

**North Carolina Career-Technical Education
Teaching Preparation Portfolio 2012-2013**

This form should be completed and additional requested material attached. The form should be submitted to appropriate administrators for approval as required by the LEA.

<u>General Course Information</u>	State course code:	6826
	State course title:	Equine Science II
	Recommended maximum enrollment:	25
	Recommended hours of instruction:	135 (block) 150 (regular)
<u>Course Description</u>	<p>Equine Science II is a semester long course for a traditional six or seven period day or for the four-by-four semester block schedule. This component of the Agricultural Education Curriculum is a technical course designed to expand students' knowledge in specific principles and processes related to the Equine Industry. Equine Science II is designed for students grades 9-12 in the North Carolina public secondary schools.</p> <p>The course focuses on more advanced applications of feeding, breeding and management practices involved in the horse industry. Skills in Biology, Chemistry and Mathematics are reinforced in this course. Opportunities for students to gain hands on experience will be included in this course through work based learning and leadership experiences. Supervised Agricultural Experience programs and FFA leadership activities are integral components of the course.</p> <p><i>This honors course extends the Standard Course of Study to a higher, more challenging level. Students can expect to complete focused assignments including a research project and to make regular presentations of their work to the other students in their class. According to school system policy, to enroll in Equine Science II-Honors, students must successfully complete Equine Science I. Prior or concurrent course work in Biology, Chemistry and Mathematics is strongly recommended.</i></p>	
<u>Course Goals and Objectives</u>	See enhanced course blueprint.	
<u>Concepts</u>	The course outline is embedded in the 2005 Curriculum Guide pages 12-16.	
<u>Generalizations</u>	<ol style="list-style-type: none"> 1) General knowledge of equine science is essential to successful employment in an equine science industry. 2) Equine identification is essential to the equine industry employees and employers. The ability to identify the commonly grown breeds, colors and markings of horses is necessary. 3) Effective communication skills are necessary for a successful career in the equine industry. 	

- 4) Equine Science II requires the basic knowledge of equine feeding, breeding and management of waste and facilities.
- 5) Designing a school to work employment plan based upon career objectives helps clarify career goals.
- 6) Applying best practice production skills is essential in the management of parasites, diseases, hoof and dental care and muscle and joint care.

These generalizations will be utilized as a foundation for student's application and observation project within this course. Secondly, the comprehension of these generalizations will allow students to expand their rationale of various topics covered within the curriculum.

Essential Questions

- What leadership qualities are needed in biotechnology and how are they demonstrated?
- What are the major types of speeches and what are the qualities of an effective speech?
- Why and how are Robert's Rules of Order used in a meeting?
- What are the steps to develop a school-to-work plan?
- What are the elements of a financial statement?
- What are the physiological systems of the equine body?
- How does anatomy and physiology determine the rate of movement in equine?
- What are equine's usefulness, vigor and longevity expectancy's?
- What are the nutritional requirements for equine based on their age, breed and use?
- What are the different classes of equine feeds?
- What are some feed management techniques used to formulate a proper ration?
- What are the proper facilities needed to house equine?
- What are the proper waste management practices needed on an equine establishment?
- What are proper steps needed to maintain good herd health?
- What are proper hoof and dental care practices?
- How do you maintain internal and external disease and parasite control?
- What are the proper management practices for equine reproduction?
- How do you identify the advantages and the basic breeding techniques?
- Why is it important to know heredity and genetic traits in equine?
- What are the proper handling procedures for equine and how do you determine the procedures?
- What are proper saddling and bridling techniques needed for equitation?
- What are proper mounting and riding techniques?
- What are the basic mechanics to judging equine?
- How do you determine the different judging criteria?

These essential questions reflect information covered within each unit of the course. The questions will be utilized throughout class discussions and integrated into applicable research topics for students. Sample equine case studies will also incorporate these questions and assist in expanding student's ability to think critically and creatively.

<p><u>Issues Particular to the Course</u></p>	<ul style="list-style-type: none"> • Students should have a strong science background, including course work in Biology. • Students must have a Supervised Agricultural Experience program and complete the corresponding records. • Agriculture instructors must be on a 12 month contract in order to supervise student’s Agricultural Experience programs and to care for equine. • Participation in the FFA program and activities is essential to successful completion of course work. • Safety is of utmost importance. Students must adhere to all lab and animal care rules as established by the Agriculture Instructor. Students must pass a general safety exam with a score of 100. • School facilities (classroom, lab, farm areas) must meet OSHA regulations. • School facilities should include physical samples of all equine breeds on the State list: at the very least, each Agriculture department should possess breed identification CD-ROMs. • Pacing Guides need to be flexible, enabling the teacher to teach incorporate lessons specific to breeds that are on hand or the community can supply. • Students must show proof of insurance either school or personal insurance.
<p><u>Expectations of Performance</u></p>	<p>In addition to mastering the course objectives listed in the Equine Science II–Honors course blueprint, the student is expected to complete a research project in the field of equine management. The project must be planned, conducted and presented by students. When completed, this research should contain a plan that follows the course material, and interpret results that will be presented to the remainder of the class and members of the biotechnology/agribusiness community.</p>
<p><u>Assignments</u></p>	<p>Honors Assignments: Equine Science Facility Paper Equine Science Current Event Journal Equine Science Disease and Parasite Research Paper</p>
<p><u>Timetables and Deadlines</u></p>	<p>Timetable is established using the enhanced pacing guide.</p>
<p><u>Pacing Guide</u></p>	<p>See enhanced pacing guide.</p>
<p><u>Assessments</u></p>	<ul style="list-style-type: none"> • Elements Testing • Work based learning assignments from SAE guide • Class work from curriculum guide • Honors assignments <ul style="list-style-type: none"> Facility Paper Current events Journal Disease and Parasite Research Project

<p><u>System for Grading</u></p>	<p>Suggested system for grading by quarter: A point system of grading is utilized for this course. The quarter grade is determined by dividing the total number of points earned by the total number of points possible.</p> <p>For example:</p> <ul style="list-style-type: none"> o Test 1 possible points 150 you earned 125 o Class work #1 possible points 20 you earned 20 o ID Quiz #1 possible points 20 you earned 18 <p>Total possible points = 190 Total points earned 163 $163/190 = .857$ or an 86</p> <p>Final grades will be calculated by multiplying the average for each quarter by 40% (.40) and the Final Exam score by 20% (.20). For example a student who earns an 86 the 3rd quarter, a 95 the 4th quarter and scores an 89 on the final exam would have their grade calculated like this:</p> $(86 \times .4) + (95 \times .4) + (89 \times .2) = 34.4 + 38 + 17.8 = 90.2 \text{ (B)}$ <p><u>Final Grade</u> CTE Elements post assessment – 20% of final grade 1st Quarter grade 40% 2nd Quarter grade 40%</p> <p>*School-based grading policies supersede suggested system for grading.</p>
<p><u>Instructional Materials, Equipment, and Technologies</u></p>	<p>Equine Science II - Honors course must be equipped with appropriate technology as outlined in the current edition of the CTE Equipment Guide and the Curriculum Guide for the course.</p>

Submitted: _____
Teacher signature *Date*

Approved: _____
Administrator signature *Date*

Approved: _____
Administrator signature *Date*

Approved: _____
Administrator signature *Date*

VoCATS Course Blueprint

Agriculture Education

6826 Equine Science II

*Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Curriculum and School Reform Services
Division of Instructional Services*

*Raleigh, North Carolina
Winter 2004*

Special thanks to the following educators who assisted with the development of this blueprint.

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This blueprint has been reviewed by business and industry representatives for technical content and appropriateness for the industry. Contact horace_johnson@ncsu.edu for more information.

VoCATS Course Blueprint

A course blueprint is a document laying out the framework of the curriculum for a given course.

Shown on the blueprint are the units of instruction, the core competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of units and competencies and the cognitive and performance weight of the objective within the course.

The blueprint should be used by teachers to plan the course of work for the year, prepare daily lesson plans, construct instructionally valid interim assessments. Statewide assessments are aligned directly with the course blueprint.

For additional information about this blueprint, contact program area staff. For additional information about VoCATS, contact program area staff or VoCATS, Career-Technical Education, Division of Instructional Services, North Carolina Department of Public Instruction, 6358 Mail Service Center, Raleigh, North Carolina 27699-5358, 919/807-3876, email: rwelfare@dpi.state.nc.us.

Interpretation of Columns on VoCATS Course Blueprints

No.	Heading	Column information
1	Comp# Obj.#	Comp=Competency number (two digits); Obj.=Objective number (unique course identifier plus competency number and two-digit objective number).
2	Unit Titles/Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The learner will be able to. . ." (The stem appears once in Column 2.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object.
3	Time Hrs	Space for teachers to calculate time to be spent on each objective based on the course blueprint, their individual school schedule, and analysis of students' previous knowledge on the topic.
4&5	<u>Course Weight</u> Cognitive Performance	Shows the relative importance of each objective, competency, and unit. Weight is broken down into two components: cognitive and performance. Add the cognitive and performance weights shown for an objective in columns 4 and 5 to determine its total course weight. Course weight is used to help determine the percentage of total class time that is spent on each objective. The breakdown in columns 4 and 5 indicates the relative amount of class time that should be devoted to cognitive and performance activities as part of the instruction and assessment of each objective. Objectives with performance weight should include performance activities as part of instruction and/or assessment.
6	Type Behavior	Classification of outcome behavior in competency and objective statements. (C=Cognitive; P=Performance)
7	Integrated Skill Area	Shows links to other academic areas. Integrated skills codes: A=Arts; E=English Language Arts; CD=Career Development; CS=Information/Computer Skills; H=Healthful Living; M=Math; SC=Science; SS=Social Studies.
8	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated "Core" must be included in the Annual Planning Calendar and are assessed on the statewide assessments..

Career-Technical Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.

Agriculture Education
COURSE BLUEPRINT for 6826 Equine Science II
 (Recommended hours of instruction: 135-180)

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2		4	5	6	7	8
			100				
	Total Course Weight		70%	30%			
A	LEADERSHIP DEVELOPMENT		5%	4%			
EQ01.	Demonstrate the major components of leadership involved in successful employment.		2%	1%	C3P		
EQ01.01	Identify leadership qualities desired by the equine science industry.		2%		C1	CD/E	Core
EQ01.02	Develop leadership qualities through participation in the equine science instructional program.			1%	C3P	CD/E	Core
	Observe in a local equine science agribusiness – Facility Paper Research current event in the equine industry and create a journal	Honors					
EQ02.	Adapt public speaking techniques to the audience and purpose of the communication.		2%	1%	C3P		
EQ02.01	Describe the major types of speeches and the variables to be considered when presenting the speeches.		2%		C1	E	Core
EQ02.02	Deliver a speech to an equine industry organization.			1%	C3P	E	Core
EQ03.	Apply <u>Robert's Rules of Order</u> to conduct business meetings of equine organizations		1%	2%	C3P		
EQ03.01	Analyze the role that <u>Robert's Rules of Order</u> plays in the orderly conduct of business.		1%		C3	E/SS	Core
EQ03.02	Conduct an orderly transaction of business utilizing <u>Robert's Rules of Order</u> .			2%	C3P	E/SS	Core
B.	SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM		4%	3%			
EQ04.	Design a school-to-work employment plan based upon career objectives		2%	1%	C3P		
EQ04.01	Describe the procedures to follow in planning and implementing a school-to-work employment plan.		2%		C1	CD/E	Core
EQ04.02	Create an individual written school-to-work employment plan based upon career objectives.			1%	C3P	CD/E	Core

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2		4	5	6	7	8
EQ05.	Develop a financial record system for use in the equine science industry.		2%	2%	C3P		
<i>EQ05.01</i>	<i>Identify the elements in a financial statement.</i>		2%		C1	M	Core
<i>EQ05.02</i>	<i>Compose a financial statement.</i>			2%	C3P	M	Core
C.	FUNCTIONAL ANATOMY		8%				
EQ06.	Describe the physiology of equine body systems.		4%		C1		
<i>EQ06.01</i>	<i>Define body surfaces and systems.</i>		2%		C1	SC	Core
<i>EQ06.02</i>	<i>Describe how body systems function.</i>		2%		C1	SC	Core
EQ07.	Explain how physiology relates to movement.		4%		C2		
<i>EQ07.01</i>	<i>Discuss the four functional muscle groups used to perform gaits.</i>		2%		C2	SC	Core
<i>EQ07.02</i>	<i>Describe gaits and actions of equine.</i>		2%		C1	SC	Core
D.	SELECTING EQUINE FOR THE HERD		5%	2%			
EQ08.	Discuss the usefulness, vigor, and longevity expectancy for equine.		4%		C2		
<i>EQ08.01</i>	<i>Describe factors that influence usefulness, vigor, and longevity of equine.</i>		2%		C1	SC	Core
<i>EQ08.02</i>	<i>Explain how structure and body dimensions influence usefulness.</i>		2%		C2	SC	Core
EQ09.	Determine the usefulness, vigor, and longevity expectancy for equine.		1%	2%	C3P		
<i>EQ09.01</i>	<i>Tell how to determine the age and weight of equine.</i>		1%		C1	M,SC	Core
<i>EQ09.02</i>	<i>Determine the age and weight of equine.</i>			2%	C3P	M,SC	Core
E.	NUTRITION AND FEEDING MANAGEMENT		10%	1%			
EQ10.	Interpret the nutritional requirements for equine.		4%		C2		
<i>EQ10.01</i>	<i>Identify the major nutrient requirements of equine.</i>		2%		C1	H,SC	Core
<i>EQ10.02</i>	<i>Discuss the factors that regulate nutrient requirements.</i>		2%		C2	H,SC	Core
EQ11.	Characterize the classes of feeds for equine.		4%		C1		
<i>EQ11.01</i>	<i>Describe the use of forages in the equine diet.</i>		2%		C1	H,SC	Core
<i>EQ11.02</i>	<i>Tell how concentrate feeds, additives, and supplements are used in the equine ration.</i>		2%		C1	H,SC	Core
EQ12.	Analyze feeding management techniques for equine.		2%	1%	C3P		
<i>EQ12.01</i>	<i>Define factors that influence feeding management.</i>		2%		C1	H,M,SC	Core
<i>EQ12.02</i>	<i>Formulate a ration for equine.</i>			1%	C3P	H,M,SC	Core

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2		4	5	6	7	8
F.	FACILITIES AND WASTE MANAGEMENT		8%				
EQ13.	Summarize the needed facilities for equine.		4%		C2		
EQ13.01	Describe the functions of equine housing.		2%		C1	H,SC	Core
EQ13.02	Discuss the fencing needed for equine.		2%		C2	H,SC	Core
EQ14.	Interpret facilities maintenance issues.		4%		C2		
EQ14.01	Explain bedding issues for stall maintenance.		2%		C2	H,SC	Core
EQ14.02	Discuss the management of areas around the equine facility.		2%		C2	H,SC	Core
G.	HERD HEALTH MANAGEMENT		5%	7%			
EQ15.	Evaluate equine health and first aid treatment needed.		4%		C3P		
EQ15.01	Determine vital life signs of equine.			2%	C3P	H,M,SC	Core
EQ15.02	Justify the use of first aid in equine management.			2%	C3P		
EQ16.	Determine management practices for sound hoof and dental care.			3%			
EQ16.01	Practice good hoof care.			2%	C2	H,SC	Core
EQ16.02	Evaluate equine dental needs.			1%	C3P		
EQ17.	Summarize health management for parasites and diseases.		5%				
EQ17.01	Discuss the problem of internal and external parasites in equine.		2%		C1	H,SC	Core
EQ17.02	Explain major equine diseases and their treatment.		3%				
	Research and display information on diseases and parasites that affect the equine science industry	Honors					
H.	EQUINE REPRODUCTION AND GENETICS		11%	1%			
EQ18.	Summarize equine reproduction management.		5%		C2		
EQ18.01	Discuss estrus detection and manipulation of the reproductive cycle of equine.		2%		C2	H,M,SC	Core
EQ18.02	Discuss care and management of the mare and stallion in an equine reproduction management program.		2%		C2	H,M,SC	Core
EQ18.03	Describe foal management in an equine reproduction management program.		1%		C1	H,M,SC	Core
EQ19.	Describe basic equine breeding techniques.		3%		C1		
EQ19.01	Identify the basic equine breeding techniques.		2%		C1	H,SC	Core
EQ19.02	Give advantages for each of the basic equine breeding techniques.		1%		C1	H,SC	Core

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2		4	5	6	7	8
EQ20.	Determine the importance of heredity and genetics in equine reproduction.		3%	1%	C3P		
EQ20.01	Explain how traits are transferred from one equine to another.		2%		C2	H,SC	Core
EQ20.02	Discuss the role of genetics in determining age, coat color, and type of equine.		1%		C2	H,SC	Core
EQ20.03	Assign coat color by genetic formula.			1%	C3P	H,SC	Core
I.	EQUINE HANDLING SAFETY AND TRAINING		6%	5%			
EQ21.	Carry out approved handling techniques for equine.		4%	2%	C3P		
EQ21.01	Describe safety measures to use when working with and riding equine.		2%		C1	A,H,SC	Core
EQ21.02	Discuss catching, haltering, leading, tying, and restraint procedures used in handling equine.		2%		C2	A,H,SC	Core
EQ21.03	Properly tie, halter, and hold equine.			2%	C3P	A,H,SC	Core
EQ22.	Apply training procedure for equine.		2%	3%	C3P		
EQ22.01	Describe characteristics of foals, yearlings, and two-year olds and the related training procedures for each group.		2%		C1	H,SC	Core
EQ22.02	Demonstrate training procedures with a live specimen.			3%	C3P	H,SC	Core
J.	EQUITATION		4%	5%			
EQ23.	Demonstrate proper saddling and bridling technique.		2%	2%	C3P		
EQ23.01	Discuss saddling and bridling technique.		2%		C2	A,H,SC	Core
EQ23.02	Properly saddle and bridle equine.			2%	C3P	A,H,SC	Core
EQ24.	Demonstrate proper mounting and riding technique.		2%	3%	C3P		
EQ24.01	Discuss proper mounting and riding technique.		2%		C2	A,H,SC	Core
EQ24.02	Properly mount and ride equine for the designated gait.			3%	C3P	A,H,SC	Core
K.	SHOWMANSHIP		4%	2%			
EQ25.	Discuss the mechanics of equine judging.		2%		C2		
EQ25.01	Describe lameness in the show ring.		1%		C1	H,SC	Core
EQ25.02	Explain the use of conformation in judging.		1%		C2	A,H,SC	Core
EQ26.	Evaluate judging criteria for halter and performance classes.		2%	2%	C2		
EQ26.01	Discuss judging criteria for halter classes.		1%		C2	A,SC	Core
EQ26.02	Discuss judging criteria for performance classes.		1%		C2	A,SC	Core
EQ26.03	Judge halter or performance equine and give consideration for lameness.			2%	C3P	A,H,SC	Core



Equine Science II - 6826 - Pacing Guide (2004)

Course Description: Replace this text with a brief description of the course found in the HS Program Planning Guide – Summarize as needed. This description can only be 4 typed lines using 10 point font.	<input type="checkbox"/> EOC <input checked="" type="checkbox"/> VOCATS <input type="checkbox"/> AP/IB <input type="checkbox"/> Teacher-made final exam
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Day	Date	SCS Objectives	Essential Questions	Content	Tasks/Strategies
1		EQ01.01	What leadership qualities are useful in eq. sci. ind?	Charact / Qualities Leadership Development	Explain Chact/Qualities desired by Eq. Industry Equine Science Facility Paper
2		EQ01.02	What oport. exist for leadership development?	Leadership Development Opportunities	Research opportunities for leadership dev. Current Event Journal
3		EQ02.01	What are the major types of speeches and variables to consider when presenting speeches?	Types of Speeches and Principles of Communication	Research types of speeches and variables to consider while presenting speeches.
4		EQ02.02	What princ. of speaking are used to del. a speech?	Oral Speech Presentation	Demonstrate speech presentation for a group
5		EQ03.01	What is the role of Robert’s Rules of Order in meetings	Robert’s Rules of Order Par. Pro. Handbook	Discuss importance of orderly meetings.
6		EQ03.02	What oport. exist to use Parliamentary principles?	Robert’s Rules of Order, Oral Transaction of Bus.	Demo proper Par. Pro. during a meeting.
7		EQ04.01	What procedures used to plan and implement a school-to-work employment plan?	School-To-Work Employment Plan	Explain how to create a school-to-work employment plan using proper procedures.
8		EQ04.02	What oport. exist to devel. a school-to-work empl plan	School-To-Work Employment Plan	Complete individual school-to-work plans.
9		EQ05.01	What are the elements of a financial statement?	Elements of a Financial Statement. FFA/SAE Student Record Book	Explain how to create financial statements using the FFA/SAE student record book.
10		EQ05.02	What oport exist to create indiv financial statements?	FFA/SAE Student Record Book	Complete individual financial statement.
11		EQ06.01	What are the four basic body surfaces? What are the nine body systems?	Body Systems: skeletal, muscular, digestive, urinary, respiratory, circulatory, nervous, reproductive, endocrine Surfaces: Dorsal, Ventral, Anterior, Caudal	Powerpoint Research
12		EQ06.02	How do the body systems function?	Understand the function of the body systems	Research and present information on the body systems
13					
14		EQ07.01	What are the four functional muscle groups used to perform gaits?	Flexors, Extensors, Abductors, Adductors	Discuss importance of muscle groups. Research how injury may hamper gaits
15					
16		EQ07.02	What are the proper gaits of equine?	Walk, trot, Canter, Gallop	Have students in groups of two display different gaits

Day	Date	SCS Objectives	Essential Questions	Content	Tasks/Strategies
17		EQ08.01	What factors influence usefulness, vigor, and longevity of equine?	Understand factors that influence usefulness, vigor, and longevity.	Research factors that affect usefulness, vigor, and longevity.
18		EQ08.02	How does structure and body dimensions influence Usefulness?	Understanding structural soundness.	Use live animals or videos to see structure of equine
19		EQ09.01	How can you determine the age and weight of equine?	Age traits and heart girth x heart girth x body length/330 = weight	Research how to determine weight Discuss age variants.
20		EQ09.02	How can you determine the age and weight of equine?	Age traits and heart girth x heart girth x body length/330 = weight	Use live specimens to determine age and weight. Current Event Journal
21					
22		EQ10.01	What are the major nutrients required by equine?	Water, Vitamins, Minerals, Protein, Carbohydrates	Explain how each nutrient affects equine.
23					
24		EQ10.02	What factors regulate nutrient requirements?	Maintenance, Growth, reproduction, Lactation, working hours	Explain how nutrients are used throughout an equines day
25					
26		EQ11.01	How are forages used in the equine diet?	Forage (roughage), concentrates and supplements are the three major feed categories fed to equine	Research the different types of hay and each types use.
27					
28		EQ11.02	How are concentrate feeds, additives, and supplements used in the equine ration?	Different types of grain, additives, and supplements	Identify different types of grain, additives and supplements
29					
30		EQ12.01	What factors influence feeding management?	Balance, palatability, be able to fuel body processes,	Identify and understand parts of a complete ration
31					
32		EQ12.02	Who can you formulate a feeding ration?	Understand ration formulas	Create a feeding ration and schedule for an equine
33		EQ13.01	What are the functions of equine housing?	What housing should have, building basics, stall design,	Design adequate equine housing.
34					
35		EQ13.02	What are the fencing needs for equine?	Considerations for fencing, height and construction basics, materials	Discuss the most adequate type of fencing.
36					
37		EQ14.01	What are bedding issues for stall maintenance?	Types of bedding material	Research the best type of bedding
38					
39		EQ14.02	How are areas around the equine facility managed?	Reasons for outside maintenance practices and proper maintenance practices.	Prepare a maintenance plan Current Event Journal
40					
41		EQ15.01	What are the vital life signs of equine	Know your equine, Respiration rate, Temp, heart rate,	Use information learned to practice taking vitals on an equine
42					
43		EQ15.02	Can you justify using first aid on an equine?	Why first aid, Common first aid treatments, Bandages	Describe why you would use first aid on an equine and on what injuries.
44					

Day	Date	SCS Objectives	Essential Questions	Content	Tasks/Strategies
45		EQ16.01	What is good hoof care?	Parts of a horse's foot, Growth of the hoof, reasons for shoeing	Display proper hoof grooming
46					
47		EQ16.02	What are equine dental needs?	Common Dental Problems	Examine an equine's dental needs
48		EQ17.01	What are the problems with internal and external parasites in equine?	Internal Parasites External Parasites	Disease and Parasites Research Project
49					Discuss common parasite problems
50		EQ17.02	What are the major equine diseases and their treatments?	Equine diseases	Disease and Parasites Research Project
51					Examine examples of common equine diseases.
52					
53		EQ18.01	Why is heat detection key? How is the reproductive cycle manipulated?	Heat Detection, detecting estrus, teasing a mare	Explain heat detection and how to manipulate the estrus cycle.
54					
55		EQ18.02	How do you care and manage the mare and stallion in an equine reproduction management program?	Care of the mare, Care of the stallion.	Create a reproduction management program for a mare or stallion.
56		EQ18.03	How are foals managed in a reproduction management program?	Newborn foal care, Foal observation, Weaning	Discuss foal care techniques.
57					
58		EQ19.01	What are the basic equine breeding techniques?	Pasture Mating, Hand mating, Artificial Insemination, Embryo transfer	Identify basic equine breeding techniques.
59					
60		EQ19.02	What are the advantages for each of the basic equine breeding techniques?	Advantages of Pasture Mating, Hand mating, Artificial Insemination, and Embryo transfer	Create a paper discussing the advantages and disadvantages of each method. Current Event Journal
61		EQ20.01	How are traits transferred from one equine to another?	Genetics and traits	Discuss the influence of genetics and the environment on certain traits.
62					
63		EQ20.02	What is the role of genetics in determining sex, coat color and type of equine?	Understanding genetics in sex determination, color, and type	Punnett Squares
64		EQ20.03	How is coat color defined by genetic formula?	Genetic formula chart	Use genetic formula to assign colors
65		EQ21.01	What safety measures need to be used when working with equine?	Safety Zones and Working Safely.	Draw out safety zones Create a pamphlet on safety around equine
66					
67		EQ21.02	What are the catching, haltering, leading, tying, and restraint procedures used in equine handling?	Tips in all areas	Identify tips on catching, haltering, leading, tying and restraining equine
68		EQ21.02	See above	See above	See above
69		EQ21.03	How do you properly tie, halter, and hold equine?	Use tips from 21.02	Display knowledge learned in 21.02 on a live equine
70					

Day	Date	SCS Objectives	Essential Questions	Content	Tasks/Strategies
71		EQ22.01	What are characteristics of foals, yearling and two-year olds? What are the related training procedures for foals, yearlings and two-year olds?	Characteristics of foals, yearling and two-year olds and the related training procedures for each group	Describe characteristics of foals, yearling and two-year olds and the related training procedures for each group
72					
73		EQ22.02	How do you train a foal, yearling or two-year old?	Use above content	Demonstrate training procedures with a live specimen
74					
75		EQ23.01	What is the proper saddling and bridling technique?	Understanding proper saddling and bridling	Create a step by step guide on saddling and bridling
76					
77		EQ23.02	How do you properly saddle and bridle an equine	Use above content	Demonstrate proper bridling and saddling
78					
79		EQ24.01	What is the proper mounting and riding technique?	Mounting and dismounting, riding properly	Discuss different techniques for riding
80		EQ24.02	How do you properly mount and ride equine?	Use above content	Properly mount and ride equine for the designated gait Current Event Journal
81					
82		EQ25.01	What are the signs of lameness in the show ring?	Understanding signs of lameness and obvious lameness	Identify different signs and causes of lameness
83		EQ25.02	How is conformation used in judging?	Elements that make good conformation	Describe signs of good conformation
84		EQ26.01	What are the judging criteria for a halter class?	Balance, muscling, structural correctness, breed and sex characteristics	Judge a halter class
85		EQ26.02	What are the judging criteria for performance classes?	Western criteria, English criteria, and various other classes	Judge various performance classes
86		EQ26.03	What are the judging criteria for halter and performance classes?	Use 26.01 and 26.02 to complete this objective	Judge halter and performance equine and give consideration for lameness. Equine Science Facility Paper
87					
88		Review/Exams			
89					
90					



Equine Science II

Honors Teaching Preparation Portfolio

Student Activities

Contents:

Equine Science II Honors Teaching Preparation Portfolio

I. Facility Paper

II. Current Event Journal

III. Disease and Parasite Research Paper

Honors Equine Science II – Equine Science Facility Paper

The purpose of this assignment is for you to be able to observe discuss the inner workings of an equine science agribusiness in the local community:

This assignment is going to be divided in three parts:

- 1) You are to observe in a local equine science agribusiness for 5 hours outside of class time. You are to arrange this observation time with your instructor and the manager/owner of the local business. From this observation time you are to keep a journal of each activity and item you observe during your observation time. Your journal is to be typed and arranged chronologically. You are also to record your thoughts and feelings during the observation hours. This journal will be due on _____ and will count for 100 points.

- 2) You are to type a summary paper of the observation time. This paper should be between 2 and 3 typed pages in length. You should develop a title for your summary and include the following items in your newspaper article:
 - The name and nature of the equine science facility/business you observed. Be sure to include the full services offered by the business. Include why you selected the business in which you observed.
 - Discuss at least 3 interactions you encountered with customers/owners of animals in the business. Explain what the customers wanted and how the employee worked with the customer
 - Interview a worker in the business and explain the college/school training and required information needed to be employed in this place of business.
 - An honest interpretation if this is a job/business that you would like to work in or own one day in your future job/career hunt.

The paper is due on _____

Grading Rubric for paper:

Section/ Component	Does not meet Expectations	Meets Expectations	Exceeds Expectations	Points Possible
Introduction	Introduction missing or fails to adequately explain the need for the speech 0-7 points	Introduction adequate, explains the need for the speech 7-15 points	Introduction captures the attention of the audience and leaves them wanting more 15-20 points	20
Body	Body contains less than the 4 required items, may be poorly organized 0-20 points	Body contains the 4 required items and flows well 20-40 points	Additional facts are presented to support the argument, facts are well thought out and relevant 40-60 points	60
Conclusion	Conclusion is extremely weak or missing 0-7 points	Conclusion restates main points and ideas 7-15 points	Excellent conclusion that includes a call to action 15-20 points	20

Total: _____

- 3) Finally, you are to develop a presentation that will be presented to the remainder of the class and selected members of the local agribusiness community. This will be done in the form of a power point and will highlight the same points that are covered in the paper. You are required to include pictures of the business and pictures of you working in the business in the presentation. The presentation will count as 100 points.

The presentation will be due on: _____

Honors Equine Science II- Current Event Journal

The purpose of this assignment is for you to become aware of the world around you and how the equine industry has an impact in our world daily:

The articles should be from the current month of school and can be from a newspaper, magazine, or internet source. The articles and summaries are to be turned in every 4 weeks for review by the teacher. The teacher then will return the articles for a final draft to be made. Once the final drafts are made they are to be put into a binder or protective cover and treated like a journal.

With each news article you are to complete roughly a two page typed summary of the article with includes the following items:

- Summary of the news article
- How this relates back to a topic/unit we covered in class
- Impact on equine science

The journal will be collected at the end of each grading period and evaluated.

The dates of collection are: ____ and ____

Grading Rubric:

Section/ Component	Does not meet Expectations	Meets Expectations	Exceeds Expectations	Points Possible
Articles Selected	The articles do not relate to the field of equine science 0-20 points	More than half the articles relate to the field of equine science but not all articles are relevant 20-40 points	All articles are related to the field of equine science 40-60 points	60
Summary of Article	Body contains an non adequate summary of the articles that were selected 0-40 points	Body contains adequate summary of the articles but facts are not well thought out and relevant 40-70 points	Body contains superior summary of the articles but facts are well thought out and relevant 70-100 points	100
Relationship to Course	Relationship to course is extremely weak or missing 0-10 points	Relationship to course is covered but not elaborated or much thought is given to relationship 10-20 points	Excellent summary of relationship to course that includes in-depth thought and summary 20-40 points	40
Appearance of Journal	Articles and summaries are included in a journal but less than 50 percent are not typed and very poorly arranged 0-15 points	Articles and summaries are included in a journal but between 50% and 100 percent are not typed and poorly arranged 15-30 points	Articles and summaries are included in a journal 100% are typed and very neatly arranged 30-50 points	50

Total: _____

Comments:

Honors Equine Science II – Disease and Parasite Research Project

The purpose of this assignment is for you to be able to research and display information on diseases and parasites that affect the equine science industry:

You are to take the list of diseases and parasites provided and complete the following:

- Research how the disease or parasite affects the animal, prevention of the disease or parasite and treatment of the disease or parasite
- Compile the information into a neat and orderly book following the order that is given below. Every disease and Parasite must have a picture.

Parasites

- Large strongyles
- Small strongyles
- Ascarids
- Bots

Diseases

- Equine Infections Anemia
- Equine Influenza
- Equine Rhinopneumonitis
- Strangles
- Equine Viral Arteritis (EVA)
- Eastern, Western and Venezuelan Equine Encephalomyelitis (EEE, WEE and VEE)
- Equine Colic
- Founder

Grading Rubric:

Section/ Component	Does not meet Expectations	Meets Expectations	Exceeds Expectations	Points Possible
Affects on the animal	Some research completed and some information is correct 0-10 points	All research is completed but lacks in some areas. Most information is correct 10-20 points	All research is completed but lacks in some areas 20-30 points	30
Prevention	Some research completed and some information is correct 0-10 points	All research is completed but lacks in some areas. Most information is correct 10-20 points	All research is completed but lacks in some areas 20-30 points	30
Treatment	Some research completed and some information is correct 0-10 points	All research is completed but lacks in some areas. Most information is correct 10-20 points	All research is completed but lacks in some areas 20-30 points	30
Book Presentation	Does not follow the order provided and a pictures are not provided 0-4 points	Follows the order provided and a picture is with almost every item 5-9 points	Follows the order provided and a picture is with every item 10 points	10

Total: _____

Comments: