



# Veterinary Assistant I (02.0231) (District)

Granite Technical Institute > 2016-2017 > Intermediate > Agricultural Education > Veterinary Assistant I (02.0231) (District) > Hartley, Devon; Paxman, Bailey  
Monday, December 5, 2016, 2:24PM



Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
<p><b>Intro to Animal Science</b> (Week 1, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education UT: Grades 9-12 Veterinary Science: Veterinary Assistant Standard 5 Students will demonstrate an understanding of animal anatomy and physiology. Objective 5 Students will be able to compare the anatomy of different species of animals, to include small animals, large animals, laboratory animals, and exotic animals. Standard 7 Students will express an understanding of the fundamental principles of veterinary medicine and be able to demonstrate proficiency in each area. Objective 3 Students will be able to</p>	<p>What is the difference between breed, species, and type? What are the different purposes of animals?</p>	<p>Difference between breed, species, type Appropriate terminology to refer to animal</p>	<p>Categorize animals according to breed, species, and type</p>	<p>Breed Species Type Cow Bull Calf Bullock Heifer Sow Boar Barrow Gilt Ewe Ram Wether Rooster Hen Pullock</p>	<p><b>Introduction Exam</b> <b>Summative:</b> <b>Test: Written</b></p>

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	<p>correctly perform breed identification.</p> <p>Standard 12 Students will demonstrate an ability to identify, treat and manage exotic and laboratory animals.</p> <p>Objective 1 Students will correctly identify exotic and laboratory animals.</p>					
<p><b>FFA</b> (Week 2, 3 Weeks)</p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12</p> <p>Veterinary Science: Veterinary Assistant</p> <p>Standard 1 Students will understand the role of FFA/HOSA in Agricultural Education</p> <p>Objective 1 Students will explain the purpose of leadership opportunities associated with FFA/HOSA</p> <p>Objective 2 Students will have the opportunity to participate in both veterinarian-related and leadership events with FFA/HOSA</p> <p>Objective 3 Students will understand</p>	<p>What is the National FFA Organization?</p> <p>Why is leadership important?</p> <p>How do you develop leadership skills?</p>	<p>Dates of FFA History</p> <p>FFA Organizational Structure</p> <p>FFA Offices</p> <p>Creed, Motto, Mission Statement</p>		<p>Agricultural Education</p> <p>FFA</p> <p>SAE</p> <p>Classroom</p> <p>Agriculture</p> <p>Opening/Closing Ceremonies</p> <p>Creed</p> <p>Motto</p> <p>Mission Statement</p>	<p><b>Creed</b></p> <p><b>Presentation</b></p> <p><b>Summative:</b></p> <p><b>Oral: Speech</b></p> <p><b>FFA Exam</b></p> <p><b>Summative:</b></p> <p><b>Test: Written</b></p>

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	<p>the professionalism requirements related to FFA/HOSA participation.</p> <p>Objective 4 Students will be able to describe how FFA/HOSA develops leadership skills, personal growth, and career success.</p> <p>Objective 5 Students will understand the history and organization of FFA/HOSA.</p>					
<p><b>SAE</b> (Week 4, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education UT: Grades 9-12 Veterinary Science: Veterinary Assistant Standard 2 Students will participate in a Supervised Agricultural Experience (SAE) program.</p> <p>Objective 1 Students will prepare for an externship opportunity by developing skills that will be used in the veterinary clinic.</p> <p>Objective 2 Students will understand the level of professionalism required</p>	<p>What's the importance of what we learn in class? What do you want to be when you grow up? How do you plan on achieving your career goals?</p>	<p>SAE types Record Keeping</p>	<p>Identify SAE type Maintain up-to-date records</p>	<p>Entrepreneurship Placement Exploratory Research SAE</p>	<p><b>AET Recordbook</b> <b>Summative: Performance: Lab Assignment</b> <b>SAE Exam</b> <b>Summative: Test: Written</b></p>

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	<p>for participation in an externship portion of the program. This includes appropriate dress, grooming, attitude, and performance.</p> <p>Objective 3 Students will pass off required skills while working at their externship site.</p> <p>Objective 4 Students will develop excellent professionalism, work skills, and work habits during the externship experience</p>					
<p><b>Safety &amp; Sanitation</b> (Week 5, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education UT: Grades 9-12 Veterinary Science: Veterinary Assistant Standard 3 Students will demonstrate an understanding of safe practices in the clinical setting.</p> <p>Objective 1 Students will gain an understanding of appropriate infection control practices.</p> <p>Objective 2 Students will correctly demonstrate infection</p>	<p>How do we keep animals safe at a vet clinic? How do we keep ourselves safe at a vet clinic?</p>	<p>At the completion of this unit, students will be able to: A.List potential work related hazards in the veterinary clinic B.List and use safety equipment C.List government regulations and agencies that help maintain worker safety D.Describe habits in the veterinary clinic that provide appropriate infection control to avoid cross contamination between animals. E.Define zoonosis and list common zoonotic diseases</p>	<p>Demonstrate appropriate handling and disposal of bio hazardous waste, needles, and other sharps. Demonstrate skills such as hand washing, gowning, gloving, and masking.</p>	<p>Physical Hazard Chemical Hazard Biological Hazard Zoonotic Personal Protective Equipment OSHA MSDS Clean Sanitize Disinfect</p>	<p><b>Safety &amp; Sanitation Exam</b> <b>Summative:</b> <b>Test: Written</b> <b>Safety Demo</b> <b>Summative:</b> <b>Performance:</b> <b>Skill</b> <b>Demonstration</b> <b>Zoonotic Report</b> <b>Summative:</b> <b>Oral:</b> <b>Presentation</b></p>

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	<p>control practices, such as handwashing, gowning, gloving, and masking.</p> <p>Objective 3 Students will explain steps that need to be taken to avoid cross-contamination between animals.</p> <p>Objective 4 Students will learn to follow safe practices at all times to avoid injury to themselves or others.</p> <p>Objective 5 Students will demonstrate appropriate handling and disposal of biohazardous waste.</p> <p>Objective 6 Students will demonstrate appropriate use and disposal of needles and other sharps.</p>		<p>F.Demonstrate appropriate handling and disposal of bio hazardous waste, needles, and other sharps.</p> <p>G.Demonstrate skills such as hand washing, gowning, gloving, and masking.</p>			
<p><b>Breed ID</b> (Week 6, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12</p> <p>Veterinary Science: Veterinary Assistant Standard 7</p> <p>Students will express an understanding of the fundamental principles of veterinary medicine and be able to</p>	<p>What makes animals different?</p> <p>What breed of animal does your family own?</p> <p>Where do animal breeds come from?</p>	<p>At the completion of this unit, students will be able to:</p> <p>A. Identify breed traits and characteristics of dogs</p> <p>B. Identify breed traits and characteristics of domestic cats</p> <p>C. Classify livestock species according to breeds</p> <p>D. Correctly identify exotics, birds, and laboratory animals</p>	<p>Classify livestock species according to breeds</p> <p>Correctly identify exotics, birds, and laboratory animals</p>	<p>Sporting dogs</p> <p>Hounds</p> <p>Working Dogs</p> <p>Terriers</p> <p>Toy Dogs</p> <p>Non-Sporting Dogs</p> <p>Herding</p> <p>Livestock</p> <p>Exotic</p> <p>Bird</p>	<p><b>Breed ID</b></p> <p><b>Summative:</b></p> <p><b>Test: Written</b></p>

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	<p>demonstrate proficiency in each area.</p> <p>Objective 3 Students will be able to correctly perform breed identification.</p>					
<p><b>Medical Terminology</b> (Week 7, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education UT: Grades 9-12 Veterinary Science: Veterinary Assistant Standard 4 Students will demonstrate an understanding of medical terminology, in order to be able to appropriately discuss and read medical information.</p> <p>Objective 1 Students will be able to define medical terms related to each body system.</p> <p>Objective 2 Students will be able to identify prefixes, suffixes, and root words, in order to define medical terms.</p> <p>Objective 3 Students will be able to interpret and extract</p>	<p>What is medical terminology? Why do we need it? When is it used? What are some examples?</p>	<p>At the completion of this unit, students will be able to:</p> <p><b>A.</b>Match scientific names with their appropriate species <b>B.</b>Define medical terms related to each body system; <b>C.</b>Identify prefixes, suffixes, and root words, in order to define medical terms; <b>D.</b>Decipher directional terminology <b>E.</b>Define medical abbreviations <b>F.</b>Extract and interpret information from realistic medical documents.</p>	<p>Match scientific names with their appropriate species Identify prefixes, suffixes, and root words, in order to define medical terms; Decipher directional terminology</p>	<p>Prefix Root Combining vowel Suffix</p>	<p><b>Medical Terminology Exam</b> <b>Summative:</b> <b>Test: Written</b></p>

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	<p>information from realistic medical documents.</p> <p>Objective 4 Students will interpret and apply medical abbreviations and symbols.</p>					
<p><b>Anatomy &amp; Physiology</b> (Week 8, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education UT: Grades 9-12 Veterinary Science: Veterinary Assistant Standard 5 Students will demonstrate an understanding of animal anatomy and physiology.</p> <p>Objective 1 Students will dissect preserved cats, or other appropriate animals, in order to gain an understanding of animal anatomy and physiology.</p> <p>Objective 2 Students will be able to correctly identify superficial muscles that are involved in the movement of an animal.</p> <p>Objective 3 Students will learn the bones in the body and be able to identify them on skeletal models.</p>	<p>What organs make up an animal? How do the organs work together? What are some animal systems?</p>	<p>At the completion of this unit, students will be able to: A.Describe the organs, function, and common diseases associated with the <u>skeletal</u> and <u>muscular</u> systems B.Describe the organs, function, and common associated diseases in the <u>respiratory</u> system C.Describe the organs, function, and common associated diseases in the <u>digestive</u> system D.Describe the organs, function, and common associated diseases in the <u>circulatory</u> system E.Describe the organs, function, and common diseases associated with the <u>endocrine</u> and <u>excretory</u> system F.Describe the organs, function, and common diseases</p>	<p>Identify major organs of essential animal systems</p>	<p>Anatomy Physiology Purpose Cause Symptom Cure</p>	<p><b>Anatomy &amp; Physiology Exam</b> <b>Summative: Test: Written</b></p>

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	<p>Objective 4 Students will be able to identify various body parts and organs.</p> <p>Objective 5 Students will be able to compare the anatomy of different species of animals, to include small animals, large animals, laboratory animals, and exotic animals.</p> <p>Objective 6 Students will be able to describe the basic physiology involved in the functioning of each body system.</p>		<p>associated with the <u>integumentary</u> and <u>nervous system</u></p> <p>G.Describe the organs, function, and common diseases associated with the <u>immune</u> and <u>reproductive</u> systems.</p>			
<p><b>Behavior &amp; Restraint</b> (Week 9, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12</p> <p>Veterinary Science: Veterinary Assistant Standard 7</p> <p>Students will express an understanding of the fundamental principles of veterinary medicine and be able to demonstrate proficiency in each area.</p> <p>Objective 1 Students will study and</p>	<p>What makes animals behavior the way they do?</p> <p>What can we do to change animal behavior?</p> <p>When have you changed an animal behavior?</p>	<p>At the completion of this unit, students will be able to:</p> <p>A.List methods of communication that animals use and factors that influence behavior</p> <p>B.List traits of behaviorally healthy animals</p> <p>C.Recognize cues and warnings animals give to communicate</p> <p>D.Explain steps of training using positive and negative reinforcement</p> <p>E.Demonstrate proper animal</p>	<p>Recognize cues and warnings animals give to communicate</p> <p>Explain steps of training using positive and negative reinforcement</p> <p>Demonstrate proper animal restraint methods for small animals</p>	<p>Olfactory</p> <p>Tactile</p> <p>Gregarious</p> <p>Agnostic</p> <p>Environment</p> <p>Extinction</p>	<p><b>Behavior Exam</b></p> <p><b>Summative:</b></p> <p><b>Test: Written</b></p> <p><b>Animal Restraints</b></p> <p><b>Summative:</b></p> <p><b>Performance:</b></p> <p><b>Skill Demonstration</b></p>



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<p><b>Health Management &amp; Disease</b> (Week 10, 2 Weeks)</p>	<p>develop an understanding of animal behavior. Objective 2 Students will understand the principles of restraint/handling techniques and be able to demonstrate safe restraint/handling practices on small, exotic, and large animals.</p> <p>UT: CTE: Agricultural Education UT: Grades 9-12 Veterinary Science: Veterinary Assistant Standard 6 Students will explore concepts in health management and disease. Objective 1 Students will know the common vaccines, how to administer the vaccines, and when to give them. Objective 2 Students will identify and describe common animal diseases. Objective 3 Students will understand the purposes of basic treatments for common animal diseases.</p>	<p>What keeps an animal healthy? What makes animals sick? What are common diseases animals get?</p>	<p>restraint methods for small animals F. Describe proper animal restraint methods for large animals •</p> <p>At the completion of this unit, students will be able to:</p> <p>A. List signs of healthy &amp; sick animals B. Categorize diseases by their cause C. Identify common diseases and medical treatments for small animals D. Identify common diseases and medical treatments for large animals E. List preventative measures that should be taken to prevent the spread of disease at home and in the vet clinic F. Identify animal parasites, their transmission, and treatment</p>	<p>Categorize diseases by their cause Administer intramuscular and subcutaneous injections</p>	<p>Disease Healthy Animal Sick Animal Causes of Disease Parasite Vaccine</p>	<p><b>Health Management &amp; Disease Exam</b> <b>Summative:</b> <b>Test: Written</b></p>

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	<p>Objective 4 Students will demonstrate the ability to provide treatments for common animal diseases.</p> <p>Objective 5 Students will identify medications used to treat common animal diseases.</p> <p>Objective 6 Students will know the common zoonotic diseases and the precautions needed to prevent these diseases.</p>		<p>G.Recite the recommended vaccine schedules for animals</p> <p>H.Administer intramuscular and subcutaneous injections</p> <p>I.Prepare a client education pamphlet for a new pet owner.</p>			
<p><b>Physical Exam &amp; Vital Signs</b> (Week 11, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12</p> <p>Veterinary Science: Veterinary Assistant Standard 7</p> <p>Students will express an understanding of the fundamental principles of veterinary medicine and be able to demonstrate proficiency in each area.</p> <p>Objective 4 Students will be able to accurately take a preliminary history from a client and perform a basic</p>	<p>What instruments are used for a physical exam? What things would you need to know about an animal before an exam?</p>	<p>At the completion of this unit, students will be able to:</p> <p>A.Identify instruments used for a physical exam</p> <p>B.List observable signs of problems associated with each body system</p> <p>C.Take a preliminary animal history from a client</p> <p>D.Measure &amp; record vital statistics</p>	<p>Identify instruments used for a physical exam</p> <p>Measure &amp; record vital statistics</p>	<p>Stethoscope</p> <p>Thermometer</p> <p>Scale</p> <p>Otoscope</p> <p>Ophthalmoscope</p> <p>Vital Signs</p> <p>TPR</p>	<p><b>TPRs</b></p> <p><b>Summative: Performance: Lab Assignment</b></p> <p><b>Physical &amp; Vital Statistics Exam</b></p> <p><b>Summative: Test: Written</b></p>

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	<p>physical examination, to include vital signs and other necessary assessments.</p> <p>Standard 9 Students will demonstrate proficiency in the office procedures related to veterinary practice.</p> <p>Objective 1 Students will appropriately demonstrate the ability to communicate with and educate clients.</p> <p>Standard 10 Students will study and demonstrate the ability to perform surgical procedures while maintaining sterile technique.</p> <p>Objective 2 Students will be able to accurately identify surgical instruments.</p>					
<p><b>Diagnostics</b> <i>(Week 12, 2 Weeks)</i></p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12</p> <p>Veterinary Science: Veterinary Assistant</p> <p>Standard 11 Students will study</p>	<p>How do veterinarian diagnosis things? What equipment is needed? What are some different animal parasites?</p>	<p>At the completion of this unit, students will be able to: A.List common diagnostic procedures used in the veterinary setting B.Demonstrate how to use a microscope</p>	<p>Demonstrate how to use a microscope</p>	<p>Blood testing Urinalysis Imaging Culturing Cytology Microscope Hematology Cytology Urinalyssi</p>	<p><b>Vet Diagnostics Exam</b> <b>Summative:</b> <b>Test: Written</b></p>

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	<p>and demonstrate an ability to perform laboratory procedures.</p> <p>Objective 1 Students will demonstrate an understanding of concepts and the ability to perform skills related to microbiology.</p> <p>Objective 2 Students will demonstrate an understanding of concepts and the ability to perform skills related to hematology.</p> <p>Objective 3 Students will demonstrate an understanding of concepts and the ability to perform skills related to parasitology.</p> <p>Objective 4 Students will demonstrate an understanding of concepts and the ability to perform skills related to urinalyses and other animal laboratory tests.</p>		<p>C.Describe and demonstrate the use of hematology in veterinary diagnostics</p> <p>D.Describe and demonstrate the use of cytology in veterinary diagnostics</p> <p>E.Describe the purpose and function of the kidneys and perform a urinalysis</p> <p>F.Describe and demonstrate the use of imaging equipment in the veterinary setting</p> <p>G.Describe and demonstrate diagnostic procedures used to identify parasites</p>			
<p><b>Medications</b> (Week 13, 2 Weeks)</p>		<p>Why is medication important? What happens if we give too much medication? Too little?</p>	<p>At the completion of this unit, students will be able to:</p> <p>A.Categorize veterinary medications by their purpose and form</p>	<p>Safely administer oral, topical, and injectable medications to small and large animals</p>	<p>Antibiotic Dosage Allergy Tablet Ointment Syringe</p>	<p><b>Medication Exam</b> <b>Summative:</b> <b>Test: Written Admnister Medication</b> <b>Summative:</b> <b>Performance:</b></p>

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			<p>B.Name common medications used in a veterinary practice</p> <p>C.Recognize adverse effects of medications</p> <p>D.Calculate correct medication dosages</p> <p>E.Accurately draw up a syringe with the correct amount of medication</p> <p>F.Dispense &amp; label medications according to the veterinarian's instructions</p> <p>G.Safely administer oral, topical, and injectable medications to small and large animals</p>			<p><b>Skill Demonstration</b></p>
<p><b>Surgical Procedures</b> (Week 14, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12</p> <p>Veterinary Science: Veterinary Assistant Standard 10</p> <p>Students will study and demonstrate the ability to perform surgical procedures while maintaining sterile technique.</p>	<p>Why do animals need surgery?</p> <p>What are important things to remember during surgery?</p>	<p>At the completion of this unit, students will be able to:</p> <p>A.Identify surgical instruments</p> <p>B.Prepare &amp; sterilize instrument packs, gowns, and drapes for surgery</p> <p>C.Provide Pre-op &amp; Post-op Surgical care to animals</p> <p>D.Describe skills in surgical assisting</p>	<p>Identify surgical instruments</p> <p>Perform basic suture patterns</p>	<p>Surgical Instruments</p> <p>Sterilizing &amp; preparation</p> <p>Pre-op care</p> <p>Post-op care</p> <p>Sutures</p>	<p><b>Surgical Procedures Exam</b></p> <p><b>Summative: Test: Written Sutures</b></p> <p><b>Summative: Performance: Skill Demonstration</b></p>

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	<p>Objective 1 Students will verbalize understanding of surgical and aseptic principles.</p> <p>Objective 2 Students will be able to accurately identify surgical instruments.</p> <p>Objective 3 Students will correctly demonstrate preparation for surgical procedures, to include preparing and sterilizing equipment and preparing the patient for surgery.</p> <p>Objective 4 Students will demonstrate an understanding of how to maintain a sterile zone during surgery.</p> <p>Objective 5 Students will demonstrate the ability to assist with common surgical procedures.</p> <p>Objective 6 Students will be able to perform basic suture patterns.</p>		E.Perform basic suture patterns			
<p><b>Wounds, Bandages, Splints</b> (Week 15, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education UT: Grades 9-12 Veterinary Science: Veterinary Assistant</p>	<p>Why do we need bandages and splints? What happens if a bandage or splint is used incorrectly?</p>	<p>At the completion of this unit, students will be able to: A. Identify common materials used in bandaging &amp; splints B. Identify types of splints and slings</p>	<p>Apply bandages using proper techniques</p>	<p>Bandaging Material Sprints &amp; Slings Applying Bandages Monitoring Wounds</p>	<p><b>Wound, Bandage, &amp; Splint Exam</b> <b>Summative:</b> <b>Test: Written</b> <b>Apply Bandage</b> <b>Summative:</b> <b>Performance:</b></p>

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	<p>Standard 7 Students will express an understanding of the fundamental principles of veterinary medicine and be able to demonstrate proficiency in each area.</p> <p>Objective 6 Students will be able to accurately assess wounds and provide appropriate wound care and management.</p> <p>Objective 7 Students will know the materials needed and how to apply common splints, casts, and bandages on animals.</p>		<p>C.Apply bandages using proper techniques D.Assess wounds to provide proper wound care &amp; management E.Monitor wounds and identify signs of healing or deterioration</p>			<p><b>Skill Demonstration</b></p>
<p><b>Animal Nutrition</b> (Week 16, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education UT: Grades 9-12 Veterinary Science: Veterinary Assistant Standard 7 Students will express an understanding of the fundamental principles of veterinary medicine and be able to</p>	<p>Are animal digestive systems the same? What are different nutrients animals need to survive?</p>	<p>Different animal digestive systems Micro and macro nutrients</p>	<p>Balance a ration</p>	<p>Ruminant Monogastric Modified Monogastric Dry Matter Micro Nutrient Macro Nutrient</p>	<p><b>Animal Nutrients Exam Summative: Test: Written</b></p>

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	<p>demonstrate proficiency in each area.</p> <p>Objective 5 Students will know the basic nutritional requirements for each species of animal.</p>					
<p><b>Exotic &amp; Lab Animals</b> (Week 17, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education UT: Grades 9-12 Veterinary Science: Veterinary Assistant Standard 12 Students will demonstrate an ability to identify, treat and manage exotic and laboratory animals.</p> <p>Objective 1 Students will correctly identify exotic and laboratory animals.</p> <p>Objective 2 Students will be able to identify the care required by various exotic and laboratory animals.</p> <p>Objective 3 Students will know the husbandry requirements for common exotic and laboratory animals.</p> <p>Objective 4 Students will be able to</p>	<p>What are exotic animals? How does care for exotic animals differ than with household animals?</p>	<p>1. To examine avian body systems and determine the role they play in maintaining the health and protection of birds. 2. To determine the functions of different organs inside the body and how they relate to a bird's welfare. 3. To contrast the avian skeleton with that of a human.</p>	<p>Identify exotic and laboratory animals</p>	<p>Bird Lizard Immune System Feather care</p>	<p><b>Exotic and Lab Animal Exam</b> <b>Summative:</b> <b>Test: Written</b></p>



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	<p>identify common problems seen in the exotic and laboratory species.</p>					
<p><b>Vet Laws &amp; Ethics</b> (Week 18, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education UT: Grades 9-12 Veterinary Science: Veterinary Assistant Standard 15 Students will express an understanding of veterinary laws and ethics.</p> <p>Objective 1 Students will understand the laws that govern veterinary medicine.</p> <p>Objective 2 Students will recognize the legality of the veterinary-client-patient relationship.</p> <p>Objective 3 Students will be able to identify the various associations available in the veterinary field.</p> <p>Objective 4 Students will understand the laws governing animal abuse and know how to appropriately report cases of animal abuse.</p> <p>Objective 5 Students will demonstrate an understanding of</p>	<p>What is the difference between animal rights and animal welfare? What organizations protect animals? What is the duty of a citizen in caring for animal well-being?</p>	<p>Role of animals Animal rights vs welfare</p>	<p>Defend animal welfare</p>	<p>Animal Right Animal Welfare Food &amp; clothing Sport &amp; Recreation Service &amp; Protection</p>	<p><b>Vet Laws &amp; Ethics</b> <b>Summative:</b> <b>Test: Written</b></p>

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	veterinary laws and ethics by analyzing case studies and identifying how laws and rules apply to these cases.					