



Equine Science (02.0221) (District)

Granite Technical Institute > 2016-2017 > Intermediate > Agricultural Education > Equine Science (02.0221) (District) > Gowans, Kristina; Hartley, Devon
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Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
FFA/SAE (Week 1, 3 Weeks)	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12 Animal Science I Standard 1</p> <p>Students will explain the role of FFA in agricultural education.</p> <p>Objective 1 Discuss the history and organization of FFA as it relates to the complete program of agricultural education.</p> <p>a. Explain the interrelationship of classroom and laboratory instruction, supervised agricultural experience, and FFA.</p> <p>b. Describe how, when, and why FFA was organized.</p> <p>c. Identify key FFA historical events.</p> <p>d. Identify the mission and strategies,</p>	<p>What is the FFA?</p> <p>What opportunities does the FFA have for you?</p> <p>What is an SAE?</p> <p>How many different types of SAE's are possible for you?</p>	<p>FFA</p> <ul style="list-style-type: none"> • History dates (1928-1988) • Official Dress • Degrees • Membership • Creed • Program of Activities • Supervised Agricultural Experience • Officers • Emblem • Mission Statement • Motto • FFA Salute • Career Development Event • Members Part • FFA Colors <p>SAE</p> <ul style="list-style-type: none"> • Exploratory • Entrepreneurship/Ownership • Placement • Research/Experimentation • Awards available 	<p>FFA</p> <ul style="list-style-type: none"> • Present the FFA Creed • Present the FFA Motto • Present the FFA Mission Statement • Present the FFA Members Part <p>SAE</p> <ul style="list-style-type: none"> • Design and implement an effective SAE 	<p>FFA Career Development Events Creed SAE Program of Activities Exploratory Entrepreneurship/Ownership Mission Statement Greenhand Chapter State American Official Dress</p>	<p>FFA Test Summative: Test: Written FFA Creed Common: Oral: Presentation FFA Officer Quiz Formative: Test: Written</p>

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	<p>colors, motto, emblem and parts of the emblem, and organizational structure of FFA.</p> <p>e. Recite and explain the meaning of the FFA Creed.</p> <p>f. Discuss the meaning and purpose of a program of activities and its committee structure.</p> <p>g. List FFA chapter officers, and discuss the role of each.</p> <p>Objective 2 Identify opportunities in FFA.</p> <p>a. Describe FFA opportunities that develop leadership skills, personal growth, and career success.</p> <p>b. Summarize major state and national activities available to FFA members.</p> <p>Objective 3 Describe FFA degrees, awards, and career development events (CDEs).</p> <p>a. List and explain the FFA degree areas.</p> <p>b. Identify FFA proficiency awards.</p> <p>c. List and discuss</p>					

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	<p>various team and individual CDEs.</p> <p>Standard 2 Students will explain the role of supervised agricultural experience (SAE) programs in agricultural education.</p> <p>Objective 1 Examine the responsibilities and benefits associated with an SAE.</p> <p>a. Explain the meaning and benefits of supervised agricultural experience.</p> <p>b. Explain the characteristics of an effective SAE program and the responsibilities of those involved.</p> <p>Objective 2 Determine the types of SAE programs.</p> <p>a. Compare entrepreneurship SAEs and placement SAEs.</p> <p>b. Describe research/experimental SAEs.</p> <p>c. Describe exploratory SAEs.</p>					

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	<p>Objective 3 Plan an SAE program.</p> <p>a. Identify the steps in planning an SAE program.</p> <p>b. Describe the function of a business/training plan and/or agreement in an SAE program.</p> <p>c. Develop a short-range plan and a long-range plan for an SAE program.</p> <p>d. Relate classroom and laboratory instruction to an SAE program.</p> <p>Objective 4 Maintain and use SAE records.</p> <p>a. Explain the importance of keeping records on an SAE program.</p> <p>b. Explain how SAE records are organized.</p> <p>c. Follow approved procedures to make entries in SAE records.</p>					
<p>Safety, Grooming, and Basic behavior (Week 4, 1 Week)</p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12 Equine Science</p>	<p>Are horses safe? What is dangerous about a horse?</p>	<p><u>Safety</u></p> <ul style="list-style-type: none"> Basic safe places to stand and unsafe place to stand Personal protective Equipment 	<p><u>Safety</u></p> <ul style="list-style-type: none"> Correctly halter a horse Tie a horse to a fence 	<p>Curry Comb Body Brush Dandy Brush Hoof Pick Shedding Comb Barn Sour Bolting</p>	<p>Grooming Quiz Formative: Test: Written Haltering a horse</p>

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	<p>Standard 10 Students will study and utilize equine behavior training.</p> <p>Objective 2 Students will demonstrate safe handling of horses.</p> <p>Objective 4 Students will identify abnormal horse behavior (vices).</p> <p>Objective 5 Students will discuss how to load and haul a horse and how to check the safety of a trailer.</p>	<p>Why do horses need to be groomed?</p>	<ul style="list-style-type: none"> • Correct way of restraining a horse and moving a horse. <p><u>Grooming</u></p> <ul style="list-style-type: none"> • Basic Grooming tools of a horse • Use of basic grooming tools • Basic health management of the horse <p><u>Behavior</u></p> <ul style="list-style-type: none"> • Basic Behaviors of the horse • Aggressive behaviors • Herd Behaviors 	<p>with the correct slip knot</p> <p><u>Grooming</u></p> <ul style="list-style-type: none"> • Correctly groom a horse using all four tools (curry comb, scotch comb, body brush and a hoof pick.) 	<p>Halter Pulling Cribbing Pawing Halter Lead Rope</p>	<p>Summative: Performance: Authentic Task Grooming a horse</p> <p>Summative: Performance: Authentic Task</p>
<p>History of the Horse/ Horse Industry (Week 5, 1 Week)</p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12 Equine Science</p> <p>Standard 4 Students will understand the history of the modern horse and the development of horse breeds,</p>	<p>Did prehistoric horses look like the modern horses? Where were horses first domesticated? Where horses always used for riding?</p>	<ul style="list-style-type: none"> • Taxonomy of the modern horse. • Origin and domestication <ul style="list-style-type: none"> ◦ Horse (both theories) ◦ Mule ◦ Donkey • History of horse use <ul style="list-style-type: none"> ◦ Military ◦ Food ◦ Sport ◦ Agriculture • Amount of horses in Utah and in the US. 	<ul style="list-style-type: none"> • Students will be able to present a theory and discuss the pros and cons and if it is a reliable theory of how the horse was domesticated. • Students will be able 	<p>Mammalia Perissodactyla Equidae Equus Caballus Eohippus Equus Asinus Class Order Family Genus Species</p>	<p>History of the horse Quiz</p> <p>Summative: Test: Written</p>

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	<p>types, and classes.</p> <p>Objective 1 Students will describe the development of modern horses.</p> <p>Objective 2 Students will discuss the domestication of the horse.</p> <p>Objective 3 Students will identify historical trends of human utilization of horses.</p> <p>Objective 4 Students will describe the current horse industry.</p>			<p>to discuss the importance of all of the uses of horses and list pros and cons for them.</p>		
<p>Types and breeds of Horses (Week 6, 1 Week)</p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12 Equine Science Standard 4</p> <p>Students will understand the history of the modern horse and the development of horse breeds, types, and classes.</p>	<p>Are all horses used for the same thing?</p> <p>Did all horses come from the same original horse?</p> <p>What is a breed?</p>	<ul style="list-style-type: none"> • Common Light Breed Horses • Common Draft Breed Horses • Common Pony Breed Horses • Common Long eared horse breeds • Common facial markings, body color and leg markings 	<ul style="list-style-type: none"> • Students will present on a horse breed and about its specific characteristics. • Students will correctly identify different horse colors and breeds. 	<ul style="list-style-type: none"> • Breeds • Light Breed • Draft Breed • Pony Breed • Long eared Breed. • Paint • Pinto • Solid • Blaze • Stripe • Stockings • Socks • 	<p>Horse Breed Presentation</p> <p>Formative:</p> <p>Oral: Presentation Horse Breed Quiz</p> <p>Summative:</p> <p>Test: Written Color Patterns Quiz</p> <p>Summative: Test: Written</p>

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	<p>Objective 6 Students will classify and describe equine as pony, light, draft, and long-eared.</p> <p>Objective 7 Students will list and describe equine breeds and their origins.</p>					
<p>Gaits and Movements of the horse (Week 7, 1 Week)</p>	<p>UT: CTE: Agricultural Education UT: Grades 9-12 Equine Science Standard 4 Students will understand the history of the modern horse and the development of horse breeds, types, and classes.</p> <p>Objective 5 Students will describe the gaits and movements of horses.</p>	<p>Do all horses know how to run when they are born? Do horses have to be trained to move a certain way? Can all horses do the same gaits?</p>	<ul style="list-style-type: none"> • Gaits <ul style="list-style-type: none"> ○ Walk ○ Trot ○ Lope ○ Run ○ Pace • Defects in Gaits <ul style="list-style-type: none"> ○ Pounding ○ Forging ○ Rolling 	<ul style="list-style-type: none"> • Students will demonstrate the amount of beats and pattern to each gait. 	<ul style="list-style-type: none"> • Gait • Walk • Trot • Lope • Run • Pace • Rack • Pounding • Forging • Rolling • 	<p>Gaits lab Summative: Performance: Lab Assignment</p>
<p>Body Systems</p>	<p>UT: CTE: Agricultural Education</p>	<p>Are horses bones like ours?</p>	<ul style="list-style-type: none"> • General Anatomy <ul style="list-style-type: none"> ○ Common names of the parts of a horse 	<ul style="list-style-type: none"> • Students will be able to demonstrate 	<ul style="list-style-type: none"> • Testicle • Sperm • Testosterone 	<p>Equine Anatomy Quiz</p>

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(Week 8, 1 Week)	<p>UT: Grades 9-12 Equine Science Standard 5</p> <p>Students will analyze equine anatomy and physiology.</p> <p>Objective 1 Students will identify the external parts of the horse.</p> <p>Objective 2 Students will explore equine bodily systems.</p> <p>Objective 3 Students will describe the skeletal and muscular systems of the horse.</p> <p>Objective 4 Students will describe the digestive system of the horse.</p> <p>Objective 5 Students will describe the reproductive systems of the horse.</p>	<p>Are they built like a cow?</p> <p>How are horses different than other farm animals based on their body?</p>	<ul style="list-style-type: none"> • Skeletal System <ul style="list-style-type: none"> ○ Axial ○ Appendicular ○ Short Bones ○ Long Bones ○ Irregular Bones ○ Flat Bones • Muscular <ul style="list-style-type: none"> ○ Antagonistic ○ Smooth Muscle ○ Skeletal Muscles ○ Cardiac Muscle • Digestive <ul style="list-style-type: none"> ○ Psuedoruminant ○ Enlarged Cecum • Reproductive <ul style="list-style-type: none"> ○ Basic organs of the stallion <ul style="list-style-type: none"> ▪ Testicle ▪ Sperm ▪ Testosterone ▪ Seminiferous Tubules ▪ Epididymis ▪ Scrotum ▪ Accessory Sex Glands ▪ Semen ▪ Urethra ▪ Vas Deferens 	<p>e a knowledge of the common terms of the horse throughout the semester as they work with the horses.</p>	<ul style="list-style-type: none"> • Seminiferous Tubules • Epididymis • Scrotum • Accessory Sex Glands • Semen • Urethra • Vas Deferens • Ovary • Follicle • Ovulation • Axial • Appendicular • Short Bones • Long Bones • Irregular Bones • Flat Bones • Antagonistic • Smooth Muscle • Skeletal Muscles • Cardiac Muscle • Psuedoruminant • Enlarged Cecum 	<p>Summative: Test: Written</p>

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
			<ul style="list-style-type: none"> ○ Basic organs of the mare <ul style="list-style-type: none"> ▪ Ovary ▪ Follicle ▪ Ovulation 			
<p>Nutrition (Week 9, 1 Week)</p>	<p>UT: CTE: Agricultural Education UT: Grades 9-12 Equine Science Standard 6 Students will learn about equine nutrition and feeding management.</p> <p>Objective 1 Students will list and discuss basic nutrients.</p> <p>Objective 2 Students will identify feeds important to horses.</p> <p>Objective 3 Students will balance an equine ration.</p> <p>Objective 4 Students will list and describe equine nutritional disorders.</p>	<p>How do we know horses are eating what they are supposed to? What do horses need to be healthy? What makes it so horses can eat hay?</p>	<ul style="list-style-type: none"> • Different types of feedstuff <ul style="list-style-type: none"> ○ Roughages <ul style="list-style-type: none"> ▪ Different types of common hay in local area ○ Concentrates <ul style="list-style-type: none"> ▪ Different types of common grain in local area ○ Supplements <ul style="list-style-type: none"> ▪ Different types of common supplements that are in the 	<ul style="list-style-type: none"> • Students will demonstrate how to balance a horse's ration depending on the requirements of the horse. 	<ul style="list-style-type: none"> • Roughage • Silage • Hay • Concentrates • Supplements • Feedstuff • Pearson Square • Rickets • Convulsions • Ration • Balanced Ration 	<p>Pearson Square Worksheet Summative: Test: Written</p>

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			<ul style="list-style-type: none"> local area. • Ways to calculate ratios <ul style="list-style-type: none"> ◦ Pearson Square • Common nutritional disorders 			
Disease and Parasites <i>(Week 10, 1 Week)</i>	UT: CTE: Agricultural Education UT: Grades 9-12 Equine Science Standard 7 Students will explore concepts in equine health management. Objective 1 Students will list, identify, and describe equine diseases. Objective 2 Students will identify horse internal and external parasites. Objective 4 Students will determine proper horse health management practices. a. Vaccination	What is a disease? What is a parasite? How often should horses be vaccinated?	<ul style="list-style-type: none"> • Diseases <ul style="list-style-type: none"> ◦ What makes it a disease ◦ Common Diseases seen in our area • Parasite <ul style="list-style-type: none"> ◦ What is the difference between external and internal ◦ Common parasites seen in our area • Vaccination program <ul style="list-style-type: none"> ◦ Annual Vaccinations <ul style="list-style-type: none"> ▪ West Nile ▪ Equine Herpes ▪ Influenza ◦ Biannual Vaccinations <ul style="list-style-type: none"> ▪ Deworming med. 	<ul style="list-style-type: none"> • Students will present on different effects of disease and parasites. • Students will demonstrate how to perform different basic vaccinations. 	<ul style="list-style-type: none"> • Disease • External parasite • Internal parasite • West Nile Virus • Equine Herpes • Strangles • Colic • Equine Influenza • Deworming • Vaccination 	Disease and parasite presentation Summative: Oral: Presentation Vaccination Demonstration Summative: Performance: Authentic Task

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	<p>program</p> <p>b. Teeth floating and aging</p> <p>c. Sanitation</p>					
<p>Hoof Anatomy/ Management practices (Week 11, 1 Week)</p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12 Equine Science Standard 7</p> <p>Students will explore concepts in equine health management.</p> <p>Objective 3</p> <p>Students will properly care for hooves and explain hoof anatomy.</p>	<p>What is the hoof made out of?</p> <p>What are the functions of the hoof?</p> <p>Are hooves essential, is it possible to live without them?</p>	<ul style="list-style-type: none"> • Hoof Structure <ul style="list-style-type: none"> ○ Hoof Wall ○ Coronet ○ Sole ○ Frog ○ Coffin Bone ○ Navicular Bone • Hoof Care <ul style="list-style-type: none"> ○ Cleaning ○ Thrush • Horse Shoeing <ul style="list-style-type: none"> ○ Tools ○ 	<ul style="list-style-type: none"> • Student's can properly demonstrate how to clean out a hoof. 	<ul style="list-style-type: none"> • Anvil • Forge • Knife • Hoof Wall • Coronet • Sole • Frog • Coffin Bone • Navicular Bone • Nippers • Rasp • Drving Hammer • Nails • Clinch Cutter • Thrush 	<p>Hoof Cleaning Summative: Performance: Authentic Task</p> <p>Hoof Id Summative: Test: Written</p>
<p>Genetics (Week 12, 1 Week)</p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12 Equine Science Standard 8</p> <p>Students will understand horse genetics.</p>	<p>Is horse genetics a simple procedure?</p> <p>Is horse genetics just like dog genetics?</p> <p>Why are mules and hinnys infertile?</p>	<ul style="list-style-type: none"> • Basic Genetics <ul style="list-style-type: none"> ○ Gene ○ Allele ○ Dominant ○ Recessive ○ Incomplete Dominance ○ Mutation ○ Punnet Square ○ Homozygous ○ Heterozygous ○ Hybrid Vigor ○ Quantitative Traits 	<ul style="list-style-type: none"> • Student's will perform a basic punnet square to understand genetics. 	<ul style="list-style-type: none"> • Gene • Allele • Dominant • Recessive • Incomplete Dominance • Mutation • Punant Square • Homozygous • Heterozygous 	<p>Sour Patch Genetics Summative: Performance: Lab Assignment</p> <p>Mystery Horse Genetics Summative: Performance: Lab Assignment</p>

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	<p>Objective 1 Students will explore the fundamentals of genetics.</p> <p>Objective 2 Students will investigate horse coat color and markings.</p> <p>Objective 3 Students will explain the heritability of performance traits.</p>		<ul style="list-style-type: none"> ○ Qualitative Traits • Horse Coat Color Genetics <ul style="list-style-type: none"> ○ Common Alleles that are present in determining coat color in horses. 		<ul style="list-style-type: none"> • Hybrid Vigor • Quantitative Traits • Qualitative Traits 	
<p>Reproduction/ Reproductive Technology (Week 13, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12 Equine Science</p> <p>Standard 9 Students will explore horse reproduction and parturition.</p> <p>Objective 1 Students will describe the physiology of the reproduction tracts of stallions and mares.</p> <p>Objective 2 Students will summarize the estrus cycle and proper times to breed.</p> <p>Objective 3 Students will describe proper horse</p>	<p>Why do animals reproduce? Is animal reproduction a science? How do we select the animals that we want to breed?</p>	<ul style="list-style-type: none"> • Reproductive Organs of the Stallion • Reproductive Organs of the mare • Estrus Cycle • Estrus Cycle Hormones • Care of pregnant mares • Reproductive Technologies <ul style="list-style-type: none"> ○ Artificial Insemination ○ Cloning ○ Embryo Transfer • Care of pregnancy and parturition • Body Condition Score 	<ul style="list-style-type: none"> • Students will be able to demonstrate the steps required in cloning. 	<ul style="list-style-type: none"> • Estrus • Diestrus • Anestrous • Parturition • Gestation • Dystocia • Artificial Insemination • Cloning • Embryo Transfer • Body Condition Score 	<p>Cloning a ding dong</p> <p>Summative: Performance: Lab Assignment Diagram</p> <p>Reproductive systems</p> <p>Summative: Performance: Lab Assignment Pregnancy Plan</p> <p>Summative: Performance: Lab Assignment</p>

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	<p>gestation management.</p> <p>Objective 4 Students will explore equine reproductive technology.</p> <p>a. Artificial insemination b. Embryo transfer c. Cloning</p> <p>Objective 5 Students will discuss proper care during pregnancy and parturition.</p> <p>Objective 6 Students will describe the horse condition scoring system.</p>					
<p>Behavior Training (Week 15, 1 Week)</p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12 Equine Science</p> <p>Standard 10 Students will study and utilize equine behavior training.</p> <p>Objective 1 Students will list and discuss horse behavioral categories.</p> <p>Objective 3 Students will</p>	<p>What does it mean when a horse is sour?</p> <p>Do horses have more behavior issues than other animals?</p> <p>Can behavior issues be fixed?</p>	<ul style="list-style-type: none"> • Behavior Systems <ul style="list-style-type: none"> ○ Protective Behavior ○ Ingestive ○ Eliminative ○ Sexual ○ Care Giving ○ Agonistic ○ Investigative • Safe Handling of Horses • Imprinting • Abnormal Horse Behaviors 	<ul style="list-style-type: none"> • Students will be able to identify horse behaviors that are identified in our horses at the farm. 	<ul style="list-style-type: none"> • Protective Behavior • Ingestive • Eliminative • Sexual • Care Giving • Agonistic • Investigative • Imprinting • Barn Sour • Cribbing • Shying • Pawing 	<p>Behavior Demo</p> <p>Summative: Oral: Presentation</p>

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<p>Students will explain imprinting.</p> <p>Equine Facilities/ Equipment (Week 16, 1 Week)</p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12 Equine Science Standard 11</p> <p>Students will learn about equine facilities and equipment.</p> <p>Objective 1 Students will identify, discuss, and describe the usage of Western and English tack.</p> <p>Objective 2 Students will outline the transportation of horses.</p> <p>Objective 3 Students will investigate horse facilities and fencing.</p> <p>Objective 4 Students will discuss waste management.</p>	<p>Why do we need equipment? Why are there two different styles of equipment? Is one style better than the other?</p>	<ul style="list-style-type: none"> Western Tack English Tack General Tack Horse trailer guidelines Barn Planning 	<ul style="list-style-type: none"> Students will identify visually the different types of tack and label them. Students will design and plan their own barn. 	<ul style="list-style-type: none"> Saddle Bit Bridle Halter Lead Rope Trailer Saddle Pad Hackamore Reins Breast Collar Leg Wraps Boots Helmet 	<p>Tack Quiz</p> <p>Summative: Test: Written Barn Design</p> <p>Summative: Performance: Authentic Task</p>
<p>Horse Final Project (Week 17, 1 Week)</p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12 Equine Science</p>	<p>Why do you want to buy a horse? What is the use of a horse?</p>	<ul style="list-style-type: none"> Selecting a horse Pricing a horse Purchasing required tack for what the horses use is 	<ul style="list-style-type: none"> Student's will plan and pay the expenses of a horse 	<ul style="list-style-type: none"> Conformation Pigeon toed Cow Hocked Sickel hocked 	<p>Life as a horse owner</p> <p>Summative: Performance: Lab Assignment</p>

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	<p>Standard 12 Students will know how to evaluate and select a horse.</p> <p>Objective 1 Students will summarize the considerations of purchasing a horse.</p> <p>Objective 2 Students will recognize the ideal horse conformation characteristics.</p> <p>Objective 3 Students will recognize conformation faults and predict potential unsoundness and/or lameness.</p> <p>Objective 4 Students will present oral and written reasons in horse evaluation.</p>	<p>Are horses affordable and sensible in today's world?</p>	<ul style="list-style-type: none"> Learning the common monthly expenses of a horse. Learning normal annual expenses of a horse. 	<ul style="list-style-type: none"> for a month time span. 	<ul style="list-style-type: none"> Balance Ample Chest or barrel Blemishes Unsoundness 3 circle balance of a horse. Vet Check Lameness 	
<p>Careers (Week 18, 2 Weeks)</p>	<p>UT: CTE: Agricultural Education</p> <p>UT: Grades 9-12 Animal Science I</p> <p>Standard 8 Students will examine trends</p>	<p>What are agricultural careers? Is agriculture a growing industry? Are there job openings in the agricultural area?</p>	<ul style="list-style-type: none"> Define Careers Determine agricultural careers 	<ul style="list-style-type: none"> Present and research agricultural careers for salary, schooling, pros and cons and 	<p>Bachelor degree Associates degree Masters degree Doctorate college university technical school trade school 2 year certificate apprentice internship</p>	<p>Career presentation Common: Oral: Presentation</p>

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	<p>and career opportunities in the animal industry, including those related to agricultural animals.</p> <p>Objective 1 Interpret trends in the animal industry. a. Identify trends in the animal industry. b. Determine the implications of trends on animal production.</p> <p>Objective 2 Determine career opportunities in the animal industry. a. Identify the nature of career opportunities in the animal industry. b. Develop a career plan to acquire needed education and skills for entering a career in the animal industry. c. Demonstrate personal and job skills for success in entering and advancing in a career in the animal industry.</p> <p>*Please note that specific animal industries were not included in the</p>			<p>typical days.</p>		

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	standards and objectives. This allows flexibility for the teacher to use specific industries to teach these concepts based on location, facilities available, and student and teacher interest.					