Class/Course: Vet Med Apps	Unit 1: Safety & Grooming	Time: 8 days + 6 grooming days rotating

Unit Summary

Students will safely handle animals and veterinary equipment. They will demonstrate correct grooming of dogs - bathing, blow dry, brush, nail trim, teeth brushing, and anal gland expression. They will also demonstrate correct record keeping of individual dog information.

Understandings

- Safety precautions and equipment maintenance are interrelated
- Reading animal behavior is important for safe handling
- Correct recording of information is important for individual animal safety

Essential Questions

- What are common hazards in Veterinary Medicine and why is it important to recognize them?
- How is proper grooming related to animal safety?
- What is the correct restraint for: nail trims, anal gland expression, teeth brushing, bathing, jugular venipuncture, cephalic venipuncture, saphenous venipuncture, grooming on and off tables

Skill Objectives

1(C) demonstrate knowledge of personal and occupational health and safety practices in the workplace;

(2) The student develops a supervised agriculture experience program. The student is expected to:

2(A) plan, propose, conduct, document, and evaluate a supervised agriculture experience program as an experiential learning activity;

2(B) apply proper record-keeping skills as they relate to the supervised agriculture experience;

2(C) participate in youth leadership opportunities to create a well-rounded experience program; and

2(D) produce and participate in a local program of activities using a strategic planning process.

14(D) demonstrate animal care skills such as administering medications, nail trimming, bathing, grooming, ear cleaning, expressing anal sacs

ELPS

- Share information in cooperative learning interactions (ELPS 74.4C3E)
- Employ analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs (ELPS 74.4 C4K)

Critical Vocabulary
Safety, OSHA, PPE, Restraint

Cornerstone Focus	**Sample Performance Task(s)**	**Other Evidence**
Communication Critical Thinking	• Needle handling • Practice restraint methods	• Grooming labs ~1/month for year

Instructional Guidance (if necessary)
TEKS 2A-D covered through grooming and using Vetter online

Resources·Needles & syringes, stuffed animals/real animals to practice restraint and groom, TVMA handbook 101 Module 2

Class/Course: Vet Med Apps **Unit 2: Careers & College** **Time: 5 days**

Unit Summary
Students will be able to describe career paths in the animal health industry by investigating education requirements, average salaries, and job descriptions.

Understandings

- Animal health careers
- Associates degrees
- Bachelor degrees
- DVM
- Cost to earn degree

Essential Questions

- How do I become a vet assistant, vet tech, or doctor of veterinary medicine?
- What are the different career paths I can take in animal health besides veterinarian?

Skill Objectives
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) identify career development and entrepreneurship opportunities in the field of veterinary science;

(B) demonstrate competencies related to resources, information, interpersonal skills, and systems of operation in veterinary science;

(D) identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities

(E) demonstrate characteristics of good citizenship such as stewardship, advocacy, and community leadership; and

(F) research career topics using technology such as the Internet.

ELPS

- Share information in cooperative learning interactions (ELPS 74.4C3E)
- Employ analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs (ELPS 74.4 C4K)

Critical Vocabulary
Vet assistant, Veterinary technician, Veterinarian, Associates degree, Bachelor degree, Doctorate degree

Cornerstone Focus Communication- proficient Information Literacy- emerging	**Sample Performance Task(s)** Student loan repayment activity Research a career of interest and determine the education, salary, work environment, and career growth	**Other Evidence** College/Vet school social media pages
Instructional Guidance (if necessary) Emphasize different specialties within veterinary medicine and other careers such as ag teacher, animal trainers, animal assisted therapists, researchers, marine biologists, zoo keepers, etc.		
Resources Laptops needed for project		

Class/Course: Vet Med Apps **Unit 3: Terminology** **Time: 7 days**

Unit Summary

Students will discuss the importance of medical terminology, evaluate veterinary terms to discover their meanings, and demonstrate the ability to use terminology correctly.

Understandings

- Recognizing and knowing word parts (prefix, root word, and suffix) is imperative to understand medical terminology.
- How to use directional terminology properly
- Correct specie terms (equine, steer, kindling, etc…)
- Common veterinary abbreviations

Essential Questions

- How do professionals use medical terminology on a day-to-day basis?
- Why do we use medical terminology?

Skill Objectives

(5) The student communicates the importance of medical terminology, evaluates veterinary terms to discover their meanings, and demonstrates the ability to use terms correctly. The student is expected to:

(A) analyze veterinary terms to discover their meanings and recognize common Greek and Latin prefixes, suffixes, and roots;

(B) use directional anatomical terms appropriately;

(C) identify anatomical structures of animals;

(D) describe the major body systems using appropriate medical terminology; and

(E) recognize, pronounce, spell, and define medical terms relating to diagnosis, pathology, and treatment of animals.

ELPS

- Use prior knowledge and experiences to understand meanings in English (C1A)

Critical Vocabulary

Prefix, Root Word, Suffix, Abbreviation, Directional Terminology

Cornerstone Focus Information Literacy- emerging	**Sample Performance Task(s)** Complete an illustrated dictionary with prefixes, suffixes, root words, species terms, and abbreviates Directional terminology milk jug animals	**Other Evidence** Word wall Species matching game
Instructional Guidance (if necessary) Provide dictionary with all word meanings and students will add pictures/symbols		
Resources Dictionary printed on bright paper and hole punched		

Class/Course: Vet Med Apps **Unit 4: Animals in Society** **Time: 7 days**

Unit Summary
Students will be able to discuss the human-animal bond, basic behavior, animal welfare, and laws governing the treatment of animals.

Understandings
- Laws and ethics
- Rights and welfare
- Training techniques

Essential Questions
- What is the difference in animal rights and animal welfare?
- How do animals learn behaviors?
- Why is the human-animal bond important in the animal health field?

Skill Objectives
(3) The student researches current topics in veterinary medicine, recognizes the importance of animals in society, and discusses professional ethics and laws that relate to veterinary medicine. The student is expected to:

(A) explain the human-animal bond and how to interact with clients and their animals;

(B) identify trends, issues, and historical events that have influenced animal use and care;

(C) describe the legal aspects of animal welfare and animal rights;

(D) evaluate the principles of veterinary medical ethics; and

(E) review policies and procedures in veterinary medicine that reflect various local, state, and federal laws.

(4) The student evaluates veterinary hospital management and marketing to determine their importance to the success of veterinary clinics and hospitals. The student is expected to:

(A) identify skills needed to communicate effectively with clients and pet owners in the community;

(B) identify vital information and demonstrate effective communication skills necessary to solve problems;

ELPS
- Use strategic learning strategies such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary (ELPS 74.4 C1C)
- Share information in cooperative learning interactions (ELPS 74.4 C3E)

(C) explain the role and importance of marketing and its effects on the success of a veterinary hospital;		
Critical Vocabulary Law, ethics, human-animal bond, policy		
Cornerstone Focus Information Literacy Critical Thinking	**Sample Performance Task(s)** Animals with Jobs research Rights vs welfare class debate	**Other Evidence** Class discussion Animal Laws timeline
Instructional Guidance (if necessary)		
Resources Teacher created PowerPoints and activities Laptops needed for Animals with Jobs project		

Class/Course: Vet Med Apps **Unit 5: Breed ID and Behavior/Handling** **Time: 14 days**

Unit Summary
Students will be able to identify characteristics, behavioral temperament and proper handling of breeds of dogs, cats, birds, reptiles, small animals, and livestock.

Understandings
Characteristics of breeds
Disposition of breeds
Handling techniques specific to breeds

Essential Questions
- Why is it important to identify breeds and species of animals?
- Why is it important to know the general temperament of different breeds?

Skill Objectives
(6) The student explores the area of animal management as it relates to animal identification, animal characteristics, and behavioral temperament. The student is expected to:

(A) identify a variety of animal species such as companion, exotic, and large animal species according to common breed characteristics;

(B) recognize common animal behavioral problems within companion, exotic, and large animals per industry standard;

(C) identify correct handling protocols and discuss their relevance to veterinary medical staff; and

(D) demonstrate appropriate methods of handling a variety of animal behaviors.

ELPS
- Employ inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs (ELPS 74.4 C4J)
- Employ analytical skills such as evaluating written information and performing critical analysis commensurate with content area and grade-level needs (ELPS 74.4C4K)

Critical Vocabulary
- Bos Indicus
- Bos Taurus
- Domesticated
- Species

<table>
<tr><td colspan="3">

- Breed

</td></tr>
<tr><td>Cornerstone Focus
Communication Information Literacy</td><td>Sample Performance Task(s)
“ABC” Breed book of cats and dogs
Create a livestock breed mobile and gallery walk to learn about each breed
Exotic breeds escape room</td><td>Other Evidence
Handling and restraint practice
Class activities</td></tr>
<tr><td colspan="3">Instructional Guidance (if necessary)
7 days - Small Animal and Exotics, 7 days - Livestock
Focus on AKC groups for dogs because it is always on the CVA test</td></tr>
<tr><td colspan="3">Resources
Laptops for ABC Breed Books</td></tr>
</table>

Class/Course: Vet Med Apps	Unit 6: Anatomy & Physiology/Clinical Exams	Time: 17 days

Unit Summary

Students will be able to identify common parts and functions of each major anatomy system and how they are related to animal health/clinic exams. Students will be able to conduct a basic physical exam.

Understandings

How body systems work together
Healthy vs unhealthy animals

Essential Questions

- How do the body systems work together?
- How do the body systems respond to disease?
- What are the functions of each body system?

Skill Objectives

(7) The student investigates the body systems and gains a working knowledge of each system's purpose and functions and how each system is affected by disease. The student is expected to:

(A) identify the parts of the skeletal, muscular, respiratory, circulatory, digestive, endocrine, and nervous systems;

(B) describe the functions of the skeletal, muscular, respiratory, circulatory, digestive, endocrine, and nervous systems;

(C) identify appropriate anatomical sites for injections, measuring vital signs, and collecting blood samples for various animal species; and

(D) describe normal animal behavior and vital signs compared to sick animals using medical terminology.

(10) The student evaluates an animal's health during a clinical examination. The student is expected to:

(A) describe the characteristics and signs of a healthy animal;

(B) recognize examples of abnormalities and relate them to their associated problems and illnesses;

(C) take temperature, pulse, and respiration for a variety of animals;

(D) describe effects of age, stress, and environmental factors on vital signs of animals;

(E) explain procedures for physical examinations; and

ELPS

- Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease. (ELPS 3C)
- Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade- level needs (ELPS 4G)
- Employ analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs (ELPS 74.4 C4K)

(F) explain the regional approach to assess an animal's health.	

Critical Vocabulary
Integumentary, lymphatic, red blood cell, white blood cell, platelet, plasma, bronchioles, striated muscle, smooth muscle, lymph, nerve, axon, synapse

Cornerstone Focus	Sample Performance Task(s)	Other Evidence
Information literacy	Dissections: kidney, heart Conduct a physical exam on an animal using the regional approach. Record vital signs on a patient record	Class activities Group projects Teacher observation

Instructional Guidance (if necessary)
Use a veterinary guest speaker to conduct a sample physical exam

Resources
Dissection materials, TVMA Handbook 102 module 3, Kaduceus CW 107

Class/Course: Vet Med Apps **Unit 7: Digestive Systems & Nutrition** **Time: 13 days**

Unit Summary

Students will be able to identify the different types of digestive systems and how these relate to animal nutritional needs/feeding.

Understandings

- Animal digestion
- Essential nutrients
- Balanced diets
- Reading feed labels

Essential Questions

- What is the difference between monogastric, polygastric, and hindgut fermenters?
- How does an animal's digestive system affect their diet?

Skill Objectives

(12) The student determines nutritional requirements for ruminant and non-ruminant animals and communicates the importance of animal nutrition in maintaining a healthy animal. The student is expected to:

(A) identify the anatomy of the digestive system of ruminant and non-ruminant animals;

(B) describe the process of digestion in ruminant and non-ruminant animals;

(C) identify types and sources of nutrients and classes of feeds;

(D) identify feed additives and describe how additives affect the food supply;

(E) evaluate animal dietary needs and feeding factors;

(F) calculate energy requirements and formulate rations;

(G) discuss feeding practices and feed-quality issues; and

(H) analyze the quality of commercially prepared feeds.

ELPS

- Employ inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs (ELPS 4J)
- Employ analytical skills such as evaluating written information and performing critical analyses commensurate with content area needs (ELPS.4K)

Critical Vocabulary

Ruminant, monogastric, polygastric, herbivore, omnivore, carnivore, rumen, reticulum, abomasum, omasum, digestion, vitamins, minerals, roughage, fiber, forage, lipids

Cornerstone Focus Information Literacy Critical Thinking	**Sample Performance Task(s)** ● Ruminant digestive system dissection with virtual lab report ● alatability inquiry lab- dog treats	**Other Evidence** ● Create your own feed bag ● Pearson squares ● Energy of feed
Instructional Guidance (if necessary) Groups of ~5-6 work well for the dissection		
Resources Dissection materials, peer.tamu.edu		

Class/Course: Vet Med Apps **Unit 8: Lab Procedures** **Time: 11 days**

Unit Summary

Students will demonstrate proper execution of common laboratory procedures run in veterinary medicine and be able to identify why they are run.

Understandings

- Urinalysis
- Fecal float
- Complete Blood Count
- Chemistry Panel
- How to use a microscope

Essential Questions

- How do I find something under a microscope?
- How do I collect urine from animals?
- How do I collect feces from animals?
- What lab tests are run with different samples and why?

Skill Objectives

(13) The student examines various aspects of clinical hematology. The student is expected to:

(A) describe laboratory tests and explain the importance of proper laboratory procedures;

(B) demonstrate the procedures used in collecting, handling, preparing, and examining fecal, blood, and urine specimens;

(C) discuss normal and abnormal results obtained in complete blood counts;

(D) explain sensitivity testing and how to read testing results; and

(E) prepare microscope slides, preserve specimens, and perform several of the most common laboratory tests such as fecal flotations, microfilaria smear, and packed cell volume.

ELPS

- Speak using grade-level content are vocabulary in context to internalize new English words and build academic language proficiency (ELPS 74.4 C3D)
- Use pre reading supports such as graphic organizers, illustrations, and pre taught topic-related vocabulary to enhance comprehension of written text (ELPS 74.4 C4D)

Critical Vocabulary

Urinalysis, chemistry panel, CBC, cystocentesis, free catch, catheter, coarse focus, fine focus,

Cornerstone Focus Critical Thinking Information Literacy	**Sample Performance Task(s)** ● How to use a microscope lab ● Simulated Urinalysis Lab	**Other Evidence** Lab procedures rotation
Instructional Guidance (if necessary) Demonstrate procedures and have student practice		
Resources Microscopes, peer.tamu.edu		

Class/Course: Vet Med Apps **Unit 9: Parasites** **Time: 10 days**

Unit Summary

Students will be able to prepare a microscope slide, focus on the slide, find and identify internal & external parasites & protozoa under a microscope or visually (depending on the parasite/protozoa).

Understandings

- Parasite life cycles
- How to find parasites
- Symptoms of parasites
- Transmission of parasites

Essential Questions

- How do you distinguish between different parasites?
- How do you set up a microscope slide?
-

Skill Objectives

(9) The student evaluates animal diseases and identifies internal, external, and protozoal parasites. The student is expected to:

(A) identify factors that influence the health of animals;

(B) identify pathogens and describe the effects that diseases have on various body systems;

(E) identify internal, external, and protozoal parasites using common and scientific names;

(F) describe life cycles of common parasites;

(G) explain how parasites are transmitted and their effect on the host;

(H) conduct parasitic diagnostic procedures; and

(I) describe types of treatments for diseases and parasites.

ELPS

- Employ inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs (ELPS 74.4 C4J)
- Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade-level needs (ELPS 74.4 C4G)

Critical Vocabulary

Ectoparasite, endoparasite, intermediate host,

Cornerstone Focus Critical Thinking	**Sample Performance Task(s)** ● Parasite Lab Rotations ● Parasite ID Practical	**Other Evidence** Parasite ID Parasite Magnets
Instructional Guidance (if necessary) Make parasite magnets (each student makes one) and then use them for review activities.		
Resources List from TX FFA Vet Science CDE, microscopes		

Class/Course: Vet Med Apps	Unit 10: Disease	Time: 11 days

Unit Summary

Students will be able to describe how disease is spread, recite common vaccination schedules, recognize common diseases by their symptoms, and explain how to prevent and treat those diseases.

Understandings

How diseases spread
Symptoms of diseases
Disease prevention

Essential Questions

- How do we prevent diseases in animals?
- What are the common diseases and vaccine schedules?

Skill Objectives

(9) The student evaluates animal diseases and identifies internal, external, and protozoal parasites. The student is expected to:

(A) identify factors that influence the health of animals;

(B) identify pathogens and describe the effects that diseases have on various body systems;

(C) explain courses of treatment for common viral and bacterial diseases;

(D) describe the process of immunity and disease transmission;

ELPS

- Employ inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs (ELPS 74.4 C4J)
- Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade-level needs (ELPS 74.4 C4G)

Critical Vocabulary

Virus, bacteria, communicable, contagious, infectious, zoonotic

Cornerstone Focus	Sample Performance Task(s)	Other Evidence
Critical Thinking Collaboration	• Spread of disease activity	Independent project

Instructional Guidance (if necessary)
Project: students research diseases that affect dogs, cats, livestock, or exotic species and present in a “speed dating” format

Resources
TVMA Handbook 103, Peer.tamu.edu

Class/Course: Vet Med Apps **Unit 11: Pharmacology** **Time: 7 days**

Unit Summary

Students will describe the indication and route of administration for common veterinary drugs. They will explain the importance of flea/tick/heartworm prevention.

Understandings

Routes of administration
Classifications of drugs
Controlled substances/drug logs

Essential Questions

- How are common drugs administered to animals?
- What is a vet assistant's role in dispensing medication?

Skill Objectives

(16) The student identifies pharmacology-assisting procedures, skills, and objectives that are included in the job description of an animal care assistant. The student is expected to:

(A) identify medications according to their classification, form, routes, and methods of administration;

(B) explain handling and distribution, protocol, and laws for controlled substances, including the U.S. Drug Enforcement Agency;

(C) calculate dosage using factors such as concentration of drug, weight of animal, and required dosage;

(D) complete a prescription label with identifiers that are required by the U.S. Food and Drug Administration; and

(E) select equipment and instruments used to give medications.

ELPS

- Employ analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs (ELPS: 4K)

Critical Vocabulary

Controlled substance, oral, rectal, parenteral, topical, route of administration, classification

Cornerstone Focus	**Sample Performance Task(s)**	**Other Evidence**
Critical thinking	Pharmacology board game	Pill counting Reading prescription labels

Instructional Guidance (if necessary)
Get empty pill bottles from local clinics

Resources
TVMA

Class/Course: Vet Med Apps | **Unit 12: Vet Math/Posology** | **Time: 13 days**

Unit Summary

Students will be able to convert metric units and kilograms and pounds. They will calculate dosages for veterinary drugs over time and count tablets/capsules. They will read and select the correct drug based on the prescription label and/or the amount of medication in a syringe.

Understandings

Calculate correct dosages
Choose correct medication strength

Essential Questions

- Why is it important to understand the importance of math in veterinary medicine?
- Why is math used to ensure the health of animals?

Skill Objectives

(8) The student performs mathematical calculations used in veterinary medicine. The student is expected to:

(A) add, subtract, multiply, and divide whole numbers, fractions, and decimals as related to veterinary medicine;

(B) apply mathematical skills needed for accurate client assessment such as measurement, conversion, and data analysis;

(C) solve veterinary problems by calculating percentages and averages;

(D) convert between English and metric units;

(E) determine weight, volume, and linear measurements using scientific calculations;

(F) solve word problems using ratios and dimensional analysis;

(G) interpret data using tables, charts, and graphs; and

(H) calculate and prepare chemical concentrations using mathematical equations.

ELPS

- Employ analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs (ELPS: 4K)

Critical Vocabulary

Posology, dosage, concentration, strength, capsule, tablet

Cornerstone Focus Communication Critical Thinking Problem Solving	**Sample Performance Task(s)** ● Calculating dosages worksheets ● Posology Lab	**Other Evidence** Calculate the required dosage and fill the prescription using the pill sorter
Instructional Guidance (if necessary) Start at the basics (percentages, fractions, unit conversions, etc.) and work up, slowly increasing difficulty.		
Resources Teacher created presentations		

Class/Course: Vet Med Apps	Unit 13: Hospital Procedures	Time: 14 days

Unit Summary

Students will draw medication into a syringe, identify common veterinary tools and their uses, explain how to perform CPR, and dispose of deceased animals. They will treat abscesses and wounds.

Understandings

Draw medication into syringe
Identify tools
Explain procedures

Essential Questions

What tools do veterinarians use and why?

Skill Objectives

4(D) develop skills involving the use of electronic technology commonly found in a veterinary hospital such as centrifuge, autoclave, and radiography positions.

(14) The student identifies hospital procedures, skills, and objectives that are included in the job description of an animal care assistant. The student is expected to:

(A) explain the care, maintenance, and use of equipment and instruments found in veterinary practice;

(B) explain appropriate hospital procedures;

(C) discuss emergency protocols and describe first aid procedures, including cardiopulmonary resuscitation, control of bleeding, and treatment for shock, for small and large animals;

(D) demonstrate animal care skills such as administering medications, nail trimming, bathing, grooming, ear cleaning, expressing anal sacs, dental prophylaxis, enema administration, and identification of animals;

(E) demonstrate therapeutic care such as patient observation, maintaining and administering fluids, applying bandages, caring for open wounds, and managing hydrotherapy and physical therapy; and

(F) describe skills involved in the reproductive and genetic evaluation of animals.

(11) The student identifies imaging equipment and demonstrates how to safely operate and maintain equipment. The student is expected to:

ELPS

- Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade-level needs (ELPS 74.4 C4G)

(A) identify imaging equipment such as an ultrasonograph, endoscope, electrocardiograph, and radiograph; (B) explain safety procedures, maintenance, and operation of imaging equipment; and (C) demonstrate patient restraint and positioning methods used for imaging purposes.	

Critical Vocabulary
Therapy, CPR, radiology, necropsy

Cornerstone Focus	**Sample Performance Task(s)**	**Other Evidence**
Collaboration Communications	Hospital Procedures Project (CPR, radiology, disposal of deceased animals, necropsy, etc.)	Identify tools

Instructional Guidance (if necessary)
Have real instruments for students to look at and identify

Resources
TX FFA Vet Science CDE list for tools, peer.tamu.edu

Class/Course: Vet Med Apps	Unit 14: Surgical Procedures	Time: 14 days

Unit Summary

Students will learn and perform skills related to surgery prep, monitoring, and recovery.

Understandings

- Wrapping surgery packs
- Sterilization
- Assisting during surgery
- Patient monitoring

Essential Questions

- How are patients prepared for surgery?
- What is the assistant's role in surgical procedures?

Skill Objectives

(15) The student identifies and discusses surgical-assisting procedures, skills, and objectives that are included in the job description of an animal care assistant. The student is expected to:

(A) explain the protocol for pre-surgical and post-surgical care of a patient;

(B) describe methods used in the sterilization and preparation of small and large animal surgery packs;

(C) review skills involved in patient and surgical room preparation;

(D) describe surgical procedures such as castration, dehorning, and docking;

(E) describe care of newborn, orphan, and recumbent patients; and

(F) identify and monitor equipment used in surgical procedures.

ELPS

- Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade-level needs (ELPS 74.4 C4G)

Critical Vocabulary

Sterilization, disinfect, sepsis, asepsis

Cornerstone Focus	Sample Performance Task(s)	Other Evidence
Information literacy	• Wrap surgery packs • Surgical Assisting Stations	Tying suture knots Teacher observation

Instructional Guidance (if necessary)
Surgery pack skills demo included in the test

Resources
Teacher-created resources, peer.tamu.edu

Class/Course: Vet Med Apps	Unit 15: Employability Skills	Time: 5 days

Unit Summary

Students will have a complete, accurate, and organized resume and cover letter that can be used to apply for jobs and/or internships. They will demonstrate basic interview skills.

Understandings	Essential Questions
How to write a resume and cover letter, how to answer interview questions, how to make yourself stand out from other applicants	• What do employers want to see in job applicants? • What makes a good employee? • What is involved in the job search?

Skill Objectives

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(B) demonstrate competencies related to resources, information, interpersonal skills, and systems of operation in veterinary science;

(D) identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities

ELPS

Use prior knowledge and experiences to understand meanings in English (ELPS 74.4 C1A)

Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations (SLPS 74.4 C1G)

Critical Vocabulary

Resume, cover letter, public relations, written communication, verbal communication, nonverbal communication

Cornerstone Focus	Sample Performance Task(s)	Other Evidence
	Create resume and cover letter	Practice interviewing skills

Instructional Guidance (if necessary)

Have students print resumes and cover letters, give feedback on each others, then make changes, print again, and turn in to the teacher

Resources

Job Seekers Guide- MCTC