

# VoCATS Course Blueprint

## Agricultural Education

### *6825 Equine Science I*

*Public Schools of North Carolina  
State Board of Education • Department of Public Instruction  
Office of Instructional and Accountability Services  
Division of Instructional Services*

*Raleigh, North Carolina  
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## 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, and 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 27699-6358, 919.807.3876, email: [rwelfare@dpi.state.nc.us](mailto: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..

*Workforce Development 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.*

## AGRICULTURAL EDUCATION

### COURSE BLUEPRINT FOR 6825 – EQUINE SCIENCE I

(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	3	4	5	6	7	8
			<b>100%</b>				
	<b>Total Course Weight</b>		<b>85%</b>	<b>15%</b>			
<b>A</b>	<b>LEADERSHIP FOR CAREER DEVELOPMENT</b>		<b>11%</b>	<b>3%</b>			
<b>ES01.00</b>	<b>Investigate organizations related to the equine industry.</b>		<b>2%</b>	<b>1%</b>	<b>C3P</b>	<b>C</b>	<b>Core</b>
<i>ES01.01</i>	<i>Discuss opportunities for leadership development in equine industry organizations.</i>		<i>2%</i>		<i>C2</i>	<i>C</i>	<i>Core</i>
<i>ES01.02</i>	<i>Examine youth activities provided by equine industry organizations.</i>			<i>1%</i>	<i>C3P</i>	<i>C</i>	<i>Core</i>
<b>ES02.00</b>	<b>Demonstrate the process used in conducting business meetings in equine industry organizations.</b>		<b>2%</b>	<b>1%</b>	<b>C3P</b>	<b>C/SS</b>	<b>Core</b>
<i>ES02.01</i>	<i>Explain the role of parliamentary procedure in conducting business meetings in equine industry organizations.</i>		<i>2%</i>		<i>C2</i>	<i>C/SS</i>	<i>Core</i>
<i>ES02.02</i>	<i>Demonstrate parliamentary procedure abilities used in a business meeting.</i>			<i>1%</i>	<i>C3P</i>	<i>C/SS</i>	<i>Core</i>
<b>ES03.00</b>	<b>Use appropriate techniques in public speaking.</b>		<b>2%</b>	<b>1%</b>	<b>C3P</b>	<b>C</b>	<b>Core</b>
<i>ES03.01</i>	<i>Describe the fundamentals of public speaking.</i>		<i>2%</i>		<i>C1</i>	<i>C</i>	<i>Core</i>
<i>ES03.02</i>	<i>Deliver a speech that addresses horses and the equine industry.</i>			<i>1%</i>	<i>C3P</i>	<i>C</i>	<i>Core</i>
<b>ES04.00</b>	<b>Discuss skills needed for employment and careers in the equine industry.</b>		<b>5%</b>		<b>C2</b>	<b>C/SC</b>	<b>Core</b>
<i>ES04.01</i>	<i>Identify equine industry careers and related employment opportunities.</i>		<i>3%</i>		<i>C1</i>	<i>C/SC</i>	<i>Core</i>
<i>ES04.02</i>	<i>Explain various skills and credentials needed for employment in the equine industry.</i>		<i>2%</i>		<i>C2</i>	<i>C/SC</i>	<i>Core</i>

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	3	4	5	6	7	8
<b>B</b>	<b>RECORDS IN THE EQUINE INDUSTRY</b>		<b>4%</b>	<b>2%</b>			
<b>ES05.00</b>	<b>Examine the Supervised Agricultural Experience component of the Equine Science class.</b>		<b>2%</b>	<b>1%</b>	<b>C3P</b>	<b>C/M</b>	<b>Core</b>
<i>ES05.01</i>	<i>Identify the component parts of the Supervised Agricultural Experience Record used in the equine course.</i>		2%		C1	C/M	Core
<i>ES05.02</i>	<i>Record entries in the SAE Record.</i>			1%	C3P	C/M	Core
<b>ES06.00</b>	<b>Explore methods of financial record keeping in an equine business.</b>		<b>2%</b>	<b>1%</b>	<b>C3P</b>	<b>C/M</b>	<b>Core</b>
<i>ES06.01</i>	<i>Define terminology used in financial record keeping systems, such as asset, liability, inventory, net worth, etc.</i>		2%		C1	C/M	Core
<i>ES06.02</i>	<i>Record entries in a financial record system.</i>			1%	C3P	C/M	Core
<b>C</b>	<b>INTRODUCTION TO EQUINE SCIENCE</b>		<b>18%</b>				
<b>ES07.00</b>	<b>Explain how the equine industry is important to society.</b>		<b>4%</b>		<b>C2</b>	<b>SC</b>	<b>Core</b>
<i>ES07.01</i>	<i>Discuss changes in the equine industry.</i>		2%		C2	SC	Core
<i>ES07.02</i>	<i>State the various ways equine are important in our society.</i>		2%		C1	SC	Core
<b>ES08.00</b>	<b>Illustrate a foundational knowledge of hippology.</b>		<b>8%</b>		<b>C2</b>	<b>C/SC</b>	<b>Core</b>
<i>ES08.01</i>	<i>Define terms used to distinguish equine by use, sex, age and physical characteristics.</i>		2%		C1	SC	Core
<i>ES08.02</i>	<i>Describe colors and markings of equine.</i>		2%		C1	SC	Core
<i>ES08.03</i>	<i>Discuss identifying features of the major breeds of equine.</i>		4%		C2	C/SC	Core
<b>ES09.00</b>	<b>Summarize the advantages and disadvantages of operating an equine enterprise.</b>		<b>6%</b>		<b>C2</b>	<b>M/SC</b>	<b>Core</b>
<i>ES09.01</i>	<i>Explain economic and management variables that affect an equine enterprise.</i>		2%		C2	M/SC	Core
<i>ES09.02</i>	<i>Summarize the elements of a successful equine business.</i>		2%		C2	SC	Core
<i>ES09.03</i>	<i>Discuss types of equine enterprises.</i>		2%		C2	SC	Core

Comp# Obj.#	Unit Titles/Competency and Objective Statements (The student will be able to:)	Time Hours	Course Weight		Type Behavior Integrated Skill Area		Core Supp
			Cognitive	Performance	6	7	
1	2	3	4	5	6	7	8
<b>D</b>	<b>HORSES IN A SAFE EQUINE ENTERPRISE</b>		<b>9%</b>	<b>1%</b>			
<b>ES10.00</b>	<b>Explain factors influencing equine behavior.</b>		<b>5%</b>		<b>C2</b>	<b>H/SC</b>	<b>Core</b>
<i>ES10.01</i>	<i>Explain the senses that affect equine behavior.</i>		3%		C2	H/SC	Core
<i>ES10.02</i>	<i>Discuss the role intelligence and memory play in equine behavior.</i>		2%		C2	SC	Core
<b>ES11.00</b>	<b>Read equine behavior to promote safe and rewarding horsemanship.</b>		<b>4%</b>	<b>1%</b>	<b>C3P</b>	<b>H/SC</b>	<b>Core</b>
<i>ES11.01</i>	<i>Interpret signs of equine behavior.</i>		2%		C2	H/SC	Core
<i>ES11.02</i>	<i>Explain how to safely manage equine.</i>		2%		C2	H/SC	Core
<i>ES11.03</i>	<i>Manage equine safely.</i>			1%	C3P	H/SC	Core
<b>E</b>	<b>EQUINE ANATOMY</b>		<b>16%</b>	<b>1%</b>			
<b>ES12.00</b>	<b>Demonstrate knowledge of equine anatomy.</b>		<b>4%</b>	<b>1%</b>	<b>C3P</b>	<b>H/SC</b>	<b>Core</b>
<i>ES12.01</i>	<i>Describe the major external parts and anatomy of equine.</i>		4%		C1	H/SC	Core
<i>ES12.02</i>	<i>Locate the external parts and anatomy of equine.</i>			1%	C3P	H/SC	Core
<b>ES13.00</b>	<b>Discuss the skeletal/muscular system of equine.</b>		<b>4%</b>		<b>C2</b>	<b>H/SC</b>	<b>Core</b>
<i>ES13.01</i>	<i>Describe components of the equine skeletal/muscular system.</i>		2%		C1	H/SC	Core
<i>ES13.02</i>	<i>Explain functions of the equine skeletal/muscular system.</i>		2%		C2	H/SC	Core
<b>ES14.00</b>	<b>Describe the internal organs of equine.</b>		<b>4%</b>		<b>C1</b>	<b>H/SC</b>	<b>Core</b>
<i>ES14.01</i>	<i>Identify major internal organs of equine.</i>		2%		C1	H/SC	Core
<i>ES14.02</i>	<i>Specify how internal organs of equine function.</i>		2%		C1	H/SC	Core
<b>ES15.00</b>	<b>Summarize the equine digestive system.</b>		<b>4%</b>		<b>C2</b>	<b>H/SC</b>	<b>Core</b>
<i>ES15.01</i>	<i>Interpret digestive system terminology.</i>		2%		C2	H/SC	Core
<i>ES15.02</i>	<i>Explain functions of the equine digestive system components.</i>		2%		C2	H/SC	Core
<b>F</b>	<b>EQUINE MAINTENANCE</b>		<b>8%</b>	<b>5%</b>			
<b>ES16.00</b>	<b>Demonstrate the benefits of a routine maintenance program.</b>		<b>4%</b>	<b>3%</b>	<b>C3P</b>	<b>H/SC</b>	<b>Core</b>
<i>ES16.01</i>	<i>Discuss the benefits of grooming.</i>		2%		C2	H/SC	Core
<i>ES16.02</i>	<i>Explain grooming techniques.</i>		2%		C2	H/SC	Core
<i>ES16.03</i>	<i>Use proper grooming techniques on a live specimen.</i>			3%	C3P	H/SC	Core

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			Cognitive	Performance			
1	2	3	4	5	6	7	8
<b>ES17.00</b>	<b>Consider special maintenance issues</b>		<b>4%</b>	<b>2%</b>	<b>C3P</b>	<b>H/SC</b>	<b>Core</b>
<i>ES17.01</i>	<i>Discuss the practice of bathing equine.</i>		2%		C2	SC	Core
<i>ES17.02</i>	<i>Discuss the practice of blanketing equine.</i>		2%		C2	SC	Core
<i>ES17.03</i>	<i>Bathe and blanket an equine.</i>			2%	C3P	H/SC	Core
<b>G</b>	<b>EQUINE SELECTION</b>		<b>8%</b>	<b>2%</b>			
<b>ES18.00</b>	<b>Explain skills necessary to make wise selection of equine.</b>		<b>6%</b>		<b>C2</b>	<b>H/SC</b>	<b>Core</b>
<i>ES18.01</i>	<i>Interpret variables that determine which equine is best for an equine enterprise.</i>		2%		C2	H/SC	Core
<i>ES18.02</i>	<i>Discuss conformation characteristics of the equine.</i>		2%		C2	H/SC	Core
<i>ES18.03</i>	<i>Describe factors that influence the value of equine.</i>		2%		C1	H/SC	Core
<b>ES19.00</b>	<b>Develop skills necessary to make wise selection of equine.</b>		<b>2%</b>	<b>2%</b>	<b>C3P</b>	<b>H/SC</b>	<b>Core</b>
<i>ES19.01</i>	<i>Interpret signs of a healthy equine.</i>		2%		C2	H/SC	Core
<i>ES19.02</i>	<i>Use body conditioning scoring to evaluate equine.</i>			2%	C3P	H/SC	Core
<b>H</b>	<b>TACK AND EQUIPMENT NEEDS</b>		<b>11%</b>	<b>1%</b>			
<b>ES20.00</b>	<b>Evaluate the use of bridles and halters on equine.</b>		<b>3%</b>	<b>1%</b>	<b>C3P</b>	<b>H/SC</b>	<b>Core</b>
<i>ES20.01</i>	<i>Identify the major types of halters and bridles.</i>		2%		C1	H/SC	Core
<i>ES20.02</i>	<i>Explain how halters and bridles are used.</i>		1%		C2	H/SC	Core
<i>ES20.03</i>	<i>Place a halter and bridle on equine.</i>			1%	C3P	H/SC	Core
<b>ES21.00</b>	<b>Evaluate the use of bits on equine.</b>		<b>3%</b>		<b>C3P</b>	<b>H/SC</b>	<b>Core</b>
<i>ES21.01</i>	<i>Describe the major types of bits.</i>		2%		C1	H/SC	Core
<i>ES21.02</i>	<i>Explain advantages for using different bits.</i>		1%		C2	H/SC	Core
<i>ES21.03</i>	<i>Inspect a bit for proper placement.</i>				C3P	H/SC	Supp
<b>ES22.00</b>	<b>Evaluate saddles for equine.</b>		<b>5%</b>		<b>C3P</b>	<b>H/SC</b>	<b>Core</b>
<i>ES22.01</i>	<i>Identify major parts of saddles.</i>		2%		C1	H/SC	Core
<i>ES22.02</i>	<i>Describe two main classes of saddles used on equine.</i>		3%		C1	H/SC	Core
<i>ES22.03</i>	<i>Saddle an equine.</i>				C3P	H/SC	Supp

Comp# Obj.#	Unit Titles/Competency and Objective Statements (The student will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2	3	4	5	6	7	8
<b>I</b>	<b>EQUITATION</b>						
<b>ES23.00</b>	<b>Perform English equitation.</b>				<b>C3P</b>	<b>H/SC</b>	<b>Supp</b>
<i>ES23.01</i>	<i>Describe types of English equitation.</i>				<i>C1</i>	<i>H/SC</i>	<i>Supp</i>
<i>ES23.02</i>	<i>Mount equine using English tact.</i>				<i>C3P</i>	<i>H/SC</i>	<i>Supp</i>
<i>ES23.03</i>	<i>Ride equine using English equitation.</i>				<i>C3P</i>	<i>H/SC</i>	<i>Supp</i>
<b>ES24.00</b>	<b>Perform Western equitation.</b>				<b>C3P</b>	<b>H/SC</b>	<b>Supp</b>
<i>ES24.01</i>	<i>Describe types of Western equitation.</i>				<i>C1</i>	<i>H/SC</i>	<i>Supp</i>
<i>ES24.02</i>	<i>Mount equine using Western tact.</i>				<i>C3P</i>	<i>H/SC</i>	<i>Supp</i>
<i>ES24.03</i>	<i>Ride equine using Western equitation.</i>				<i>C3P</i>	<i>H/SC</i>	<i>Supp</i>