

## CTE/ROP Veterinary Assistant III 1/2

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

<b>Course Length:</b> 2 Semesters	<b>Classroom Instruction:</b> 180 hours
<b>SUHSD Course Number:</b>	<b>Grade Level:</b> 9, 10, 11, 12
<b>SDCOE Course Number:</b>	<b>SDCOE Total Hours:</b> 280 hours
<b>CBEDS Number/Title:</b>	<b>Year of Implementation:</b> 2012
<b>Course Pre-requisites:</b> Veterinary Assistant I and II	<b>Articulation (school/credits):</b> None
<b>CTE Industry Sector:</b> Agriculture and Natural Resources	<b>CTE Pathway(s):</b> Animal Science
<b>Job Titles:</b> Veterinary Technician, Veterinary Assistant, Animal Care Technician	
<b>Credential Information:</b> Preliminary or Clear Full-Time Designated Subjects CTE Teaching Credential in Agriculture and Natural Resources	

## CTE/ROP Veterinary Assistant III 1/2

**Required Textbooks:** None

**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, animal behavior, physiology, medical terminology, infectious diseases, nutrition for small and large animals, neonatal puppy and kitten care, wound healing and management, anesthesia, surgical nursing, pharmacology, emergency nursing, pathology, instrument and equipment identification, vaccine preparation and injection techniques, laws and ethics, and veterinary office procedures. As part of the instruction, review of veterinary II curriculum student assessment, 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.

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### **Semester 1**

Unit 1: Introduction to Veterinary Assistant  
Unit 2: Cellular Function  
Unit 3: Anatomy & Physiology  
Unit 4: Animal Behavior  
Unit 5: Animal Restraint  
Unit 6: Nutrition for small and large animal  
Unit 7: Neonatal Care of Puppies and Kittens  
Unit 8: Anesthesia  
Unit 9: Veterinary Dentistry  
Unit 10: Pharmacology  
Unit 11: Job Search  
Unit 12: Clinical Internship  
Unit 13: Career Development

### **Semester 2**

Unit 1: Introduction to Veterinary Assistant  
Unit 2: Avian Anatomy and Physiology  
Unit 3: Hematology & Pathology  
Unit 4: Wound Healing, Wound Management and Bandaging  
Unit 5: Urinalysis/Fecal Analysis/Ear Cultures  
Unit 6: Anesthesia  
Unit 7: Veterinary Dentistry  
Unit 8: Surgical Nursing  
Unit 9: Pharmacology  
Unit 10: Emergency Nursing  
Unit 11: Job Acquisition Skills  
Unit 12: Clinical Internship  
Unit 13: Career Development

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<u>Semester 1 - Unit 1 – Introduction to Veterinary Assistant (5 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Demonstrates the ability to describe Veterinary Medicine</p> <p><b>1B</b> - Demonstrates the ability to describe the history of Veterinary Medicine</p> <p><b>1C</b> - Demonstrates the ability to describe job duties</p> <p><b>1D</b> - Demonstrates the ability to describe the different avenues of work that are available as a Veterinary Assistant professional</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/CPM/</b>  <b>3.1</b> Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.  <b>3.2</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.  <b>3.3</b> Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.  <b>3.4</b> Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.  <b>3.5</b> Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.  <b>3.6</b> Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/A/1.3HSS/ECON/G12/</b>  <b>(12.4.3)</b> Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.  <b>*ANR/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and</p>	<p><b>1A -1.5 hours:</b> What is Veterinary Medicine</p> <p><b>1B – 1.5 hours:</b> History of Veterinary Medicine</p> <p><b>1C - 1 hour:</b> Understands the job duties as a Veterinary Assistant</p> <p><b>1D – 1 hour:</b> Job Opportunities as a Veterinary Assistant</p>	<p>Registered Veterinary Technician (RVT)</p> <p>Doctor Veterinary Medicine (DVM)</p> <p>Veterinary Medical Doctor (VMD)</p> <p>Veterinary Technician</p> <p>Veterinary Assistant Veterinary Technician Specialist</p> <p>Veterinary Doctor Specialist</p> <p>Occupational Safety Health Administration (OSHA)</p> <p>Biohazard waste Job tasks</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook, Teachers Edition            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            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>sentence structure and an understanding of English usage. <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization. <b>*ANR/A/1.3HSS/ECON/G12/</b> <b>(12.2.2)</b> Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products</p>			
<p><b>Suggestions/Assessments:</b> <u>Overview</u></p> <ul style="list-style-type: none"><li>• History of OSHA</li></ul> <p><u>Exercises</u></p> <ul style="list-style-type: none"><li>• Course textbook</li><li>• Student uses a MSDS and researchers an assigned chemical in a group setting</li><li>• A fill in the blank quiz is given to students at the end of the unit</li><li>• Students reflections are given at the end of each school day</li></ul> <p><u>Projects/Activities</u></p> <ul style="list-style-type: none"><li>• Scavenger hunt student works in groups</li><li>• Student illustrates examples of proper safety techniques needed in the Veterinary Hospital</li></ul> <p><b>Comments:</b></p>				

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<u>Semester 1 - Unit 2 – Cellular Function (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Demonstrates the ability to identify the parts of a cell</p> <p><b>1B</b> - Demonstrates the ability to describe the different cell types such as, epithelial, macrophage, fibroblasts, neuron, erythrocyte, neutrophil, osteocyte, adipocyte</p> <p><b>1C</b> - Demonstrates the ability to describe the anatomical parts of a cell</p> <p><b>1D</b> - Demonstrates the ability to describe the membrane process, such as, diffusion, facilitated diffusion, osmosis, filtration</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/AGSP/</b>  <b>C5.1</b> Understand the purpose and anatomy of cells.  <b>C6.1</b> Know the names and locations of the external anatomy of animals.  <b>C6.2</b> Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.  <b>*ANR/ASP/</b>  <b>D4.1</b> Understand animal conception (including estrus cycles, ovulation, and insemination).  <b>D4.2</b> Understand the gestation process and basic fetal development  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.  <b>*ANR/C/2.4LS/LSSA/G9-10/</b>  <b>(1.7)</b> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations</p>	<p><b>1A – 2 hours:</b> The structure of a cell</p> <p><b>1B – 1 hour:</b> Cell types</p> <p><b>1C – 1 hour:</b> Anatomical parts of a cell</p> <p><b>1D - 2 hours:</b> Cell Membrane process</p>	<p>Cell</p> <p>Fibroblasts</p> <p>Macrophage</p> <p>Neuron</p> <p>Erythrocyte</p> <p>Neutrophil</p> <p>Osteocyte</p> <p>Adipocyte</p> <p>Epithelial</p> <p>Diffusion</p> <p>Facilitated diffusion</p> <p>Diffusion</p> <p>Osmosis</p> <p>Filtration</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>                      1. McCurnin: Clinical Textbook, Teachers Edition                      2. Baker: Introduction to Veterinary Science                      3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary  <b><u>Student Resources:</u></b>  <b>*Textbooks:</b>                      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><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student illustrates each body system in their interactive notebooks</li> <li>• Student works out of textbook and anatomy handouts</li> <li>• Student illustrates the cellular system through clay</li> <li>• Student explains their clay projects to other students</li> <li>• Students evaluate other students work</li> <li>• Daily reflection sheets are filled out for assessments/ followed by an essay type test</li> <li>• Review of current anatomy and physiology from Veterinary Assistant I</li> </ul> <p><b>Comments:</b></p>				

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<u>Semester 1 - Unit 3 – Anatomy &amp; Physiology (15 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Demonstrates the ability to summarize the cell types, the layers of the epidermis, hair and follicle functions, and glands of the skin</p> <p><b>1B</b> - Demonstrates the ability to identify bone terminology, characteristics, functions, structure, and cells.</p> <p><b>1C</b> - Demonstrates the ability to identify gross anatomy of skeletal muscle, and cardiac muscle, function of tendons and ligaments. Knowledge of different muscle types.</p> <p><b>1D</b> - Demonstrates the blood flow through the heart, layers of heart wall, heart chambers, difference between systole, and diastole, SA node, fetal circulatory system, heart sounds (auscultation), structures of arteries, veins, and capillaries</p> <p><b>1E</b> - Demonstrates the functions of blood, components of blood, different immunity reactions, difference between active and passive immunity, and classes of immunoglobulin's</p> <p><b>1F</b> - Demonstrates difference between internal and external respiration, secondary functions, functions and components of upper and</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/AGSP/</b>  <b>C5.1</b> Understand the purpose and anatomy of cells.  <b>C6.1</b> Know the names and locations of the external anatomy of animals.  <b>C6.2</b> Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.  <b>*ANR/ASP/</b>  <b>D4.1</b> Understand animal conception (including estrus cycles, ovulation, and insemination).  <b>D4.2</b> Understand the gestation process and basic fetal development.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.  <b>*ANR/C/2.4LS/LSSA/G9-10/</b>  <b>(1.7)</b> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations</p>	<p><b>1A – 1 hour:</b> Integument System</p> <p><b>1B – 1 hour:</b> Skeletal System</p> <p><b>1C – 1 hour:</b> Muscular System</p> <p><b>1D – 1 hour:</b> Cardiovascular System</p> <p><b>1E – 1 hour:</b> Immunity, Blood, and Lymph</p> <p><b>1F – hour:</b> The Respiratory System</p> <p><b>1G- 1 hour:</b> The Digestive System</p> <p><b>1H – 1 hour:</b> Muscular layers  <b>1I-1J – 1 hour:</b> Teeth</p> <p><b>1K-1L – 1 hour:</b> Digestion</p> <p><b>1A-1E – 1 hour:</b> Nervous System</p> <p><b>1A-1E – 1 hour:</b> Sensory</p>	<p>Glands</p> <p>Follicle</p> <p>Skeletal Muscle</p> <p>Tendons</p> <p>Ligaments</p> <p>Systole</p> <p>Diastole</p> <p>SA Node</p> <p>Auscultation</p> <p>Palpation</p> <p>Immunity</p> <p>Immunoglobulin</p> <p>Peristalsis</p> <p>Gastrointestinal tract</p> <p>Carnivores/Herbivores</p> <p>Chemical/Mechanical digestion</p> <p>Neuron</p> <p>Cerebrum</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook, Teachers Edition            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            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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<p>lower respiratory system  <b>1G</b> - Demonstrates definition of peristalsis  <b>1H</b> - Demonstrates of epithelial and muscle layers of GI tract  <b>1I</b> - Demonstrates location of types of teeth in carnivores and herbivores  <b>1J</b> - Demonstrates the teeth structures/anatomy  <b>1K</b> - Demonstrates difference between chemical and mechanical digestion  <b>1L</b> - Demonstrates knowledge of how the digestive system organs work  <b>1A</b> - Knowledge of the neuron and neuroglia function  <b>1B</b> - Knowledge of the difference between the autonomic and somatic nervous system  <b>1C</b> - Demonstrates the structures and functions of the cerebrum, cerebellum, diencephalon, and brain stem  <b>1D</b> - Identifies the cranial nerves and has knowledge of their functions  <b>1E</b> - Knowledge of the difference between the sympathetic and parasympathetic division of the autonomic nervous system  <b>1A</b> - Knowledge of four types of stimuli that trigger a response from sensory receptors  <b>1B</b> - Knowledge of taste bud structure</p>		<p><b>1A-1E – 1 hour:</b> Endocrine System</p> <p><b>1A-1D – 1 hour:</b> Urinary System</p> <p><b>1A-1D – 1 hour:</b> Reproduction System</p>	<p>Cerebellum</p> <p>Diencephalon</p> <p>Brain stem</p> <p>Conjunctiva</p>	
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<p><b>1C</b> - Knowledge of structure and functions of eye ball</p> <p><b>1D</b> - Identifies the structure of the conjunctiva and eyelids</p> <p><b>1E</b> - Knowledge the origin and production of tears and flow process (Lacrimal system)</p> <p><b>1A</b> - Knowledge of hormone production</p> <p><b>1B</b> - Knowledge of endocrine glands, and the hormones they produce</p> <p><b>1C</b> - Knowledge of anatomical structure and function of the pituitary gland</p> <p><b>1D</b> - Knowledge of the thyroid hormone, calcitonin, and parathormone</p> <p><b>1E</b> - Knowledge of hormones produced by the kidneys, stomach, small intestine, placenta, thymus, and pineal body</p> <p><b>1A</b> - Knowledge of the anatomical structure and function of the kidneys</p> <p><b>1B</b> - Knowledge of urine production</p> <p><b>1C</b> - Knowledge of structures and functions of the ureters, urinary bladder and urethra</p> <p><b>1D</b> - Knowledge and identification of the urinary system</p> <p><b>1A</b> - Knowledge of the components of the male reproductive system and their functions</p> <p><b>1B</b> - Knowledge of the events that occur during the ovarian cycle</p>				
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<p><b>1C</b> - Knowledge of the stages of the estrous cycle and the events that take place at each stage</p> <p><b>1D</b> - Knowledge of the difference between monoestrous, diestrous, polyestrous, and seasonally polyestrous cycles</p>			
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student illustrates each body system in their interactive notebooks</li> <li>• Student works out of textbook and anatomy handouts</li> <li>• Student illustrates the cardiovascular system through clay</li> <li>• Student explains their clay projects to other students</li> <li>• Students evaluate other students work</li> <li>• Daily reflection sheets are filled out for assessments/ followed by an essay type test</li> <li>• Review of current anatomy and physiology from Veterinary Assistant I</li> </ul> <p><b>Comments:</b></p>			

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<u>Semester 1 - Unit 4 – Animal Behavior (8 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of the different behaviors seen in cats such as, friendly, aggressive, and fear.</p> <p><b>1B</b> - Knowledge of the different behaviors seen in dogs such as, friendly, aggressive and fearful.</p> <p><b>1C</b> - Knowledge of friendly, aggressive and fearful behaviors of horses.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/AGSP/</b>  <b>C9.1</b> Assess the appearance and behavior of a normal, healthy animal.  <b>C9.3</b> Understand the causes and control of common animal diseases.  <b>C9.4</b> Understand how to control parasites and why.  <b>C9.4</b> Understand how to control parasites and why.  <b>*ANR/ASP/</b>  <b>D6.2</b> Understand the importance of animal behavior in diagnosing animal sickness and disease.  <b>D9.1</b> Know the early warning signs of animal distress and how to rectify the problem.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p><b>1A – 2.5 hours:</b> Cats</p> <p><b>1B – 3 hours:</b> Dogs</p> <p><b>1C – 2.5 hours:</b> Horse</p>	<p>Fear biter</p> <p>Aggressive</p> <p>Friendly</p> <p>Territorial</p> <p>Swishing</p> <p>Bolting</p> <p>Bronco</p> <p>Bucking</p> <p>Canter</p> <p>Crowhop</p> <p>Feral horse</p> <p>Gallop</p> <p>Green</p> <p>Groundwork</p> <p>Halter</p> <p>Head collar</p> <p>Neck rein</p> <p>Rearing</p> <p>Shying</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>                      1. McCurnin: Clinical Textbook, Teachers Edition                      2. Baker: Introduction to Veterinary Science                      3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>                      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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<b>Suggestions/Assessments:</b> <ul style="list-style-type: none"><li>• Student watches a behavior assessment video series</li><li>• Student evaluates animal behavior in an animal shelter environment</li><li>• Student illustrates pictures on fear, aggressive, and friendly behavior that is exhibited on dogs and cats</li><li>• Student works in their interactive notebooks</li><li>• Student is tested weekly and must illustrate and write a short essay for each behavior</li><li>• Review of current animal behavior from Veterinary Assistant I</li></ul>				
<b>Comments:</b>				

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<u>Semester 1 - Unit 5 – Animal Restraint (5 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of restraint techniques and what restraint tools are used on horses.</p> <p><b>1B</b> - Knowledge of restraint techniques and restraint tools used for cows.</p> <p><b>1C</b> - Knowledge of technique for capture and restraint tools used on sheep and goats.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/PSCT/</b>  <b>5.1</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.  <b>5.2</b> Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.  <b>5.3</b> Use critical thinking skills to make informed decisions and solve problems.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p><b>1A – 1.5 hours:</b> Horse Restraint</p> <p><b>1B – 1.5 hours:</b> Cow Restraint</p> <p><b>1C – 2 hours:</b> Sheep and Goat Restraint</p>	<p>Handling</p> <p>Restraint</p> <p>Anatomical</p> <p>Body surfaces</p> <p>Body regions</p> <p>Unattended</p> <p>Tongs</p> <p>Twitch</p> <p>Vice</p> <p>Halter</p> <p>Head collar</p> <p>Neck rein</p> <p>Ear position</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook, Teachers Edition            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            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><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Students perform animal restraint on dogs in classroom</li> <li>• Students watch and answer questions on an animal restraint video series</li> <li>• Students illustrate in their interactive notebook Students are assessed through reflections at the end of the day</li> <li>• Review of current handling and restraint from Veterinary Assistant I</li> </ul> <p><b>Comments:</b></p>				

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<u>Semester 1 - Unit 6 – Nutrition for small and large animal (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Demonstrates the ability to relate and apply basic nutrition of the foods that produce energy such as carbohydrates, fats, and protein.</p> <p><b>1B</b> - Knowledge of nutrients that do not supply energy such as water, vitamins, and minerals</p> <p><b>1C</b> - Demonstrates the ability to relate and apply basic concepts for optimizing nutrition for the different stages of an animals' life</p> <p><b>1D</b> - Demonstrates the ability to identify the need for prescription diets used with dogs and cats,</p> <p><b>1E</b> - Knowledge of nutrients that large animal's require</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/ASP/</b>  <b>D6.1</b> Understand the signs of normal health in contrast to illness and disease.  <b>*ANR/PSCT/</b>  <b>5.1</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.  <b>9.1</b> Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.4LS/LSSA/G11-12/</b>  <b>(1.8)</b> Use effective and interesting language, including:  <b>a.</b> Informal expressions for effect  <b>b.</b> Standard American English for clarity  <b>c.</b> Technical language for specificity  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p><b>1A-1B – 2 hours:</b> Nutrition Basics</p> <p><b>1C – 1.5 hours:</b> Optimizing nutrition for adults, geriatrics, and lactating females</p> <p><b>1D – 1.5 hours:</b> Prescription diets</p> <p><b>1E – 1 hour:</b> Large animal</p>	<p>Energy needs</p> <p>Amino acids</p> <p>Trace mineral supplements</p> <p>Selenium</p> <p>Lysine</p> <p>Fats</p> <p>Oils</p> <p>Metabolic exercise</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook, Teachers Edition            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary  <b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student works from textbook/student workbook</li> <li>• Guided teacher practice</li> <li>• Curricular nutritional videos</li> <li>• Unit exam</li> </ul> <p><b>Comments:</b></p>				

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<u>Semester 1 – Unit 7 – Neonatal Care of Puppies and Kittens (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of the observational exam to evaluate the animal's responses, general condition, mentation, posture, locomotion, and breathing. Also identifies the need for heart rate, respiratory rate, weight, and capillary refill time</p> <p><b>1B</b> - Knowledge of checking the puppy or kitten from "head to toe", head and oral cavity, ears, eyelids, nose, thorax, abdomen, skin and umbilicus, limbs, tails, anus, genitalia, and nervous system (sucking reflex).</p> <p><b>1C</b> - Knowledge of the nutritional and bedding needs for new born puppies and kittens</p> <p><b>1D</b> - Knowledge of locating a lactating mother, feeding requirements, suitable environments, sleeping, grooming and exercise</p> <p><b>1E</b> - Knowledge of illness signs in puppies or kittens such as restlessness, weakness, hypothermia, diarrhea, altered respiration, and other physical atypical signs.</p>	<p><b><u>Career Technical Education:</u></b> *ANR/PSCT/ <b>5.1</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks. <b>5.2</b> Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components. <b>5.3</b> Use critical thinking skills to make informed decisions and solve problems.</p> <p><b><u>Core Academic:</u></b> *ANR/C/2.2W/WSA/G9-10/ <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. *ANR/C/2.4LS/LSSA/G11-12/ <b>(1.8)</b> Use effective and interesting language, including: <b>a.</b> Informal expressions for effect <b>b.</b> Standard American English for clarity <b>c.</b> Technical language for specificity</p>	<p><b>1A-1B – 1.5 hours:</b> Physical exam</p> <p><b>1C – 1.5 hours:</b> Husbandry</p> <p><b>1D – 1.5 hours:</b> Orphan animal care</p> <p><b>1E -1.5 hours:</b> Signs of illness in neonates</p>	<p>Lactating</p> <p>Mammary glands</p> <p>Suckling</p> <p>Iron</p> <p>Capillary refill time</p> <p>Mucous membranes</p> <p>Neonate</p> <p>C-Section</p> <p>Dystocia</p> <p>Neonate Intensive Care Unit (NICU)</p>	<p><b><u>Teacher Resources:</u></b> *Textbooks: 1. McCurnin: Clinical Textbook, Teachers Edition 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b> *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 III 1/2

**Suggestions/Assessments:**

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

**Comments:**



## CTE/ROP Veterinary Assistant III 1/2

<u>Semester 1 - Unit 8 – Anesthesia (5 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of tranquilizer or sedative in combination with analgesic, prior to anesthesia induction</p> <p><b>1B</b> - Knowledge of techniques of placement of catheters, endotracheal tubes, laryngoscopes, and anesthetic machine</p> <p><b>1C</b> - Identifies the names and function of a rebreathing vs. a non-rebreathing circuits used on dogs and cats</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/HS/</b>  <b>6.1</b> Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.  <b>6.2</b> Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.  <b>6.4</b> Maintain safe and healthful working conditions.  <b>6.5</b> Use tools and machines safely and appropriately.  <b>*ANR/ASP/</b>  <b>D8.1</b> Understand animal waste treatment and disposal management systems.  <b>D8.2</b> Understand various methods for using animal waste and their environmental impacts.  <b>D8.3</b> Understand the health and safety regulations that are an integral part of properly managed animal waste systems.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.  <b>*ANR/C/2.4LS/LSSA/G9-10/</b>  <b>(1.7)</b> Use props, visual aids, graphs,</p>	<p><b>1A – 1.5 hours:</b> General anesthesia</p> <p><b>1B – 1.5 hours:</b> Anesthesia equipment</p> <p><b>1C – 2 hours:</b> Anesthesia machine</p>	<p>Tranquilizer</p> <p>Analgesic</p> <p>Induction</p> <p>Endotracheal tubes</p> <p>Laryngoscopes</p> <p>Rebreathing</p> <p>Non-rebreathing</p> <p>Capillary Refill Time</p> <p>Cardiac Arrest</p> <p>Anesthetic depth</p> <p>Nictitating membrane</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>                      1. McCurnin: Clinical Textbook, Teachers Edition                      2. Baker: Introduction to Veterinary Science                      3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>                      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 III 1/2

	and electronic media to enhance the appeal and accuracy of presentations			
<b>Suggestions/Assessments:</b> <ul style="list-style-type: none"><li>• Student works from textbook/student workbook</li><li>• Guided teacher practice</li><li>• Curricular videos</li><li>• Unit exam</li></ul> <b>Comments:</b>				

### CTE/ROP Veterinary Assistant III 1/2

<u>Semester 1 - Unit 9 – Veterinary Dentistry (5 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of the dental organizations and their functions</p> <p><b>1B</b> - Knowledge of incisors, canines, premolars, carnassial teeth, and molars.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/HS/</b>  <b>6.1</b> Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.  <b>6.2</b> Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.  <b>6.4</b> Maintain safe and healthful working conditions.  <b>6.5</b> Use tools and machines safely and appropriately.  <b>*ANR/ASP/</b>  <b>D8.1</b> Understand animal waste treatment and disposal management systems.  <b>D8.2</b> Understand various methods for using animal waste and their environmental impacts.  <b>D8.3</b> Understand the health and safety regulations that are an integral part of properly managed animal waste systems.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p><b>1A – 2.5 hours:</b>            Veterinary organizations</p> <p><b>1B – 2.5 hours:</b>            Dental morphology</p>	<p>Interproximal space</p> <p>Apical</p> <p>Labial aspect</p> <p>Buccal aspect</p> <p>Lingual surface</p> <p>Palatal surface</p> <p>Diphyodonts</p> <p>Gingival sulcus</p> <p>Interdental gingiva</p> <p>Normal dog gingival sulcus depth</p> <p>Normal gingival sulcus depth in cats</p>	<p><b><u>Teacher Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook, Teachers Edition            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>            *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 III 1/2

**Suggestions/Assessments:**

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

**Comments:**

## CTE/ROP Veterinary Assistant III 1/2

<u>Semester 1 - Unit 10 – Pharmacology (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of the following definitions drug, pharmacology, pharmacognosy, pharmacodynamics, pharmacokinetics, pharmacotherapeutics, toxicology, therapeutic drug monitoring, half-life, steady state, peak serum concentration, trough serum concentration, therapeutic window, toxic, and therapeutic index</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/HS/</b>  <b>6.1</b> Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.  <b>6.2</b> Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.  <b>6.4</b> Maintain safe and healthful working conditions.  <b>6.5</b> Use tools and machines safely and appropriately.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct <b>punctuation and capitalization.</b>  <b>*ANR/C/2.4LS/LSSA/G9-10/</b>  <b>(1.7)</b> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations</p>	<p><b>1A – 6 hours:</b>  Pharmacology definitions</p>	<p>Neuroleptanalgesic  Therapeutic Index  First Pass Effect  Withdrawal time  Half Life  Veterinarian Client Patient Relationship  Therapeutic index  Toxic  Therapeutic window</p>	<p><b><u>Teacher Resources:</u></b>  *Textbooks:  1. McCurnin: Clinical Textbook, Teachers Edition  2. Baker: Introduction to Veterinary Science  3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources</u></b>  *Textbooks:  1. McCurnin: Clinical Textbook for Veterinary Technicians  2. Baker: Introduction to Veterinary Science  3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student works from textbook/student workbook</li> <li>• Guided teacher practice</li> <li>• Curricular pharmacology videos</li> <li>• Unit exam</li> </ul> <p><b>Comments:</b></p>				

**CTE/ROP Veterinary Assistant III 1/2**

<u>Semester 1 - Unit 11 – Job Search (8 hours)</u>				
<b>Competencies</b>	<b>Standards</b>	<b>Suggested Pacing</b>	<b>Essential Vocabulary</b>	<b>Resources/Materials</b>
<p><b>1A</b> - Demonstrates knowledge of other career opportunities in Veterinary Medicine and related occupations.</p> <p><b>1B</b> - Understanding of the tools used once employed to ensure job security.</p> <p><b>1C</b> - Completes an appropriate cover letter, resume and job application.</p> <p><b>1D</b> - Customer service training</p> <p><b>1E</b> - Demonstrates knowledge of job interview techniques.</p> <p><b>1F</b> - Understanding of the appropriate dress attire that should be worn during the interview</p> <p><b>1G</b> - Awareness of advance career opportunities through continued education.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/CPM/</b>  <b>3.1</b> Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.  <b>3.2</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.  <b>3.3</b> Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.  <b>3.4</b> Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.  <b>3.5</b> Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.  <b>3.6</b> Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.  <b>*ANR/TC/</b>  <b>4.1</b> Understand past, present, and future technological advances as they relate to a chosen pathway.  <b><u>Core Academic:</u></b>  <b>*ANR/A/1.3HSS/ECON/G12/</b>  <b>(12.4.3)</b> Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.</p>	<p><b>1A-1B - 2 hours:</b> Selecting a job</p> <p><b>1C-1D – 2 hours:</b> Finding employment openings</p> <p><b>IE – 2 hours:</b> Job interview techniques</p> <p><b>1F-1G – 2 hours:</b> Career ladders</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><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary  <a href="http://www.ca.career.gov">www.ca.career.gov</a></p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary  <a href="http://www.ca.career.gov">www.ca.career.gov</a></p>

## CTE/ROP Veterinary Assistant III 1/2

	<p><b>*ANR/C/2.2W/WSA/G11-12/</b>  <b>(1.6)</b> 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><b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(2.5)</b> Write business letters:</p> <p><b>a.</b> Provide clear and purposeful information and address the intended audience appropriately.</p> <p><b>b.</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><b>c.</b> Highlight central ideas or images.</p> <p><b>d.</b> Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact</p>			
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student complete a resume/cover letter/thank you letter/portfolio</li> <li>• Students practice mock interview with each other</li> <li>• Students dress for success on specified day</li> </ul> <p><b>Comments:</b></p>				

## CTE/ROP Veterinary Assistant III 1/2

<u>Semester 1 - Unit 12 – Clinical Internship (15 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - has clinical experience that includes a kennel or boarding environment</p> <p><b>1B</b> - has clinical experience that includes animal restraint opportunities</p> <p><b>1C</b> - has clinical experience that includes the opportunity to walk dogs on a leash</p> <p><b>1D</b> - has clinical experience that includes removing cats and dogs from kennels or runs</p> <p><b>1E</b>- has clinical experience that includes animal nursing</p> <p><b>1F</b> - has clinical experience that includes opportunities for venipuncture</p> <p><b>1G</b> - has clinical that includes experience in the treatment room</p> <p><b>1H</b> - has clinical experience that includes a grooming environment</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/CPM/</b>  <b>3.1</b> Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.  <b>3.2</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.  <b>3.3</b> Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.  <b>3.4</b> Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.  <b>3.5</b> Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.  <b>3.6</b> Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.  <b>*ANR/TC/</b>  <b>4.1</b> Understand past, present, and future technological advances as they relate to a chosen pathway.  <b><u>Core Academic:</u></b>  <b>*ANR/A/1.3HSS/ECON/G12/</b>  <b>(12.4.3)</b> Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.</p>	<p><b>1A</b> - Boarding/Kennel</p> <p><b>1B</b> - Animal Restraint</p> <p><b>1C</b> - Leads Dog on leash</p> <p><b>1D</b> - Removes dog and cats from runs and cages</p> <p><b>1E</b> - Assists during surgery</p> <p><b>1F</b> - Restraint for laboratory procedures, and venipuncture</p> <p><b>1G</b> - Treatment room exposure</p> <p><b>1H</b> - Basic grooming procedures</p>	<p>Customer service</p> <p>Treatment room</p> <p>Client rooms</p> <p>Patient rooms</p> <p>Kennel</p> <p>Isolation</p> <p>Animal Nursing</p> <p>Boarding</p> <p>Venipuncture</p> <p>Grooming</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook, Teachers Edition            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            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 III 1/2

	<p><b>*ANR/C/2.2W/WSA/G11-12/</b>  <b>(1.6)</b> 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><b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(2.5)</b> Write business letters:</p> <p><b>a.</b> Provide clear and purposeful information and address the intended audience appropriately.</p> <p><b>b.</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><b>c.</b> Highlight central ideas or images.</p> <p><b>d.</b> Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact</p>			
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student competencies will be checked off by their immediate supervisor at the job site</li> </ul> <p><b>Comments:</b></p>				

### CTE/ROP Veterinary Assistant III 1/2

<b>Semester 1 - Unit 13 – Career Development (Ongoing)</b>				
<b>Competencies</b>	<b>Standards</b>	<b>Suggested Pacing</b>	<b>Essential Vocabulary</b>	<b>Resources/Materials</b>
<p><b>1A</b> - Works independently and collaboratively.</p> <p><b>1B</b> - Communicates effectively and appropriately.</p> <p><b>1C</b> - Performs reliably and responsibly.</p> <p><b>1D</b> - Works with diverse populations effectively and respectfully.</p> <p><b>1E</b> - Knowledge of the skills and personality traits required for career in Veterinary Medicine.</p> <p><b>1F</b> - Is punctual</p> <p><b>1G</b> - Follows directions and is cooperative</p> <p><b>1H</b> - Works well with minimum supervision</p>	<p><b><u>Career Technical Education:</u></b>                      *ANR/ASP/  <b>8.2</b> Understand the concept and application of ethical and legal behavior consistent with workplace standards.  <b>8.3</b> Understand the role of personal integrity and ethical behavior in the workplace.  <b>8.4</b> Understand how to access, analyze, and implement quality assurance information.  <b><u>Core Academic:</u></b>                      *ANR/C/2.2W/WSA/G9-10/  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p><b>1A-1H – ongoing:</b>                      Classroom skills and behavior</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><b><u>Teacher Resources:</u></b>                      *Textbooks:                      1. McCurnin: Clinical Textbook, Teachers Edition                      2. Baker: Introduction to Veterinary Science                      3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary  <b><u>Student Resources:</u></b>                      *Textbooks:                      1. McCurnin: Clinical Textbook for Veterinary Technicians                      2. Baker: Introduction to Veterinary Science                      3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary                      4. Ron Zemke: Delivering Knock Your Socks Off Service                      5. Barbara Barron: Discover the Perfect Career for Your Personality Type                      *Website:                      5. Cacareerzone.org</p>

## CTE/ROP Veterinary Assistant III 1/2

**Suggestions/Assessments:**

- Students work in animal charts
- Students work out of textbook/workbooks
- Review of current career development from Veterinary Assistant 1/2 and 3/4

**Comments:**

## CTE/ROP Veterinary Assistant III 1/2

<u>Semester 2 - Unit 1 – Introduction to Veterinary Assistant (5 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Demonstrates the ability to describe Veterinary Medicine</p> <p><b>1B</b> - Demonstrates the ability to describe the history of Veterinary Medicine</p> <p><b>1C</b> - Demonstrates the ability to describe job duties</p> <p><b>1D</b> - Demonstrates the ability to describe the different avenues of work that are available as a Veterinary Assistant</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/CPM/</b>  <b>3.1</b> Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.  <b>3.2</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.  <b>3.3</b> Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.  <b>3.4</b> Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.  <b>3.5</b> Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.  <b>3.6</b> Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/A/1.3HSS/ECON/G12/</b>  <b>(12.4.3)</b> Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.  <b>*ANR/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of</p>	<p><b>1A – 1 hour:</b> What is Veterinary Medicine</p> <p><b>1B – 1 hour:</b> History of Veterinary Medicine</p> <p><b>1C – 1 hour:</b> Understands the job duties as a Veterinary Assistant</p> <p><b>1D – 2 hours:</b> Job Opportunities as a Veterinary Assistant professional</p>	<p>Registered Veterinary Technician (RVT)</p> <p>Doctor Veterinary Medicine (DVM)</p> <p>Veterinary Medical Doctor (VMD)</p> <p>Veterinary Technician</p> <p>Veterinary Assistant Veterinary Technician Specialist</p> <p>Veterinary Doctor Specialist</p> <p>Occupational Safety Health Administration (OSHA)</p> <p>Biohazard waste Job tasks</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook, Teachers Edition            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            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 III 1/2

	<p>English usage. <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization. <b>*ANR/A/1.3HSS/ECON/G12/</b> <b>(12.2.2)</b> Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products</p>			
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"><li>• Student works from textbook/student workbook</li><li>• Guided teacher practice</li><li>• Curricular videos</li><li>• Unit exam</li><li>• Review of Veterinary Assistant semester 5/6 Unit# 1</li></ul> <p><b>Comments:</b></p>				

### CTE/ROP Veterinary Assistant III 1/2

<u>Semester 2 - Unit 2 – Avian Anatomy and Physiology (4 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of the anatomical structures that make up the avian skin, beaks, and claws</p> <p><b>1B</b> - Knowledge of the structure and function of feathers</p> <p><b>1C</b> - Identifies the types of feathers and the location of each type</p> <p><b>1D</b> - Identifies the names of skeletal bones that make up the avian skeleton</p> <p><b>1E</b> - Knowledge of anatomical structure, and function of the avian eye</p> <p><b>1F</b> - Knowledge of anatomical features that affect the sense of taste in birds</p> <p><b>1G</b> - Knowledge of anatomical structures of the digestive system and their functions</p> <p><b>1H</b> - Knowledge of avian urine composition</p> <p><b>1I</b> - Knowledge of avian circulatory and respiratory function, and anatomical structures</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/AGSP/</b>  <b>C5.1</b> Understand the purpose and anatomy of cells.  <b>C6.1</b> Know the names and locations of the external anatomy of animals.  <b>C6.2</b> Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.  <b>*ANR/ASP/</b>  <b>D4.1</b> Understand animal conception (including estrus cycles, ovulation, and insemination).  <b>D4.2</b> Understand the gestation process and basic fetal development.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.  <b>*ANR/C/2.4LS/LSSA/G9-10/</b>  <b>(1.7)</b> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations</p>	<p><b>1A-1I – 4 hours:</b>            Avian Anatomy and Physiology</p>	<p>Glands</p> <p>Follicle</p> <p>Skeletal Muscle</p> <p>Tendons</p> <p>Ligaments</p> <p>Systole</p> <p>Diastole</p> <p>SA Node</p> <p>Auscultation</p> <p>Palpation</p> <p>Immunity</p> <p>Immunoglobulin</p> <p>Peristalsis</p> <p>Gastrointestinal tract</p> <p>Carnivores/Herbivores</p> <p>Chemical/Mechanical digestion</p> <p>Neuron</p> <p>Cerebrum</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook, Teachers Edition            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            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 III 1/2

### **Suggestions/Assessments:**

- Student works from textbook/student workbook
- Guided teacher practice
- Curricular videos
- Unit exam
- Review of current Avian Anatomy and Physiology from Semester 5/6 Unit# 2

### **Comments:**

## CTE/ROP Veterinary Assistant III 1/2

<u>Semester 2 - Unit 3 – Hematology &amp; Pathology (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of equipment needed for hematology procedures such as, microscope, micro hematocrit centrifuge, refract meter, hemocytometer, Wright's stain.</p> <p><b>1B</b> - Knowledge of the proper handling techniques used with blood samples</p> <p><b>1C</b> - Knowledge of red blood cell indices</p> <p><b>1D</b> - Knowledge of the 5 different types of white blood cells, counting WBC, and identification on microscope slide.</p> <p><b>1E</b> - Knowledge of the functions of the 5 different white blood cells, and reasons more of one kind of cell might be seen on blood smear</p> <p><b>1F</b> - Knowledge of the difference between platelets, serum, and platelets</p> <p><b>1G</b> - Knowledge of packed cell volume, white blood cell count, red blood cell count, hemoglobin determination, RBC indices, platelet count, total plasma protein, total plasma protein through a blood smear</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/HS/</b>  <b>6.1</b> Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.  <b>6.2</b> Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.  <b>6.4</b> Maintain safe and healthful working conditions.  <b>6.5</b> Use tools and machines safely and appropriately.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.  <b>*ANR/C/2.4LS/LSSA/G9-10/</b>  <b>(1.7)</b> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations</p>	<p><b>1A – 1 hour:</b> Equipment</p> <p><b>1B – 1 hour:</b> Sample Handling</p> <p><b>1C – 1 hour:</b> Erythrocyte Identification</p> <p><b>1D – 1 hour:</b> White Blood Cell (WBC)</p> <p><b>1E – 1 hour:</b> Blood components</p> <p><b>1F – 1 hour:</b> Complete Blood Count</p>	<p>Anemia</p> <p>Blood cells</p> <p>Anticoagulant</p> <p>Antigen</p> <p>Artery</p> <p>Arterial thromboembolism</p> <p>Bleeding disorder</p> <p>Blood smear</p> <p>Complete blood count</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook, Teachers Edition            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            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 III 1/2

**Suggestions/Assessments:**

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

**Comments:**

## CTE/ROP Veterinary Assistant III 1/2

<u>Semester 2 - Unit 4 – Wound Healing, Wound Management and Bandaging (7 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of factors that affect wound healing such as host, wound characteristics, and external signs.</p> <p><b>1B</b> - Knowledge of immediate wound care</p> <p><b>1C</b> - Knowledge of wound debridement that is necessary to remove all contaminated necrotic tissue, or foreign material.</p> <p><b>1D</b> - Knowledge of the four methods of wound closure such as primary closure, delayed primary closure, contraction and epithelialization, and secondary closure.</p> <p><b>1E</b> - Identifies the different stages of wound healing</p> <p><b>1F</b> - Knowledge of how to treat abrasions, lacerations, burns, puncture wounds, De gloving injuries, decubitus ulcers</p> <p><b>1G</b> - Knowledge of the reasons for bandaging a wound such as preventing wound desiccation, hematoma, dead space, cellular capillary disruption, and post-surgery edemas.</p> <p><b>1H</b> - Knowledge of the types of bandages used, how to wrap an injury, and the proper bandage removal techniques.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/HS/</b>  <b>6.1</b> Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.  <b>6.2</b> Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.  <b>6.4</b> Maintain safe and healthful working conditions.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.  <b>*ANR/C/2.4LS/LSSA/G9-10/</b>  <b>(1.7)</b> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations</p>	<p><b>1A – 1 hour:</b> Wound Healing</p> <p><b>1B-1C – 2 hours:</b> Wound debridement</p> <p><b>1D-1E – 1 hour:</b> Wound closure</p> <p><b>1F – 1 hour:</b> Wound Management</p> <p><b>1G-1J – 2 hours:</b> Bandages</p>	<p>Debridement</p> <p>Necrotic tissue</p> <p>Primary closure</p> <p>Epithelialization</p> <p>Abrasions</p> <p>Lacerations</p> <p>Puncture wounds</p> <p>Hematoma</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook, Teachers Edition            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            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 III 1/2

<p><b>1I</b> - Knowledge of the proper steps used when placing a bandage.</p> <p><b>1J</b> - Identifies the three layers of a bandage such as primary or contact layer, secondary or padded conforming layer, and the tertiary or holding and protective layer.</p>				
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"><li>• Student works from textbook/student workbook</li><li>• Guided teacher practice</li><li>• Curricular videos</li><li>• Unit exam</li></ul> <p><b>Comments:</b></p>				

## CTE/ROP Veterinary Assistant III 1/2

<u>Semester 2 - Unit 5 – Urinalysis /Fecal Analysis/ Ear Culture (7 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of equipment used for performing a urinalysis</p> <p><b>1B</b> - Knowledge of the proper techniques used to collect urine</p> <p><b>1C</b> - Knowledge of physical properties found in urine such as, color, turbidity, specific gravity</p> <p><b>1D</b> - Knowledge of pH, Protein, Glucose, Ketones, Bilirubin, Blood found in urine, and what that indicates</p> <p><b>1E</b> - Knowledge of epithelial cells, blood cells, casts, crystals, microorganisms, and miscellaneous findings found on the microscopic exam</p> <p><b>1F</b> - Knowledge of the techniques used to collect feces in dogs and cats. Also the importance of using a fresh fecal sample.</p> <p><b>1G</b> - Identifies the different types of internal parasites on a microscope examination</p> <p><b>1H</b> - Knowledge of how to properly collect ear debris with ear swab.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/HS/</b>  <b>6.1</b> Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.  <b>6.2</b> Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.  <b>6.4</b> Maintain safe and healthful working conditions.  <b>6.5</b> Use tools and machines safely and appropriately.  <b>*ANR/ASP/</b>  <b>D8.2</b> Understand various methods for using animal waste and their environmental impacts.  <b>D8.3</b> Understand the health and safety regulations that are an integral part of properly managed animal waste systems.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.4LS/LSSA/G11-12/</b>  <b>(1.8)</b> Use effective and interesting language, including:  <b>a.</b> Informal expressions for effect  <b>b.</b> Standard American English for clarity  <b>c.</b> Technical language for specificity</p>	<p><b>1A - 1 hour:</b> Equipment</p> <p><b>1B – 1 hour:</b> Urine collection</p> <p><b>1C – 1 hour:</b> Urine evaluation</p> <p><b>1D – 1 hour:</b> Microscopic examination</p> <p><b>1E – 1 hour:</b> Fecal collection</p> <p><b>1F – 1 hour:</b> Parasite identification</p> <p><b>1G – 1 hour:</b> Ear culture</p>	<p>Urinalysis</p> <p>Turbidity</p> <p>Ketones</p> <p>Casts</p> <p>Crystals</p> <p>Bacteria</p> <p>Yeast</p> <p>Ear culture smear</p> <p>Fecal float</p> <p>Parasite eggs</p> <p>Pseudo eggs</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook, Teachers Edition            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            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 III 1/2

**Suggestions/Assessments:**

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

**Comments:**

### CTE/ROP Veterinary Assistant III 1/2

<u>Semester 2 - Unit 6 – Anesthesia (9 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of tranquilizer or sedative in combination with analgesic, prior to anesthesia induction</p> <p><b>1B</b> - Knowledge of techniques of placement of catheters, endotracheal tubes, laryngoscopes, and anesthetic machine</p> <p><b>1C</b> - Identifies the names and function of a re-breathing vs. a non-rebreathing circuits used on dogs and cats</p> <p><b>1D</b> - Knowledge of the medication used and functions of premedication and induction medication</p> <p><b>1E</b> - Knowledge of the organs responsible for anesthesia excretion</p> <p><b>1F</b> - Knowledge of the proper equipment and techniques used to monitor animals who are under anesthesia</p> <p><b>1G</b> - Knowledge of the difference between assisted ventilation vs. mechanical ventilation.</p> <p><b>1H</b> - Understands the different sizes of endotracheal tubes used on dogs and cats.</p> <p><b>1I</b> - Knowledge of how to assess anesthetized animal HR, RR, CRT, anesthetic stages, and oxygen levels</p> <p><b>1J</b> - Knowledge of the proper positioning of animals during</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/HS/</b>  <b>6.1</b> Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.  <b>6.2</b> Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.  <b>6.4</b> Maintain safe and healthful working conditions.  <b>6.5</b> Use tools and machines safely and appropriately.  <b>*ANR/ASP/</b>  <b>D8.1</b> Understand animal waste treatment and disposal management systems.  <b>D8.2</b> Understand various methods for using animal waste and their environmental impacts.  <b>D8.3</b> Understand the health and safety regulations that are an integral part of properly managed animal waste systems.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.  <b>*ANR/C/2.4LS/LSSA/G9-10/</b>  <b>(1.7)</b> Use props, visual aids, graphs,</p>	<p><b>1A – 1 hour:</b> General anesthesia</p> <p><b>1B – 30 minutes:</b> Anesthesia equipment</p> <p><b>1C – 30 minutes:</b> Anesthesia machine</p> <p><b>1D – 1 hour:</b> Anesthesia medication</p> <p><b>1E – 30 minutes:</b> Anesthesia excretion</p> <p><b>1F – 1 hour:</b> Anesthetic monitoring</p> <p><b>1G – 30 minutes:</b> Ventilator support</p> <p><b>1H – 1 hour:</b> Endotracheal intubation</p> <p><b>1I – 30 minutes:</b> Induction and maintenance</p> <p><b>1J – 30 minutes:</b> Positioning of animal</p> <p><b>1K – 1 hour:</b> Recovery</p> <p><b>1L – 30 minutes:</b> Special anesthetic</p>	<p>Tranquilizer</p> <p>Analgesic</p> <p>Induction</p> <p>Endotracheal tubes</p> <p>Laryngoscopes</p> <p>Rebreathing</p> <p>Non-rebreathing</p> <p>Capillary Refill Time</p> <p>Cardiac Arrest</p> <p>Anesthetic depth</p> <p>Nictitating membrane</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook, Teachers Edition            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            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 III 1/2

<p>surgical procedures  <b>1K</b> - Knowledge of proper endotracheal tube recovery, quiet environment, and the importance of keeping the animal warm post-surgery  <b>1L</b> - Knowledge of neuroleptanalgesia, and epidural analgesia  <b>1M</b> - Understands the anesthesia protocols, and equipment preparation prior to anesthesia procedures.</p>	<p>and electronic media to enhance the appeal and accuracy of presentations</p>	<p>techniques  <b>1M – 30 minutes:</b>          Protocol selection and equipment preparation</p>		
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Review of current Anesthesia from semester 5/6 unit # 8</li> <li>• Student works from textbook/student workbook</li> <li>• Guided teacher practice</li> <li>• Curricular videos</li> <li>• Unit exam</li> </ul> <p><b>Comments:</b></p>				

## CTE/ROP Veterinary Assistant III 1/2

<u>Semester 1 - Unit 7 – Veterinary Dentistry (7 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of the dental organizations and their functions</p> <p><b>1B</b> - Knowledge of incisors, canines, premolars, carnassial teeth, and molars.</p> <p><b>1C</b> - Knowledge of periodontal procedures, dental scaling and polishing, proper preventative diets, dental home care, and sharpening dental scalers</p> <p><b>1D</b> - Knowledge of intraoral radiography in the dog and cat</p> <p><b>1E</b> - Knowledge of conventional root canal therapy procedures</p> <p><b>1F</b> - Knowledge of tooth restoration in dogs and cats</p>	<p><b><u>Career Technical Education:</u></b> *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.</p> <p><b><u>Core Academic:</u></b> *ANR/C/2.2W/WSA/G9-10/ <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p><b>1A - 1 hour:</b> Veterinary Organizations</p> <p><b>1B - 1.5 hours:</b> Dental morphology</p> <p><b>1C – 1.5 hours:</b> Periodontics and periodontal disease</p> <p><b>1D – 1 hour:</b> Dental Radiography</p> <p><b>1E – 1 hour:</b> Endodontic</p> <p><b>1F – 1 hour:</b> Restorative dentistry</p>	<p>Interproximal space</p> <p>Apical</p> <p>Labial aspect</p> <p>Buccal aspect</p> <p>Lingual surface</p> <p>Palatal surface</p> <p>Diphyodonts</p> <p>Gingival sulcus</p> <p>Interdental gingiva</p> <p>Normal dog gingival sulcus depth</p> <p>Normal gingival sulcus depth in cats</p>	<p><b><u>Teacher Resources:</u></b> *Textbooks: 1. McCurnin: Clinical Textbook, Teachers Edition 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b> *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 III 1/2

**Suggestions/Assessments:**

- Review of current Veterinary Dentistry from semester 5/6 unit # 9
- Student works from textbook/student workbook
- Guided teacher practice
- Curricular videos
- Unit exam

**Comments:**

## CTE/ROP Veterinary Assistant III 1/2

<u>Semester 2 - Unit 8 – Surgical Nursing (9 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of the importance of preoperative assessment procedures</p> <p><b>1B</b> - Knowledge of indicators of prophylactic antibiotics</p> <p><b>1C</b> - Knowledge of the technique, post-operative care, and indications</p> <p><b>1D</b> - Knowledge of indications, technique and post-operative care.</p> <p><b>1E</b> - Knowledge of indications, technique and post-operative care.</p> <p><b>1F</b> - Knowledge of indications, technique and post-operative care.</p> <p><b>1G</b> - Knowledge of indications, technique and post-operative care.</p> <p><b>1H</b> - Knowledge of indications, technique and post-operative care.</p> <p><b>1I</b> - Knowledge of indications, technique and post-operative care.</p> <p><b>1J</b> - Knowledge of indications, technique and post-operative care.</p> <p><b>1K</b> - Knowledge of indications, technique and post-operative care.</p> <p><b>1L</b> - Knowledge of indications, technique and post-operative care.</p> <p><b>1M</b> - Knowledge of indications, technique and</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/HS/</b>  <b>6.1</b> Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.  <b>6.2</b> Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.  <b>6.4</b> Maintain safe and healthful working conditions.  <b>6.5</b> Use tools and machines safely and appropriately.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.  <b>*ANR/C/2.4LS/LSSA/G9-10/</b>  <b>(1.7)</b> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations</p>	<p><b>1A – 1 hour:</b> Preoperative patient assessment</p> <p><b>1B – 30 minutes:</b> Perioperative antibiotics</p> <p><b>1C - 30 minutes:</b> Tail Docking</p> <p><b>1D – 30 minutes:</b> Dewclaw removal on puppies</p> <p><b>1E – 30 minutes:</b> Tail docking on the adult dog</p> <p><b>1F – 1 hour:</b> Feline onychectomy</p> <p><b>1G – 30 minutes:</b> Gastrointestinal surgery</p> <p><b>1H – 30 minutes:</b> Ovariohysterectomy</p> <p><b>1I – 30 minutes:</b> Pyometra</p> <p><b>1J – 30 minutes:</b> Canine castration</p> <p><b>1K – 30 minutes:</b> Feline castration</p>	<p>Surgical asepsis</p> <p>Aseptic technique</p> <p>Avulsion</p> <p>Coaptation</p> <p>Dissect</p> <p>Epithelialization</p> <p>Ligate</p> <p>Lumpectomy</p> <p>Postop</p> <p>Preop</p> <p>Rupture</p> <p>Suture</p> <p>Curette</p> <p>Drain</p> <p>Biopsy</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>  1. McCurnin: Clinical Textbook, Teachers Edition  2. Baker: Introduction to Veterinary Science  3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>  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 III 1/2

<p>post- operative care.  <b>1N</b> - Knowledge of indications, technique and post- operative care.  <b>1O</b> - Knowledge of indications, technique and post- operative care.</p>		<p><b>1L – 1 hour:</b>          Cesarean delivery</p> <p><b>1M – 30 minutes:</b>          Umbilical hernia</p> <p><b>1N – 30 minutes:</b>          Mammary neoplasia</p> <p><b>1O – 30 minutes:</b>          Amputation</p>	
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student works from textbook/student workbook</li> <li>• Guided teacher practice</li> <li>• Curricular videos</li> <li>• Unit exam</li> </ul> <p><b>Comments:</b></p>			

### CTE/ROP Veterinary Assistant III 1/2

Semester 2 - Unit 9 – Pharmacology (9 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of the following definitions drug, pharmacology, pharmacognosy, pharmacodynamics, pharmacokinetics, pharmacotherapeutics, toxicology, therapeutic drug monitoring, half- life, steady state, peak serum concentration, trough serum concentration, therapeutic window, toxic, and therapeutic index</p> <p><b>1B</b> - Knowledge of drug absorption, and drug distribution within the animal's body</p> <p><b>1C</b> - Knowledge of the biotransformation of medications so they are no longer active within the animal's body</p> <p><b>1D</b> - Knowledge of the absorption routes (reaching the target tissue) in the body when medications are administered</p> <p><b>1E</b> - Knowledge of the organs responsible for anesthesia excretion</p> <p><b>1F</b> - Knowledge of the different formulations to accomplish the desired effect</p> <p><b>1G</b> - Knowledge of the different routes that medications can be given to</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/HS/</b>  <b>6.1</b> Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.  <b>6.2</b> Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.  <b>6.4</b> Maintain safe and healthful working conditions.  <b>6.5</b> Use tools and machines safely and appropriately.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.  <b>*ANR/C/2.4LS/LSSA/G9-10/</b>  <b>(1.7)</b> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations</p>	<p><b>1A - 30 minutes:</b> Pharmacology definitions</p> <p><b>1B - 30 minutes:</b> General principles</p> <p><b>1C - 30 minutes:</b> Drug metabolism</p> <p><b>1D - 1 hour:</b> Drug absorption</p> <p><b>1E - 30 minutes:</b> Excretion</p> <p><b>1F - 30 minutes:</b> Dosage forms</p> <p><b>1G - 30 minutes:</b> Routes of administration</p> <p><b>1H – 30 minutes:</b> Barbiturates</p> <p><b>1I - 30 minutes:</b> Agents used to treat parasitism</p> <p><b>1J – 1 hour:</b> Diuretic and Cardiovascular drugs</p> <p><b>1K - 30 minutes:</b> Antimicrobial agents</p>	<p>Neuroleptanalgesic</p> <p>Therapeutic Index</p> <p>First Pass Effect</p> <p>Withdrawal time</p> <p>Half Life</p> <p>Veterinarian Client Patient Relationship</p> <p>Therapeutic index</p> <p>Toxic</p> <p>Therapeutic window</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook, Teachers Edition            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            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>animals</p> <p><b>1H</b> - Knowledge of common medications that fall under the category of a barbiturate</p> <p><b>1I</b> - Knowledge of common medications that are used to treat parasites</p> <p><b>1J</b> - Knowledge of common medications that fall under the category of a diuretic or cardiovascular medication</p> <p><b>1K</b> - Knowledge of common medications that fall under the category of antimicrobials</p> <p><b>1L</b> - Knowledge of medications used to treat gastrointestinal problems</p> <p><b>1M</b> - Knowledge of state, federal, Veterinary-client relationship, label requirements and controlled substances</p> <p><b>1N</b> - Knowledge of drug concentration, strength, and drug dosages</p> <p><b>1O</b> - Knowledge of the importance of proper inventory and maintenance in the hospital pharmacy</p>		<p><b>1L - 30 minutes:</b> Gastrointestinal drugs</p> <p><b>1M - 30 minutes:</b> Drug Laws</p> <p><b>1N - 1 hour:</b> Calculations</p> <p><b>1O - 30 minutes:</b> Inventory control</p>	
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Review Pharmacology semester 5/6 Unit# 10</li> <li>• Student works from textbook/student workbook</li> <li>• Guided teacher practice</li> <li>• Curricular pharmacology videos</li> <li>• Unit exam</li> </ul> <p><b>Comments:</b></p>			

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<u>Semester 2 - Unit 10 – Emergency Nursing (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of the need for a critical care location in the hospital</p> <p><b>1B</b> - Knowledge of what medications and equipment can be found on a crash cart</p> <p><b>1C</b> - Knowledge of what fluids to use and what volumes should be given</p> <p><b>1D</b> - Knowledge of protocols to assist with what steps need to be taken during an emergency</p> <p><b>1E</b> - Knowledge of determining the area of the most need with a patient who has multiple body system traumas</p> <p><b>1F</b> - Knowledge of continued 24 hour care on emergency patients to ensure their recovery</p>	<p><b><u>Career Technical Education:</u></b></p> <p><b>*ANR/HS/</b></p> <p><b>6.1</b> Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.</p> <p><b>6.2</b> Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.</p> <p><b>6.4</b> Maintain safe and healthful working conditions.</p> <p><b>6.5</b> Use tools and machines safely and appropriately.</p> <p><b>*ANR/ASP/</b></p> <p><b>D8.1</b> Understand animal waste treatment and disposal management systems.</p> <p><b>D8.2</b> Understand various methods for using animal waste and their environmental impacts.</p> <p><b>D8.3</b> Understand the health and safety regulations that are an integral part of properly managed animal waste systems.</p> <p><b><u>Core Academic:</u></b></p> <p><b>*ANR/C/2.3WO/ELC/G11-12/</b></p> <p><b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p> <p><b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p> <p><b>*ANR/C/2.4LS/LSSA/G9-10/</b></p>	<p><b>1A - 1 hour:</b> The care station</p> <p><b>1B - 1 hour:</b> Crash cart</p> <p><b>1C - 1 hour:</b> Fluid Therapy</p> <p><b>1D - 1 hour:</b> Standards and emergency protocols</p> <p><b>1E - 1 hour:</b> Triage of the emergency patient</p> <p><b>1F - 1 hour:</b> Patient monitoring</p>	<p>Critical care</p> <p>Hit by car (HBC)</p> <p>Body systems</p> <p>Recovery</p> <p>Treatment</p> <p>Crash cart</p> <p>Auscultation</p> <p>Intravenous induction</p> <p>Capillary refill time</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b>*Textbooks:</b></p> <p>1. McCurnin: Clinical Textbook, Teachers Edition</p> <p>2. Baker: Introduction to Veterinary Science</p> <p>3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b></p> <p><b>*Textbooks:</b></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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	(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations			
<b>Suggestions/Assessments:</b> <ul style="list-style-type: none"><li>• Student works from textbook/student workbook</li><li>• Guided teacher practice</li><li>• Curricular videos</li><li>• Unit exam</li></ul> <b>Comments:</b>				

## CTE/ROP Veterinary Assistant III 1/2

<u>Semester 2 - Unit 11 – Job Acquisition Skills (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Demonstrates knowledge of other career opportunities in Veterinary Medicine and related occupations.</p> <p><b>1B</b> - Understanding of the tools used once employed to ensure job security.</p> <p><b>1C</b> - Completes an appropriate cover letter, resume and job application.</p> <p><b>1D</b> - Customer service training</p> <p><b>1E</b> - Demonstrates knowledge of job interview techniques.</p> <p><b>1F</b> - Understanding of the appropriate dress attire that should be worn during the interview</p> <p><b>1G</b> - Awareness of advance career opportunities through continued education.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/CPM/</b>  <b>3.1</b> Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.  <b>3.2</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.  <b>3.3</b> Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.  <b>3.4</b> Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.  <b>3.5</b> Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.  <b>3.6</b> Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.  <b>*ANR/TC/</b>  <b>4.1</b> Understand past, present, and future technological advances as they relate to a chosen pathway.  <b><u>Core Academic:</u></b>  <b>*ANR/A/1.3HSS/ECON/G12/</b>  <b>(12.4.3)</b> Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.</p>	<p><b>1A - 1.5 hours:</b> Selecting a Job</p> <p><b>1B – 1 hour:</b> Finding employment openings</p> <p><b>1C - 2 hours:</b> Job interview techniques</p> <p><b>1D – 1.5 hours:</b> Career Ladders</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><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook, Teachers Edition            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary            4. Ron Zemke: Delivering Knock Your Socks Off Service            5. Barbara Barron: Discover the Perfect Career for Your Personality Type</p> <p><b>*Website:</b>            5. Cacareerzone.org</p>



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	<p><b>*ANR/C/2.2W/WSA/G11-12/</b>  <b>(1.6)</b> 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><b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(2.5)</b> Write business letters:</p> <p><b>a.</b> Provide clear and purposeful information and address the intended audience appropriately.</p> <p><b>b.</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><b>c.</b> Highlight central ideas or images.</p> <p><b>d.</b> Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact</p>			
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Review job acquisition skills semester 5/6 Unit# 11</li> </ul> <p><b>Comments:</b></p>				

## CTE/ROP Veterinary Assistant III 1/2

<u>Semester 2 - Unit 12 – Clinical Internship (15 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - has clinical experience that includes a kennel or boarding environment</p> <p><b>1B</b> - has clinical experience that includes animal restraint opportunities</p> <p><b>1C</b> - has clinical experience that includes the opportunity to walk dogs on a leash</p> <p><b>1D</b> - has clinical experience that includes removing cats and dogs from kennels or runs</p> <p><b>1E</b> - has clinical experience that includes animal nursing</p> <p><b>1F</b> - has clinical experience that includes opportunities for venipuncture</p> <p><b>1G</b> - has clinical that includes experience in the treatment room</p> <p><b>1H</b> - has clinical experience that includes a grooming environment</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/CPM/</b>  <b>3.1</b> Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.  <b>3.2</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.  <b>3.3</b> Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.  <b>3.4</b> Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.  <b>3.5</b> Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.  <b>3.6</b> Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.  <b>*ANR/TC/</b>  <b>4.1</b> Understand past, present, and future technological advances as they relate to a chosen pathway.  <b><u>Core Academic:</u></b>  <b>*ANR/A/1.3HSS/ECON/G12/</b>  <b>(12.4.3)</b> Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.</p>	<p><b>1A</b> - Boarding/Kennel</p> <p><b>1B</b> - Animal Restraint</p> <p><b>1C</b> - Leads Dog on leash</p> <p><b>1D</b> - Removes dogs and cats from runs and cages</p> <p><b>1E</b> - Assists during surgery</p> <p><b>1F</b> - Restraint for laboratory procedures, and venipuncture</p> <p><b>G1</b> - Treatment room exposure</p> <p><b>1H</b> - Basic grooming procedures</p>	<p>Telephone etiquette</p> <p>Customer service</p> <p>Treatment room</p> <p>Client rooms</p> <p>Patient rooms</p> <p>Kennel</p> <p>Isolation</p> <p>Animal Nursing</p> <p>Boarding</p> <p>Venipuncture</p> <p>Grooming</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook, Teachers Edition            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary  <b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary            4. Ron Zemke: Delivering Knock Your Socks Off Service</p>

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	<p><b>*ANR/C/2.2W/WSA/G11-12/</b>  <b>(1.6)</b> 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><b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(2.5)</b> Write business letters:</p> <p><b>a.</b> Provide clear and purposeful information and address the intended audience appropriately.</p> <p><b>b.</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><b>c.</b> Highlight central ideas or images.</p> <p><b>d.</b> Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact</p>			
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student competencies will be checked off by their immediate supervisor at the job site</li> </ul> <p><b>Comments:</b></p>				

## CTE/ROP Veterinary Assistant III 1/2

<u>Semester 2 - Unit 13 – Career Development</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Works independently and collaboratively.</p> <p><b>1B</b> - Communicates effectively and appropriately.</p> <p><b>1C</b> - Performs reliably and responsibly.</p> <p><b>1D</b> - Works with diverse populations effectively and respectfully.</p> <p><b>1E</b> - Knowledge of the skills and personality traits required for career in Veterinary Medicine.</p> <p><b>1F</b> - Is punctual</p> <p><b>1G</b> - Follows directions and is cooperative</p> <p><b>1H</b> - Works well with minimum supervision</p>	<p><b><u>Career Technical Education:</u></b>            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.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p><b>1A-1H – ongoing:</b>            Classroom skills and behavior</p>	Industry  Collaboratively  Business partners  Networking  Soft skills  Hard skills  Portfolio  Ethics  Morals  Work moral  Team work	<p><b><u>Teacher Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook, Teachers Edition            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary            4. Ron Zemke: Delivering Knock Your Socks Off Service</p>
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Students work in animal charts</li> <li>• Students work out of textbook/workbooks</li> <li>• Review of current career development from Veterinary Assistant 1/2 and 3/4</li> </ul> <p><b>Comments:</b></p>				