

Veterinarian Science, Anatomy & Physiology

Unit Outline

1. Project Team Members: Michelle Miller, Dianna Dellinger, John Howell, Bill Tindall
2. Title of Course: Veterinarian Science
3. Title of Unit or Project: Skeletal Structures
4. Approximate length of Unit of Project: 3 weeks
5. Brief description of the Unit or Project with an expected final outcome.

Students will work individually and in groups to explore the basic skeletal structures by constructing a full body skeletal structure of a chicken and reviewing the major skeletal structures of the species of one's choice.

6. Major Goals of the Unit:
 - a. Relate the location and the function of individual skeletal parts.
 - b. Discuss skeletal differences between species.
 - c. Define related terminology.
7. Sequence of balanced and integrated activities for students:
 - a. Provide text and assign independent reading for homework.
Each student will independently read the related chapter relating to the skeletal.
 - b. Complete lecture outline of terminology and general concepts in class.
As a class, discuss main points from reading highlighting the related vocabulary.
 - c. Oral review of vocabulary and concepts learned.
With provided lecture outline, discuss as a class & complete lecture outline.
 - d. Complete written exam of knowledge and skills gained.
The students will individually complete a written exam testing their knowledge gained on main ideas & related vocabulary.
 - e. Design, organize and implement a skeletal exploration laboratory exercise (dissect a chicken.) In partners, students will receive a chicken carcass, clean the carcass, then properly assemble & label parts. (Use Rubric attached)
8. Checklist or rubric of assessment components for students:

Dissecting the Chicken Lab Rubric is attached. Refer to texts for content information and associated quizzes and tests.

9. Specific Standards addressed in this unit.

- a. Relate the location and the function of individual skeletal parts.

1.2.11B	PA RWSL	Reading Critically in All Content Areas
1.4.11D	PA RWSL	Types of Writing
1.5.11F	PA RWSL	Quality of Writing
1.8.11A,B,C	PA RWSL	Research
3.1.4A	PA S & T	Clarifying Themes
3.3.7A	PA S & T	Biological Sciences
3.3.10A,D	PA S & T	Biological Sciences
3.3.12A	PA S & T	Biological Sciences
SCANS	Foundation Skills – Reading, Writing	
	Thinking Skills – Creative Thinking	
	Problem Skills	
	Seeing things in Minds Eye	
	Reasoning	

- b. Discuss skeletal differences between species.

1.1.11A	PA RWSL	Learning to Read Independently
1.5.11F	PA RWSL	Quality of Writing
1.6.11A, C	PA RWSL	Speaking & Listening
1.6.11D, E	PA RWSL	Speaking & Listening
2.3.3 B	PA Math	Measurement & Estimation
2.3.5 B	PA Math	Measurement & Estimation
2.3.11 A, C	PA Math	Measurement & Estimation
2.6.3 A	PA Math	Statistics & Data Analysis
2.6.5 A	PA Math	Statistics & Data Analysis
2.6.8 A	PA Math	Statistics & Data Analysis
3.1.4A	PA S & T	Clarifying Themes
3.1.7A	PA S & T	Clarifying Themes
3.3.7A	PA S & T	Biological Sciences
3.3.10A, D	PA S & T	Biological Sciences
3.3.12A	PA S & T	Biological Sciences
4.4.10 A	PA EE	Agriculture & Society
SCANS	Foundation Skills – Reading, Writing, Listening & Speaking	
	Thinking Skills – Creative Thinking	
	Problem Skills	
	Seeing things in Minds Eye	
	Reasoning	

9. Specific Standards addressed in this unit. (Cont'd)

c. Define related terminology.

1.1.11E	PA RWSL	Learning to Read Independently
1.1.5 E	PA RWSL	Learning to Read Independently
1.1.3D	PA RWSL	Learning to Read Independently
1.11F	PA RWSL	Learning to Read Independently
3.1.4A	PA S & T	Clarifying Themes
3.1.7A	PA S & T	Clarifying Themes
3.3.7A	PA S & T	Biological Sciences
3.3.10A,D	PA S & T	Biological Sciences
3.3.12A	PA S & T	Biological Sciences
4.4.10 A	PA EE	Agriculture & Society
SCANS	Foundation Skills – Reading & Writing	

References/Sources:

1. R.D. Frandson, T.L. Spurgeon, *Anatomy and Physiology of Farm Animals*, 5th Edition, Lea & Febiger, Pennsylvania, 1992.
2. VMT 116, *Anatomy and Physiology*, lecture outline, Wilson College, 1996.
3. VET 109, *Anatomy and Physiology of Domestic Animals I*, course outline, Harcum College, 1994.
4. VET 110, *Anatomy and Physiology of Domestic Animals II*, course outline, Harcum College, 1994.
5. Jesse F. Bone, *Animal Anatomy and Physiology*, 2nd edition, Resto Publishing Company, Inc., Virginia, 1982, pp 23-31,33.

Dissecting the Chicken Lab Rubric

Name: _____ Group Name: _____

Date: _____

	The student	Excellent	Good	Needs Improvement	Unacceptable
		4	3	2	1
1	Can prepare properly for lab.				
2	Participates in dissection.				
3	Provides positive feedback for the participating partner(s.)				
4	Expresses ideas & thoughts.				
5	Collects and records data.				
6	Dissects, reconstructs & labels parts correctly.				
7	Uses tools appropriately & safely.				
8	Clean up and properly pack up lab.				
	Grade according to the following scale:				
	Excellent = 28-36				
	Good = 19-27				
	Needs Improvement = 10-18				
	Unacceptable = 0-9				
	Teacher's Comments:				