates each body system in their interactive notebooks
- Student works out of textbook and anatomy handouts
- Student illustrates the cardiovascular system through clay
- Student explains their clay projects to other students
- Students evaluate other students work
- Daily reflection sheets are filled out for assessments/ followed by an essay type test
- Review of current anatomy and physiology from Veterinary Assistant I

Comments:

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Semester 1 - Unit 8 – Physical Exam (6 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Correctly lifts and weighs animal dogs and cats.</p> <p>1B - Takes and records respiratory rate accurately.</p> <p>1C - Takes and records heart rate accurately.</p> <p>1D - Takes, and reads, and records rectal temperatures correctly and accurately.</p> <p>1E - Correctly elicits and records history from client.</p>	<p><u>Career Technical Education:</u> *ANR/PSCT/ 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks. 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components. 5.3 Use critical thinking skills to make informed decisions and solve problems. *ANR/ASP/ D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease. *ANR/ASP/ D9.1 Know the early warning signs of animal distress and how to rectify the problem. <u>Core Academic:</u> *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. *ANR/C/2.4LS/LSSA/G11-12/ (1.8) Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity c. Technical language for specificity</p>	<p>1A-1E- 6 hours: Dogs & Cats</p>	<p>Duration</p> <p>Blood Pressure</p> <p>Auscultate</p> <p>Digital pulse</p> <p>Brachial pulse</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

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Suggestions/Assessments:

- Students perform physical exams on dogs in the classroom
- Textbook and interactive workbooks
- Students illustrate their work in their interactive notebook
- Review of current physical exam from Veterinary Assistant I

Comments:

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<u>Semester 1 - Unit 9 – Injection Techniques (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Administers subcutaneous injections properly and safely.</p> <p>1B - Administers intramuscular injections properly and safely.</p> <p>1C - Administers IV injections properly and safely.</p> <p>1D - Aseptically and correctly sets up IV drip system.</p> <p>1E - Properly administers SQ fluids.</p>	<p><u>Career Technical Education:</u> *ANR/LT/ 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.</p> <p><u>Core Academic:</u> *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p>1A - 1 hour: SQ Injections</p> <p>1B - 1 hour: IM injections</p> <p>1C – IV – 2 hours: injections</p> <p>1D-1E – 2 hours: Fluid administration</p>	<p>Hub</p> <p>Shaft</p> <p>Luer lock</p> <p>Bevel</p> <p>Needle</p> <p>Barrel</p> <p>Sharps container</p> <p>Plunger</p> <p>Aseptically</p> <p>Catheter tips</p> <p>Drip rate</p> <p>Ivac</p> <p>Infusion pump</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none"> • Student works with syringes • Student draws an illustration of a syringe and needle on a poster board • Students display their work through a gallery walk <p>Comments:</p>				

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<u>Semester 1 - Unit 10 – Vaccines and Injections (5 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Correctly and aseptically prepares common vaccines.</p> <p>1B - Describes standard vaccine schedules.</p> <p>1C - Completes rabies forms correctly and accurately.</p> <p>1D - Selects appropriate sizes of needles and syringes for injection.</p> <p>1E - Administers subcutaneous injections properly and safely.</p> <p>1F - Administers intramuscular injections properly and safely.</p> <p>1G - Describes euthanasia techniques.</p>	<p><u>Career Technical Education:</u> *ANR/ASP/ D6.3 Understand the common pathogens, vectors, and hosts that cause disease in animals. D6.4 Understand prevention, control, and treatment practices related to pests and parasites. *ANR/ASP/ D6.6 Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety. <u>Core Academic:</u> *ANR/A/1.3HSS/ECON/G12/ (12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.</p>	<p>1A – 1 hour: Preparation</p> <p>1B – 1 hour: Schedules</p> <p>1C – 30 minutes: Forms</p> <p>1D – 30 minutes: Syringes</p> <p>1E – 1 hour: Administration of injections</p> <p>1F – 1 hour: Euthanasia</p>	<p>Aseptic</p> <p>Under the skin</p> <p>Intra muscular</p> <p>Euthanasia</p> <p>Schedule</p> <p>Vaccine</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none"> • Student illustrates the role of maternal antibodies • Students report their reports of the maternal antibodies through an oral presentation • Students evaluate other students work • Review of current vaccination schedule from Veterinary Assistant I <p>Comments:</p>				

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<u>Semester 1 - Unit 11 – Instrument Identification (5 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Identifies names and uses of instruments included in a basic instrument surgical pack.</p> <p>1B - Identifies major purpose of surgical instruments.</p> <p>1C - Sets up and maintains a cold instrument tray.</p> <p>1D - Uses and correctly maintains microscope.</p> <p>1E - Uses and correctly maintains centrifuge.</p>	<p><u>Career Technical Education:</u> *ANR/HS/ 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies. 6.4 Maintain safe and healthful working conditions. 6.5 Use tools and machines safely and appropriately.</p> <p><u>Core Academic:</u> *ANR/C/2.4LS/LSSA/G9-10/ (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p>	<p>1A – 1 hour: Instrument identification</p> <p>1B – 1 hour: Instrument function</p> <p>1C - 1 hour: Sterilization</p> <p>1D - 1 hour: Microscope</p> <p>1E - 1 hour: Centrifuge</p>	<p>Aseptically</p> <p>Shelf life</p> <p>Cold sterilization</p> <p>Microscope</p> <p>Titanium</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none"> • Students use notecards to draw and identify instruments • Students work out of textbook/workbooks • Students illustrate their work in their interactive notebook • Unit exam <p>Comments:</p>				

CTE/ROP Veterinary Assistant II 1/2

<u>Semester 1 - Unit 12 – Pocket Pets/Laboratory Animals (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Identifies common rabbit breeds</p> <p>1B - Identifies common breeds of guinea pigs</p> <p>1C - Identifies husbandry techniques for rats</p> <p>1D - Identifies common husbandry needs for mice</p> <p>1E - Identifies common husbandry needs for hamsters</p> <p>1F - Identifies common husbandry needs for ferrets</p>	<p><u>Career Technical Education:</u> *ANR/AGSP/ C9.1 Assess the appearance and behavior of a normal, healthy animal. C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior. *ANR/ASP/ D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems. <u>Core Academic:</u> *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. *ANR/C/2.3WO/ELC/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>	<p>1A – 1 hour: Rabbits</p> <p>1B – 1 hour: Guinea Pigs</p> <p>1C – 1 hour: Rats</p> <p>1D – 1 hour: Mice</p> <p>1E – 1 hour: Hamsters</p> <p>1F – 1 hour: Ferrets</p>	<p>Husbandry</p> <p>Breeds</p> <p>Diet</p> <p>Nutritional</p> <p>Bedding</p> <p>Material</p> <p>Ingested</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none"> • Students work out of textbook/workbook • Student work is illustrated in their interactive notebooks • Chapter lessons/student choose a pocket pet and write a report • Unit exam <p>Comments:</p>				

CTE/ROP Veterinary Assistant II 1/2

<u>Semester 1 - Unit 13 – Human Animal Bond (4 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Understands the technique used to euthanize dogs and cats</p> <p>1B - Understands the Bereavement/5 steps of the grieving process</p> <p>1C - Understands the therapy involved for dogs and cats</p> <p>1D - Knowledge of proper handling/husbandry/ethical standards used on lab animals</p>	<p><u>Career Technical Education:</u> *ANR/LT/ 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings. *ANR/ELR/ 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards. 8.3 Understand the role of personal integrity and ethical behavior in the workplace. 8.4 Understand how to access, analyze, and implement quality assurance information. <u>Core Academic:</u> *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p>1A – 1 hour: Euthanasia</p> <p>1B – 1 hour: Bereavement</p> <p>1C – 1 hour: Pet facilitated therapy</p> <p>1D - 1 hour: Lab animals</p>	<p>Euthanasia</p> <p>Bereavement</p> <p>Grieving process</p> <p>Bond</p> <p>Uniquely bonded</p> <p>Conventionally bonded</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none"> • Students work out of textbook/workbook • Student work is illustrated in their interactive notebooks • Chapter lessons/student choose a grieving process step and write an essay on that topic • Review of current human animal bond from Veterinary Assistant 1 <p>Comments:</p>				

CTE/ROP Veterinary Assistant II 1/2

<u>Semester 1 - Unit 14 – Office Procedures (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Demonstrates accepted phone etiquette.</p> <p>1B - Displays appropriate waiting room etiquette.</p> <p>1C - Demonstrates basic computer literacy.</p> <p>1D - Demonstrates ability to learn various filing and reminder systems.</p> <p>1E - Demonstrates knowledge of legal requirements for veterinary medical records.</p> <p>1F - Knows basic veterinary medical logs required by law.</p>	<p><u>Career Technical Education:</u> *ANR/RF/ 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor. 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles. 7.3 Understand the need to adapt to varied roles and responsibilities. 7.4 Understand that individual actions can affect the larger community. 7.5 Understand the importance of time management to fulfill responsibilities. *ANR/LT/ 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings. 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace. 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others. <u>Core Academic:</u> *ANR/C/2.3WO/ELC/G11-12/ (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. (1.2) Produce legible work that shows accurate spelling and correct</p>	<p>1A-1B - 2 hours: Client relations</p> <p>1C – 2 hours: Computer applications in a veterinary facility</p> <p>1E-1F - 2 hours: Record keeping: procedures and laws</p>	<p>Customer service</p> <p>Ethics</p> <p>Morals</p> <p>Values</p> <p>Professionalism</p> <p>Gossip</p> <p>Productive</p> <p>Proactive</p> <p>Punctual</p> <p>Polite</p> <p>Patient records</p> <p>Interaction</p> <p>Teamwork</p> <p>Hard skills</p> <p>Soft skills</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

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	<p>punctuation and capitalization. *ANR/C/2.4LS/LSSA/G11-12/ (1.8) Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity c. Technical language for specificity .</p>			
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none">• Student watches office procedures video series• Student works out of textbook/workbook• Students mock work related issues that come up in the office• Students evaluate each other's performances• Review of current office procedure skills from Veterinary Assistant 1 <p>Comments:</p>				

CTE/ROP Veterinary Assistant II 1/2

<u>Semester 1 - Unit 15 – Job Acquisition Skills (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Completes an appropriate cover letter, resume and job application.</p> <p>1B - Demonstrates knowledge of job interview techniques.</p> <p>1C - Demonstrates knowledge of other career opportunities in veterinary medicine and related occupations.</p> <p>1D - Demonstrates awareness of the need for continuing education and learning.</p>	<p><u>Career Technical Education:</u> *ANR/CPM/ 3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers. 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure. 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options. 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society. 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning. 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio. *ANR/TC/ 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway. <u>Core Academic:</u> *ANR/A/1.3HSS/ECON/G12/ (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.</p>	<p>1A – 1 hour: Selecting a job Finding employment openings</p> <p>1B – 2 hours: Preparing for job interviews</p> <p>C1 – 2 hours: Career opportunities</p> <p>1D – 1 hour: Containing education and learning</p>	<p>Professional</p> <p>Resume</p> <p>Cover letter</p> <p>Thank you letter</p> <p>Portfolio</p> <p>Interview</p> <p>Professionalism</p> <p>Punctuality</p> <p>Pathways</p> <p>Industry</p> <p>Promoting</p> <p>Marketable</p> <p>Competitive</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary www.ca.career.gov</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary www.ca.career.gov</p>

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	<p>*ANR/C/2.2W/WSA/G11-12/ (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).</p> <p>*ANR/C/2.2W/WSA/G9-10/ (2.5) Write business letters:</p> <p>a. Provide clear and purposeful information and address the intended audience appropriately.</p> <p>b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.</p> <p>c. Highlight central ideas or images.</p> <p>d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact</p> <p>.</p>			
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none"> • Student complete a resume/cover letter/thank you letter/portfolio • Students practice mock interview with each other • Students dress for success on specified day • Review of current office job acquisition skills from Veterinary Assistant 1 <p>Comments:</p>				

CTE/ROP Veterinary Assistant II 1/2

<u>Semester 1 - Unit 16 – Career Development (Ongoing)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Accesses and utilizes technology and information.</p> <p>1B - Practices occupational safety standards.</p> <p>1C - Thinks critically and solving problems effectively.</p> <p>1D - Uses basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills.</p> <p>1E - Attains a comprehensive understanding of all aspects of industry the individual is preparing to enter.</p> <p>1F - Applies knowledge to real world problems and situations.</p> <p>1A - Works independently and collaboratively.</p> <p>1B - Communicates effectively and appropriately.</p> <p>1C - Performs reliably and responsibly.</p> <p>1D - Works with diverse populations effectively and respectfully.</p> <p>1E - Is punctual.</p> <p>1F - Follows directions.</p> <p>1G - Works well with minimum supervision.</p> <p>1H - Is cooperative.</p> <p>1I - Takes initiative by working beyond minimum requirements.</p> <p>1J - Meets job standards of neatness and grooming.</p>	<p><u>Career Technical Education:</u></p> <p>8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.</p> <p>8.3 Understand the role of personal integrity and ethical behavior in the workplace.</p> <p>8.4 Understand how to access, analyze, and implement quality assurance information.</p> <p><u>Core Academic:</u></p> <p>*ANR/C/2.2W/WSA/G9-10/</p> <p>(1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p>1A-1F - ongoing: Job Acquisition Skills</p> <p>1A-1K - ongoing: Workplace classroom skills and behavior</p> <p>1A-1C - ongoing: Job acquisition skills/lifelong learning opportunities</p> <p>1A - outstanding student award</p>	<p>Industry</p> <p>Collaboratively</p> <p>Business partners</p> <p>Networking</p> <p>Soft skills</p> <p>Hard skills</p> <p>Portfolio</p> <p>Ethics</p> <p>Morals</p> <p>Work moral</p> <p>Team work</p>	<p><u>Teacher Resources:</u></p> <p>*Textbooks:</p> <p>1. McCurnin: Clinical Textbook for Veterinary Technicians</p> <p>2. Baker: Introduction to Veterinary Science</p> <p>3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u></p> <p>*Textbooks:</p> <p>1. McCurnin: Clinical Textbook for Veterinary Technicians</p> <p>2. Baker: Introduction to Veterinary Science</p> <p>3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

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<p>1K - Responds appropriately to constructive criticism.</p> <p>1A - Completes an appropriate resume and job application.</p> <p>1B - Acquires job interview techniques.</p> <p>1C - Attains awareness of advanced career and educational opportunities.</p> <p>1A - Received the ROP Outstanding Student Award.</p>				
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none"> • Students work in animal charts • Students work out of textbook/workbooks • Review of current career development from Veterinary Assistant 1 & 2 (1st semester) <p>Comments:</p>				

CTE/ROP Veterinary Assistant II 1/2

<u>Semester 2 - Unit 1 – Anesthesia (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1C - Monitors reflexes and assesses the depth of anesthesia.</p> <p>1D - Follows directions from supervisor when attempting to change anesthetic depth.</p> <p>1F - Is familiar with the basic purpose of each of the parts of a gas anesthetic machine.</p> <p>1G - Recognizes the components of a gas anesthetic machine.</p> <p>1H - Correctly prepares and checks needed equipment before an anesthetic procedure.</p> <p>1J - Selects correct end tracheal tube for size and weight of animal.</p> <p>1L - Identifies common pre-anesthetic and anesthetic drugs.</p> <p>1M - Accurately completes anesthetic log.</p>	<p><u>Career Technical Education:</u> *ANR/HS/ 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies. 6.3 Understand how to locate important information on a material safety data sheet. 6.4 Maintain safe and healthful working conditions. 6.5 Use tools and machines safely and appropriately. 6.6 Know how to both prevent and respond to accidents in the agricultural industry *ANR/ASP/ D6.3 Understand the common pathogens, vectors, and hosts that cause disease in animals. D6.6 Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety. *ANR/ASP/ D8.1 Understand animal waste treatment and disposal management systems. D8.2 Understand various methods for using animal waste and their environmental impacts.</p>	<p>1C-1F - 2 hours: Monitoring</p> <p>1G- 1L – 2 hours: Parts, function, maintenance</p> <p>1M – 2 hours: Laws, logs</p>	<p>Anesthetic depth</p> <p>Capillary refill time</p> <p>Medial canthus reflex</p> <p>O2 cylinder</p> <p>Tracheal tube</p> <p>Trachea</p> <p>logs</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

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	<p>D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems.</p> <p>Core Academic: *ANR/C/2.3WO/ELC/G11-12/ (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization. *ANR/C/2.4LS/LSSA/G9-10/ (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p>			
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none"> • Textbook/student workbook • Guided teacher practice • Student works with anesthetic machine in classroom • Names parts of machine on worksheet • Curriculum videos • Unit exam <p>Comments:</p>				

CTE/ROP Veterinary Assistant II 1/2

<u>Semester 2 - Unit 2 – Radiology (4 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Demonstrates techniques to reduce radiation exposure.</p> <p>1B - Understands and follows radiation safety procedures.</p> <p>1C - Properly prepares imprinter card or other ID with necessary information.</p> <p>1D - Prepares x-ray envelope with correct information.</p> <p>1E - Files and retrieves radiographs properly.</p> <p>1F - Assists in restraining animals for x-rays.</p> <p>1G - Positions animals correctly for standard views.</p> <p>1H - Correctly measures body part to be radiographed.</p> <p>1I - Correctly reads technique chart and sets control panel appropriately.</p> <p>1J - Follows safety precautions in darkroom.</p> <p>1K - Handles film properly when loading and unloading.</p> <p>1L - Opens and closes cassettes correctly.</p> <p>1M - Correctly utilizes imprinter system for ID of X-rays.</p> <p>1N - Describes and follows correct procedure for hand processing films.</p> <p>1O - Describes and follows correct procedure for automatic processing of films.</p> <p>1P - Is familiar with</p>	<p><u>Career Technical Education:</u> *ANR/HS/ 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies. 6.3 Understand how to locate important information on a material safety data sheet. 6.4 Maintain safe and healthful working conditions. 6.5 Use tools and machines safely and appropriately. <u>Core Academic:</u> *ANR/C/2.3WO/ELC/G11-12/ (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization. *ANR/C/2.4LS/LSSA/G9-10/ (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p>	<p>1A-1E - 1 hour: Laws and safety</p> <p>1F-1I - 1 hour: Positioning</p> <p>1J-1O – 1 hour: Darkroom procedures</p> <p>1P-1Q – 1 hour: Machine parts, use, maintenance</p>	<p>Lead Aprons</p> <p>Radiology</p> <p>X-Ray</p> <p>Radiograph</p> <p>Darkroom</p> <p>Cassettes</p> <p>Film</p> <p>Filing</p> <p>Chart law</p> <p>Radiology laws</p> <p>Processing</p> <p>Positioning</p> <p>Timing</p> <p>Sandbags</p> <p>Thyroid shield</p> <p>Gloves</p> <p>Cassette tray</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

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components of x-ray equipment. 1Q - Maintains radiology equipment in working order.				
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none">• Student works out of workbook/textbook• Guided teacher practice• Student identifies x-ray of animals from examples• Curricular videos• Unit exam <p>Comments:</p>				

CTE/ROP Veterinary Assistant II 1/2

<u>Semester 2 - Unit 3 – Animal Behavior (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Knowledge of how to identify a behaviorally healthy/normal behavior in dogs and cats</p> <p>1B - Knowledge of how to identify abnormal behavior seen in dogs and cats</p>	<p><u>Career Technical Education:</u> *ANR/AGSP/ C9.1 Assess the appearance and behavior of a normal, healthy animal. C9.3 Understand the causes and control of common animal diseases. C9.4 Understand how to control parasites and why. *ANR/ASP/ D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease. *ANR/ASP/ D9.1 Know the early warning signs of animal distress and how to rectify the problem. <u>Core Academic:</u> *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p>1A - 3 hours: Normal behavior</p> <p>1B – 3 hours: Abnormal behavior</p>	<p>Submissive</p> <p>Threatening body postures</p> <p>Kennel anxiety</p> <p>Anxiety</p> <p>Depression</p> <p>Traumatic stress disorder</p> <p>Aggression</p> <p>Fear Biter</p> <p>Friendly</p> <p>Body wag</p> <p>Lip curl</p> <p>Lounging</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none"> • Students watch curricular animal behavior videos • Students write a report on an example of animal behavior seen in classroom or personal experience • Guided teacher practice • Students go to animal shelter and write about behaviors seen with dogs and cats • Review of current animal behavior from Veterinary Assistant 1, and Veterinary Assistant 2 (1st semester) • Unit exam <p>Comments:</p>				

CTE/ROP Veterinary Assistant II 1/2

<u>Semester 2 - Unit 4 – Animal Handling (8 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1E - Restrains dog for SQ or IM injection properly and safely.</p> <p>1F - Restrains dog for cephalic injection properly.</p> <p>1G - Restrains dog for jugular injection properly.</p> <p>1K - Restrains cat for SQ injection properly and safely.</p> <p>1L - Restrains cat for IM injection properly and safely.</p> <p>1M - Restrains cat for jugular injection correctly.</p> <p>1N - Restrains cat in lateral recumbency correctly.</p> <p>1O - Handles anesthetized animals' dogs and cats properly and safely.</p>	<p><u>Career Technical Education:</u> *ANR/LT/ 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.</p> <p><u>Core Academic:</u> *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p>1E-1G – 4 hours: Dogs</p> <p>1K-1O – 4 hours: Cats</p>	<p>Kitty burrito</p> <p>Towel</p> <p>Rabies catch pole</p> <p>Restraint communication</p> <p>Jugular vein</p> <p>Anesthetized</p> <p>Leather gloves</p> <p>Secure exam room</p> <p>Wire muzzle</p> <p>Leash Muzzle</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary 4. Sonsthagen: Restraint of Domestic Animals</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary 4. Sonsthagen: Restraint of Domestic Animals</p>

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Suggestions/Assessments:

- Students perform animal restraint on dogs in classroom
- Students watch and answer questions on an animal restraint video series
- Students illustrate in their interactive notebook Students are assessed through reflections at the end of the day
- Review of current handling and restraint from Veterinary Assistant I

Comments:

CTE/ROP Veterinary Assistant II 1/2

<u>Semester 2 - Unit 5 – Reproduction (5 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Knows reproductive cycles in the dog and cat.</p> <p>1B - Recognizes the stages of parturition.</p> <p>1C - Is familiar with gestational periods in the dog and cat.</p> <p>1D - Knowledge of how to assists in postpartum care of the neonate.</p> <p>1E - Knowledge of familiar with nutritional requirements of the neonate.</p>	<p><u>Career Technical Education:</u> *ANR/AGSP/ C5.1 Understand the purpose and anatomy of cells. C6.1 Know the names and locations of the external anatomy of animals. C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems. *ANR/ASP/ D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination). D4.2 Understand the gestation process and basic fetal development. *ANR/ASP/ D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination). D4.2 Understand the gestation process and basic fetal development. <u>Core Academic:</u> *ANR/C/2.4LS/LSSA/G9-10/ (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p>1A-1B - 1 hour: Cycles</p> <p>1C - 1 hour: Pregnancy</p> <p>1D-1E - 3 hours: Parturition</p>	<p>Gestation</p> <p>Ovulation</p> <p>Hysterectomy</p> <p>Ovary</p> <p>Ovarian horn</p> <p>Estrous</p> <p>Artificial insemination</p> <p>Parturition</p> <p>Colostrum</p> <p>C-Section</p> <p>Dystocia</p> <p>Corpus Luteum</p> <p>Progesterone</p> <p>Endometrial</p> <p>Follicle</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary 4. Sonsthagen: Restraint of Domestic Animals</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary 4. Sonsthagen: Restraint of Domestic Animals</p>

CTE/ROP Veterinary Assistant II 1/2

Suggestions/Assessments:

- Student illustrates each body system in their interactive notebooks
- Student works out of textbook and anatomy handouts
- Student illustrates the cardiovascular system through clay
- Student explains their clay projects to other students
- Students evaluate other students work
- Daily reflection sheets are filled out for assessments/ followed by an essay type test
- Review of current anatomy and physiology from Veterinary Assistant I

Comments:

CTE/ROP Veterinary Assistant II 1/2

<u>Semester 2 - Unit 6 – Emergency Medicine (5 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Correctly and safely handles and restrains animals during emergency situations.</p> <p>1B - Performs CPR on the dog and cat.</p> <p>1C - Recognizes symptoms of common poisons.</p> <p>1D - Recognizes symptoms of shock.</p>	<p><u>Career Technical Education:</u> *ANR/ASP/ D6.1 Understand the signs of normal health in contrast to illness and disease. D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease. *ANR/LT/ 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings. <u>Core Academic:</u> *ANR/C/2.4LS/LSSA/G11-12/ (1.8) Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity c. Technical language for specificity *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. *ANR/A/1.1M/AI/G8-12/ (10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques. (12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.</p>	<p>1A – 1.5 hours: CPR</p> <p>1B – 1.5 hours: Poisoning</p> <p>1C-1D – 2 hours: Other emergencies</p>	<p>Crash Cart</p> <p>Hit By Car (HBC)</p> <p>Critical patient</p> <p>CPR</p> <p>Treatment</p> <p>Toxins</p> <p>Trauma</p> <p>Shock</p> <p>Toxicology</p> <p>Seizure</p> <p>Disorders</p> <p>Convulsions</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>

CTE/ROP Veterinary Assistant II 1/2

Suggestions/Assessments:

- Students work out of textbook/workbook
- Students illustrate their work in their interactive notebooks
- Students mock ER scenes in groups
- Unit exam
- Curricular videos

Comments:

CTE/ROP Veterinary Assistant II 1/2

Semester 2 - Unit 7 – Medicating and Grooming (6 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Checks medication for expiration date and concentration.</p> <p>1B - Administers oral medications correctly and safely.</p> <p>1C - Administers liquid medications correctly and safely.</p> <p>1D - Administers eye drops properly and safely.</p> <p>1E - Administers eye ointments properly and safely.</p> <p>1F - Correctly records treatments in the medical chart.</p> <p>1G - Clips nails properly and safely on the dog and cat.</p> <p>1H - Correctly dilutes and performs medicated dips on dogs and cats.</p> <p>1I - Demonstrates knowledge of the major classifications and uses of flea preparations.</p> <p>1I - Demonstrates knowledge of possible human health hazards associated with chemicals used in bathing and grooming and takes appropriate.</p> <p>1J - Performs basic bathing and grooming of small animals as related to a veterinary medical setting.</p> <p>1K - Safely and correctly expresses anal sacs.</p>	<p><u>Career Technical Education:</u> *ANR/LT/ 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings. *ANR/HS/ 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies. 6.3 Understand how to locate important information on a material safety data sheet. 6.4 Maintain safe and healthful working conditions. 6.5 Use tools and machines safely and appropriately. <u>Core Academic:</u> *ANR/C/2.4LS/LSSA/G11-12/ (1.8) Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity c. Technical language for specificity *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p>1A – 1 hour: Pharmacology</p> <p>1B-1E – 1 hour: Medication Administration</p> <p>1F – 1 hour: Patients Medical Chart</p> <p>1G – 1 hour: Nail Anatomy</p> <p>1H-1L – 1 hour: Medicated shampoo treatments</p> <p>1J-1K – 1 hour: Grooming Techniques</p>	<p>Medicated dips</p> <p>Eye lubrication</p> <p>Ear swabs</p> <p>Ear drying solution</p> <p>Anal glands</p> <p>Medial canthus</p> <p>Later canthus</p> <p>Floor Mats</p> <p>Clipping</p> <p>Toe nail quick</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

CTE/ROP Veterinary Assistant II 1/2

Suggestions/Assessments:

- Students use workbook/textbook
- Students watch curricular videos
- Guided teacher practice
- Review from current medication/grooming in Veterinary Assistant 1

Comments:

CTE/ROP Veterinary Assistant II 1/2

Semester 2 - Unit 8 – Physical Exam (8 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Correctly lifts and weighs animal dogs and cats.</p> <p>1B - Takes and records respiratory rate accurately.</p> <p>1C - Takes and records heart rate accurately.</p> <p>1D - Takes, reads and records rectal temperatures correctly and accurately.</p> <p>E - Correctly elicits and records history from client.</p> <p>1F - Removes sutures properly and safely.</p> <p>1G - Correctly determines the sex of kittens and cats.</p> <p>1H - Correctly determines the sex of puppies and dogs.</p>	<p><u>Career Technical Education:</u> *ANR/PSCT/ 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks. 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components. 5.3 Use critical thinking skills to make informed decisions and solve problems. *ANR/ASP/ D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease. *ANR/ASP/ D9.1 Know the early warning signs of animal distress and how to rectify the problem. <u>Core Academic:</u> *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. *ANR/C/2.4LS/LSSA/G11-12/ (1.8) Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity c. Technical language for specificity</p>	<p>1A-1D – 2 hours: Dogs & Cats</p> <p>1E- 3 hours: History taking</p> <p>1F- 2 hours: Suture removal</p> <p>1G-1H – 1 hour: Determines proper sex of dogs and cats</p>	<p>Auscultation</p> <p>Client Education</p> <p>Elizabethan collar</p> <p>Ophthalmoscope</p> <p>Otoscope</p> <p>Palpation</p> <p>Pulmonary Edema</p> <p>Signalment</p> <p>SOAP format</p> <p>Thoracic Area</p> <p>Progress Notes</p> <p>Presenting Problem</p> <p>Environmental History</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>

CTE/ROP Veterinary Assistant II 1/2

Suggestions/Assessments:

- Students perform physical exams on dogs in the classroom
- Textbook and interactive workbooks
- Students illustrate their work in their interactive notebook
- Review of current physical exam from Veterinary Assistant I

Comments:

CTE/ROP Veterinary Assistant II 1/2

<u>Semester 2 - Unit 9 – Urinalysis (5 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Correctly sets up for urinary sedimentation.</p> <p>1B - Takes sterile culture</p> <p>1C - Correctly performs a complete urinalysis.</p> <p>1D - Properly stains cytology and blood samples.</p> <p>1E - Inoculates media for culture.</p>	<p><u>Career Technical Education:</u> *ANR/AGSP/ C5.1 Understand the purpose and anatomy of cells. C6.1 Know the names and locations of the external anatomy of animals. C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems. *ANR/ASP/ D6.1 Understand the signs of normal health in contrast to illness and disease. D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease. *ANR/LT/ 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings <u>Core Academic:</u> *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. *ANR/C/2.4LS/LSSA/G11-12/ (1.8) Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity c. Technical language for specificity</p>	<p>1A – 2 hours: Sample handling and reports</p> <p>1B – 2 hours: Collection techniques</p> <p>1C – 1 hour: Common in house tests</p>	<p>Dip stick</p> <p>Glucose</p> <p>Specific gravity</p> <p>Refract meter</p> <p>Bladder</p> <p>Kidneys</p> <p>Ureter</p> <p>Urethra</p> <p>Kidney stones</p> <p>Excretion</p> <p>Free catch</p> <p>Urinary catheter</p> <p>Cystocentesis</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>

CTE/ROP Veterinary Assistant II 1/2

Suggestions/Assessments:

- Student works from textbook/student workbook
- Guided teacher practice
- Curricular U/A videos

Comments:

CTE/ROP Veterinary Assistant II 1/2

<u>Semester 2 - Unit 10 – Hematology (5 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Handles blood samples correctly.</p> <p>1B - Correctly completes, submits and receives laboratory reports and forms.</p> <p>1F - Makes blood smears and stains correctly.</p> <p>1G - Performs and accurately reads the commonly used chemstrips for urine and blood.</p> <p>1H - Correctly performs and interprets in-house diagnostic test kits.</p>	<p><u>Career Technical Education:</u> *ANR/HS/</p> <p>6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.</p> <p>6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.</p> <p>6.3 Understand how to locate important information on a material safety data sheet.</p> <p>6.4 Maintain safe and healthful working conditions.</p> <p>6.5 Use tools and machines safely and appropriately.</p> <p>*ANR/ASP/</p> <p>D8.1 Understand animal waste treatment and disposal management systems.</p> <p>D8.2 Understand various methods for using animal waste and their environmental impacts.</p> <p>D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems.</p> <p><u>Core Academic:</u> *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p>1A-1B - 2.5 hours: Sample handling and reports</p> <p>1F-1G 2.5 hours: Common in house tests</p>	<p>Blood tubes</p> <p>Pathogens</p> <p>Coagulation</p> <p>Platelets</p> <p>Serum</p> <p>Plasma</p> <p>White Blood Cells</p> <p>Red Blood Cells</p> <p>Blood stain</p> <p>Blood smear</p> <p>Hemoglobin</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

CTE/ROP Veterinary Assistant II 1/2

Suggestions/Assessments:

- Student works from textbook/student workbook
- Guided teacher practice
- Students learn the proper way to hold a syringe through guided practice
- Curricular U/A videos

Comments:

CTE/ROP Veterinary Assistant II 1/2

<u>Semester 2 - Unit 11 – Fecal Analysis/Parasitology (4 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Handles fecal samples safely and correctly.</p> <p>1B - Correctly performs a skin scraping.</p> <p>1C - Interprets results of skin scraping.</p> <p>1D - Correctly performs sampling for ear mites.</p> <p>1E - Properly sets up fecal flotation.</p> <p>1F - Properly sets up direct fecal smear.</p> <p>1G - Identifies and interprets common ova found in fecal flotation exam.</p> <p>1H - Correctly identifies common cat and dog endoparasites on gross exam.</p> <p>1I - Correctly identifies common cat and dog ectoparasites on gross exam.</p> <p>1J - Demonstrates knowledge of commonly used dewormer drugs and schedules.</p> <p>1K - Demonstrates knowledge of basic lifecycles of common dog and cat parasites.</p>	<p><u>Career Technical Education:</u> *ANR/HS/ 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies. 6.4 Maintain safe and healthful working conditions. 6.5 Use tools and machines safely and appropriately. *ANR/ASP/ D8.1 Understand animal waste treatment and disposal management systems. D8.2 Understand various methods for using animal waste and their environmental impacts. D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems. <u>Core Academic:</u> *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p>1A - 1 hour: Sample handling and reports</p> <p>1B-1D - 1 hour: Collection techniques</p> <p>1E-1G - 1 hour: Common in house tests</p> <p>1H-1K - 1 hour: Review of common ectoparasites and endoparasites</p>	<p>Fecal Float</p> <p>Fecalsol</p> <p>Parasitology</p> <p>Direct Smear</p> <p>Anal Glands</p> <p>Battle field microscopic exam</p> <p>Fresh sample</p> <p>Fecal stick</p> <p>Fecal technique</p> <p>Ova</p> <p>Gross exam</p> <p>Microscopic exam</p> <p>Skin scrapping</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

CTE/ROP Veterinary Assistant II 1/2

Suggestions/Assessments:

- Student works from textbook/student workbook
- Guided teacher practice
- Curricular fecal diagnostic videos
- Review from current parasitology in Veterinary Assistant 1
- Unit exam

Comments:

CTE/ROP Veterinary Assistant II 1/2

<u>Semester 2 - Unit 12 – Nutrition (4 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Knows the different categories of dog food.</p> <p>1B - Knows the essential nutrients required in dog and cat foods.</p> <p>1C - Correctly reads and interprets pet food labels.</p> <p>1D - Knows of and is able to educate owner on home dental care.</p> <p>1E - Knows the availability and general use of prescription diets.</p>	<p><u>Career Technical Education:</u> <u>*ANR/LT/</u> 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.</p> <p><u>Core Academic:</u> <u>*ANR/C/2.2W/WSA/G9-10/</u> (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p>1A-1B - 2 hours: Basic nutrition</p> <p>1C - 1 hour: Types of foods</p> <p>1D-1E 1 hour: Prescription diets</p>	<p>Calcium</p> <p>Phosphate</p> <p>Iron</p> <p>Protein</p> <p>Low sodium</p> <p>Neonate care</p> <p>Esbilac Powder supplements for cats and dogs</p> <p>Colostrum</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none"> • Student works from textbook/student workbook • Guided teacher practice • Curricular nutritional videos • Unit exam <p>Comments:</p>				

CTE/ROP Veterinary Assistant II 1/2

<u>Semester 2 - Unit 13 – Sanitation and Surgical Preparation (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Follows strict sanitation procedures when cleaning kennels, runs, and carriers.</p> <p>1B - Understands the importance of basic sanitation procedures required in an animal/medical setting.</p> <p>1C - Utilizes appropriate antiseptics/disinfectants in the facility.</p> <p>1D - Dilutes cleaning solutions according to directions.</p> <p>1E - Properly prepares surgical instrument packs.</p> <p>1F - Places packs in autoclave properly.</p> <p>1G - Operates autoclave correctly and safely.</p> <p>1H - Clips and prepares patient for surgery correctly.</p> <p>1I - Ties animal to surgery table correctly and safely.</p> <p>1J - Sets out sterile packs, gowns and gloves without contaminating sterile field.</p> <p>1K - Respects sterile field while in surgery suite.</p> <p>1L - Gowns and gloves up to assist in surgery.</p>	<p><u>Career Technical Education:</u> *ANR/HS/ 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies. 6.4 Maintain safe and healthful working conditions. 6.5 Use tools and machines safely and appropriately. *ANR/ASP/ D8.1 Understand animal waste treatment and disposal management systems. D8.2 Understand various methods for using animal waste and their environmental impacts. D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems. <u>Core Academic:</u> *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p>1A-1C - 1 hour: Cleaning guidelines</p> <p>1D - 1 hour: Mixes cleaning solutions</p> <p>1E-1G - 2 hours: Surgical Instruments</p> <p>1H-1J - 2 hours: Patient Preparation</p> <p>1K-1L - 2 hours: Surgical suite preparation</p>	<p>Sterile Zone</p> <p>Sterile field</p> <p>Disinfectant</p> <p>Sterile Gown</p> <p>Sterile gloves</p> <p>Biohazard waste</p> <p>Antiseptics</p> <p>Disinfectants</p> <p>Autoclave</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

CTE/ROP Veterinary Assistant II 1/2

Suggestions/Assessments:

- Student works from textbook/student workbook
- Guided teacher practice
- Curricular sanitation videos
- Review of current surgical procedures from Veterinary Assistant 1 & 2 (1st semester)

Comments:

CTE/ROP Veterinary Assistant II 1/2

<u>Semester 2 - Unit 14 – Dentistry (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Knows dental anatomy. 1B - Correctly sets up ultrasonic scaler for use. 1C - Knowledge of how to set up the ultrasonic/mechanical scaler correctly and safely. 1D - Identifies commonly used hand dental instruments. 1E - Knowledge of how to correctly hold and uses commonly used hand dental instruments. 1F - Knowledge of how to safety use devices when performing a dental prophylaxis. 1G - Knowledge of how to polishes teeth correctly.</p>	<p><u>Career Technical Education:</u> *ANR/HS/ 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies. 6.4 Maintain safe and healthful working conditions. 6.5 Use tools and machines safely and appropriately. *ANR/ASP/ D8.1 Understand animal waste treatment and disposal management systems. D8.2 Understand various methods for using animal waste and their environmental impacts. D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems. <u>Core Academic:</u> *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p>1A - 2 hours: Anatomy</p> <p>1B-1D - 2 hours: Instrumentation</p> <p>1F - 1 hour: Prophylaxis</p> <p>1G - 1 hour: Home Care</p>	<p>Prophylaxis</p> <p>Peridontal Ligament</p> <p>Plague</p> <p>Gums</p> <p>Gingivitis</p> <p>Extraction</p> <p>Roots</p> <p>Cavities</p> <p>Decay</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

CTE/ROP Veterinary Assistant II 1/2

Suggestions/Assessments:

- Student works from textbook/student workbook
- Guided teacher practice
- Curricular dental videos
- Unit exam

Comments:

CTE/ROP Veterinary Assistant II 1/2

<u>Semester 2 - Unit 15 – Pocket Pet/Laboratory Animal (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Identifies the major species.</p> <p>1B - Safely and correctly handles and restrains for exam and treatment.</p> <p>1C - Is familiar with and correctly utilizes restraint devices in laboratory animals.</p> <p>1D - Knows common husbandry practices used.</p> <p>1E - Accurately sexes the type of lab animal listed above.</p> <p>1F - Knows the nutritional requirements and feeds appropriately.</p> <p>1G - Knows of animal welfare laws governing research facilities that utilize animals.</p> <p>1H - Animal welfare laws</p>	<p><u>Career Technical Education:</u> *ANR/HS/ 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies. 6.4 Maintain safe and healthful working conditions. 6.5 Use tools and machines safely and appropriately. *ANR/ASP/ D8.1 Understand animal waste treatment and disposal management systems. D8.2 Understand various methods for using animal waste and their environmental impacts. D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems. <u>Core Academic:</u> *ANR/C/2.2W/WSA/G9-10/ (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p>1A – 1 hour: Species/breeds</p> <p>1B – 1 hour: Physical exam</p> <p>1C – 1 hour: Restrain and handling</p> <p>1D -1 hour: Husbandry</p> <p>1E – 1 hour: Sample collection techniques</p> <p>1F- 3minutes: Nutrition</p> <p>1G-1H – 30 minutes: Animal welfare laws</p>	<p>Husbandry</p> <p>Breeds</p> <p>Diet</p> <p>Nutritional</p> <p>Bedding</p> <p>Material</p> <p>Ingested</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

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Suggestions/Assessments:

- Student works from textbook/student workbook
- Guided teacher practice
- Curricular pocket pet videos
- Unit exam

Comments:

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<u>Semester 2 - Unit 16 – Job Acquisition Skills (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Completes an appropriate cover letter, resume and job application.</p> <p>1B - Demonstrates knowledge of job interview techniques.</p> <p>1C - Demonstrates knowledge of other career opportunities in veterinary medicine and related occupations.</p> <p>1D - Demonstrates awareness of the need for continuing education and learning.</p>	<p><u>Career Technical Education:</u> *ANR/CPM/ 3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers. 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure. 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options. 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society. 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning. 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio. *ANR/TC/ 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway. <u>Core Academic:</u> *ANR/A/1.3HSS/ECON/G12/ (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.</p>	<p>1A – 1 hour: Selecting a job Finding employment openings</p> <p>1B – 2 hours: Preparing for job interviews</p> <p>C1 – 2 hours: Career opportunities</p> <p>1D – 1 hour: Containing education and learning</p>	<p>Professional</p> <p>Resume</p> <p>Cover letter</p> <p>Thank you letter</p> <p>Portfolio</p> <p>Interview</p> <p>Professionalism</p> <p>Punctuality</p> <p>Pathways</p> <p>Industry</p> <p>Promoting</p> <p>Marketable</p> <p>Competitive</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary www.ca.career.gov</p> <p><u>Student Resources:</u> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary www.ca.career.gov</p>

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	<p>*ANR/C/2.2W/WSA/G11-12/ (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).</p> <p>*ANR/C/2.2W/WSA/G9-10/ (2.5) Write business letters:</p> <p>a. Provide clear and purposeful information and address the intended audience appropriately.</p> <p>b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.</p> <p>c. Highlight central ideas or images.</p> <p>d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact</p>			
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none"> • Student complete a resume/cover letter/thank you letter/portfolio • Students practice mock interview with each other • Students dress for success on specified day <p>Comments:</p>				

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<u>Semester 2 - Unit 17 – Career Development (Ongoing)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Accesses and utilizes technology and information.</p> <p>1B - Practices occupational safety standards.</p> <p>1C - Thinks critically and solving problems effectively.</p> <p>1D - Uses basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills.</p> <p>1E - Attains a comprehensive understanding of all aspects of industry the individual is preparing to enter.</p> <p>1F - Applies knowledge to real world problems and situations.</p> <p>1A - Works independently and collaboratively.</p> <p>1B - Communicates effectively and appropriately.</p> <p>1C - Performs reliably and responsibly.</p> <p>1D - Works with diverse populations effectively and respectfully.</p> <p>1E - Is punctual.</p> <p>1F - Follows directions.</p> <p>1G - Works well with minimum supervision.</p> <p>1H - Is cooperative.</p> <p>1I - Takes initiative by working beyond minimum requirements.</p> <p>1J - Meets job standards of neatness and grooming.</p>	<p><u>Career Technical Education:</u></p> <p>8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.</p> <p>8.3 Understand the role of personal integrity and ethical behavior in the workplace.</p> <p>8.4 Understand how to access, analyze, and implement quality assurance information.</p> <p><u>Core Academic:</u></p> <p>*ANR/C/2.2W/WSA/G9-10/</p> <p>(1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p>1A-1F - ongoing: Job Acquisition Skills</p> <p>1A-1K - ongoing: Workplace classroom skills and behavior</p> <p>1A-1C - ongoing: Job acquisition skills/lifelong learning opportunities</p> <p>1A - outstanding student award</p>	<p>Industry</p> <p>Collaboratively</p> <p>Business partners</p> <p>Networking</p> <p>Soft skills</p> <p>Hard skills</p> <p>Portfolio</p> <p>Ethics</p> <p>Morals</p> <p>Work moral</p> <p>Team work</p>	<p><u>Teacher Resources:</u></p> <p>*Textbooks:</p> <p>1. McCurnin: Clinical Textbook for Veterinary Technicians</p> <p>2. Baker: Introduction to Veterinary Science</p> <p>3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><u>Student Resources:</u></p> <p>*Textbooks:</p> <p>1. McCurnin: Clinical Textbook for Veterinary Technicians</p> <p>2. Baker: Introduction to Veterinary Science</p> <p>3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

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<p>1K - Responds appropriately to constructive criticism.</p> <p>1A - Completes an appropriate resume and job application.</p> <p>1B - Acquires job interview techniques.</p> <p>1C - Attains awareness of advanced career and educational opportunities.</p> <p>1A - Received the ROP Outstanding Student Award.</p>				
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none">• Students work in animal charts• Students work out of textbook/workbooks <p>Comments:</p>				