

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.

*Pat Evans, Clemson University
Dr. Robert Mowrey, NC State University
Michael Yoder, NC State University
Horace Johnson, NC State University
Stephanie Anderson, Bandys High School
Chauncey Barber, Polk County High School
Matt Barrier, Mount Pleasant High School
John Best, Tuscola High School
Tim Blair, Piedmont High School
Steve Burns, Rutherford-Spindale High School
Marguerite Fields, Eastern Randolph High School
Janet Harris, East Wake High School
Reggie Jenkins, North Lenoir High School
Michael Johnson, Wake Forest-Rolesville High School
Amy Kidd, Eastern Randolph High School
Danny Montgomery, Bunker Hill High School
Carroll Parker, Brevard High School
Cindy Stewart, East Rutherford High School
Sherilee Strickland, Northwest Cabarrus High School
Tim Warren, Hobbton High School*

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	<i>Identify leadership qualities desired by the equine science industry.</i>		2%		C1	CD/E	Core
EQ01.02	<i>Develop leadership qualities through participation in the equine science instructional program.</i>			1%	C3P	CD/E	Core
EQ02.	Adapt public speaking techniques to the audience and purpose of the communication.		2%	1%	C3P		
EQ02.01	<i>Describe the major types of speeches and the variables to be considered when presenting the speeches.</i>		2%		C1	E	Core
EQ02.02	<i>Deliver a speech to an equine industry organization.</i>			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	<i>Analyze the role that <u>Robert's Rules of Order</u> plays in the orderly conduct of business.</i>		1%		C3	E/SS	Core
EQ03.02	<i>Conduct an orderly transaction of business utilizing <u>Robert's Rules of Order</u>.</i>			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	<i>Describe the procedures to follow in planning and implementing a school-to-work employment plan.</i>		2%		C1	CD/E	Core
EQ04.02	<i>Create an individual written school-to-work employment plan based upon career objectives.</i>			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		
EQ05.01	Identify the elements in a financial statement.		2%		C1	M	Core
EQ05.02	Compose a financial statement.			2%	C3P	M	Core
C.	FUNCTIONAL ANATOMY		8%				
EQ06.	Describe the physiology of equine body systems.		4%		C1		
EQ06.01	Define body surfaces and systems.		2%		C1	SC	Core
EQ06.02	Describe how body systems function.		2%		C1	SC	Core
EQ07.	Explain how physiology relates to movement.		4%		C2		
EQ07.01	Discuss the four functional muscle groups used to perform gaits.		2%		C2	SC	Core
EQ07.02	Describe gaits and actions of equine.		2%		C1	SC	Core
D.	SELECTING EQUINE FOR THE HERD		5%	2%			
EQ08.	Discuss the usefulness, vigor, and longevity expectancy for equine.		4%		C2		
EQ08.01	Describe factors that influence usefulness, vigor, and longevity of equine.		2%		C1	SC	Core
EQ08.02	Explain how structure and body dimensions influence usefulness.		2%		C2	SC	Core
EQ09.	Determine the usefulness, vigor, and longevity expectancy for equine.		1%	2%	C3P		
EQ09.01	Tell how to determine the age and weight of equine.		1%		C1	M,SC	Core
EQ09.02	Determine the age and weight of equine.			2%	C3P	M,SC	Core
E.	NUTRITION AND FEEDING MANAGEMENT		10%	1%			
EQ10.	Interpret the nutritional requirements for equine.		4%		C2		
EQ10.01	Identify the major nutrient requirements of equine.		2%		C1	H,SC	Core
EQ10.02	Discuss the factors that regulate nutrient requirements.		2%		C2	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
EQ11.	Characterize the classes of feeds for equine.		4%		C1		
EQ11.01	Describe the use of forages in the equine diet.		2%		C1	H,SC	Core
EQ11.02	Tell how concentrate feeds, additives, and supplements are used in the equine ration.		2%		C1	H,SC	Core
EQ12.	Analyze feeding management techniques for equine.		2%	1%	C3P		
EQ12.01	Define factors that influence feeding management.		2%		C1	H,M,SC	Core
EQ12.02	Formulate a ration for equine.			1%	C3P	H,M,SC	Core
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%				

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
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
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

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
EQ24.	Demonstrate proper mounting and riding technique.		2%	3%	C3P		
<i>EQ24.01</i>	<i>Discuss proper mounting and riding technique.</i>		2%		C2	A,H,SC	Core
<i>EQ24.02</i>	<i>Properly mount and ride equine for the designated gait.</i>			3%	C3P	A,H,SC	Core
K.	SHOWMANSHIP		4%	2%			
EQ25.	Discuss the mechanics of equine judging.		2%		C2		
<i>EQ25.01</i>	<i>Describe lameness in the show ring.</i>		1%		C1	H,SC	Core
<i>EQ25.02</i>	<i>Explain the use of conformation in judging.</i>		1%		C2	A,H,SC	Core
EQ26.	Evaluate judging criteria for halter and performance classes.		2%	2%	C2		
<i>EQ26.01</i>	<i>Discuss judging criteria for halter classes.</i>		1%		C2	A,SC	Core
<i>EQ26.02</i>	<i>Discuss judging criteria for performance classes.</i>		1%		C2	A,SC	Core
<i>EQ26.03</i>	<i>Judge halter or performance equine and give consideration for lameness.</i>			2%	C3P	A,H,SC	Core