

Agriculture / Equine Management and Production

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>1st Quarter (First 4½ Weeks)</p> <p>Demonstrating Workplace Readiness Skills: Personal Qualities and People Skills</p>	<p>Demonstrate positive work ethic.</p>	<ul style="list-style-type: none"> • How do you define <i>positive work ethic</i>? • How can a positive work ethic guide your behavior at work? • Why is a positive work ethic valued by teachers and employers? • Where did you acquire attitudes and beliefs regarding a work ethic? Is it possible to change attitudes and behaviors? What resources are available to help you strengthen your work ethic? 	<ul style="list-style-type: none"> • maintaining punctual and consistent attendance (e.g., accounting for hours worked, arriving on time for work or appointments) • taking direction willingly (e.g., using active listening techniques, approaching the assigned task with motivation) • exhibiting motivation to accomplish the task at hand (i.e., remaining on task and completing the task efficiently).
	<p>Demonstrate integrity.</p>		<ul style="list-style-type: none"> • identifying and abiding by laws and workplace policies (e.g., using personal and sick leave only when necessary) • respecting the property of the employer and coworkers • identifying how one's actions and behavior can have far-reaching effects (e.g., personal behavior affects others nearby; business decisions can have global implications or impact the environment) • exhibiting honesty and reliability.
	<p>Demonstrate teamwork skills.</p>	<ul style="list-style-type: none"> • What team skills are helpful at school? In the workplace? • What are the various roles of team members? • What are the consequences of using the strengths of team members? Of not using the strengths of team members? • What can you do to integrate 	<ul style="list-style-type: none"> • contributing to the success of the team (e.g., brainstorming solutions, volunteering, performing in accordance with the assigned role) • assisting others (e.g., supporting team members and leaders,

		a new person into your group or team?	<p>taking initiative)</p> <ul style="list-style-type: none"> requesting help when needed (e.g., asking questions after consulting manuals on policies and procedures, knowing when to seek help from coworkers and supervisors).
Demonstrate self-representation skills.	<ul style="list-style-type: none"> What is the relationship between self-image and self-representation skills? Why are self-representation skills important in school? On the job? How can you improve your self-representation skills? What techniques can you employ to overcome shyness? To overcome nervousness? 		<ul style="list-style-type: none"> dressing appropriately (i.e., adhering to professional rather than personal standards, following dress code) maintaining personal hygiene using language and manners suitable for the workplace (i.e., adhering to respectful, polite, and professional practices).
Demonstrate diversity awareness.			<ul style="list-style-type: none"> working in a respectful and friendly manner with all customers and coworkers (i.e., treating all with the same degree of professional respect), regardless of national origin, race, appearance, religion, gender, disability, or age respecting cultural differences encountered in the workplace
Demonstrate conflict-resolution skills.			<ul style="list-style-type: none"> negotiating diplomatic solutions to interpersonal conflicts in the workplace (e.g., personality issues, cultural difference issues, disagreements over how to handle work projects, performance issues).
Demonstrate creativity and resourcefulness.	<ul style="list-style-type: none"> How do you demonstrate independence and initiative at school? At work? How can independence and initiative impact your school 		<ul style="list-style-type: none"> contributing new ideas (e.g., for improving products and procedures) displaying initiative

		<p>goals? Career goals?</p> <ul style="list-style-type: none"> • How would you suggest that a worker demonstrate independence and initiative without overstepping his or her authority? 	<p>readily, independently, and responsibly</p> <ul style="list-style-type: none"> • dealing skillfully and promptly with new situations and obstacles • developing operational policies and procedures that use resources in a sustainable manner.
<p>Demonstrating Workplace Readiness Skills: Professional Knowledge and Skills</p>	<p>Demonstrate effective speaking and listening skills.</p>	<ul style="list-style-type: none"> • How do the professional standards and practices in your chosen field reflect the need for good speaking and listening skills? • How can miscommunication interfere with your performance in the workplace? • What resources are available to help you develop speaking and listening skills? • What are some potential consequences of having poor oral communication skills? • What do employers expect from job applicants and workers in terms of communication skills? 	<ul style="list-style-type: none"> • communicating effectively with customers and fellow coworkers (e.g., avoiding the use of slang, being pleasant and helpful) • exhibiting public and group speaking skills • comprehending details and following directions • repeating directions or requests to ensure understanding (i.e., practicing active listening).
	<p>Demonstrate effective reading and writing skills.</p>	<ul style="list-style-type: none"> • What level of reading is required on the job? • Would you like to raise your reading level? Why, or why not? How could you improve your reading skills? • What level of writing skills do you need to hold a technical job? A professional-level job? • What writing skills do you need to improve? What resources are available to help you? • How do reading and writing skills directly impact your nonoccupational activities? (In other words, how can competent skill levels of reading and writing help you succeed as an individual, as a family member, as a citizen?) • Can technology help you improve your writing skills? If so, how? 	<ul style="list-style-type: none"> • reading and correctly interpreting workplace documents (e.g., instructional manuals, work orders, invoices, memorandums) • writing clear, correct language, appropriate to audience.
	<p>Demonstrate critical-thinking and problem-solving skills.</p>	<ul style="list-style-type: none"> • What are some examples of problem-solving and decision-making methods, and how are 	<ul style="list-style-type: none"> • recognizing, analyzing, and solving problems that arise in completing

		<p>they alike and different?</p> <ul style="list-style-type: none"> • What are the consequences of using a reasoning approach to problem solving and decision making? What are some potential consequences of using a non-reasoning approach? • What steps are involved in implementing the solution to a problem? • Why do you need to test a solution or decision? 	<p>assigned tasks</p> <ul style="list-style-type: none"> • identifying resources that may help solve a specific problem • using a logical approach to make decisions and solve problems.
	<p>Demonstrate healthy behaviors and safety skills.</p>		<ul style="list-style-type: none"> • managing personal health (e.g., setting short-, medium-, and long-term physical-fitness goals; eating non- or minimally-processed foods) • following safety guidelines (e.g., adhering to Occupational Safety and Health Administration [OSHA] standards and instructor and manufacturer guidelines).
	<p>Demonstrate an understanding of workplace organizations, systems, and climates.</p>	<ul style="list-style-type: none"> • Why is it important to know where you fit into your family, your circle of friends, your school, and other groups or communities? • How do a company's vision and mission statements help you understand the big picture of the company's structure and organization? How does a knowledge of All Aspects of the Industry help? • How can a knowledge of the big picture of an industry help you with career planning? 	<ul style="list-style-type: none"> • identifying "big picture" issues (e.g., the organization's structure, culture, policies, and procedures, as well as it's role and status within the industry, economy, and community) • acknowledging the economic, political, and social relationships that exist at multiple levels (e.g., local, national, international) throughout the world • explaining one's role in fulfilling the mission of the organization.

	<p>Demonstrate lifelong-learning skills.</p>		<ul style="list-style-type: none"> continually acquiring new industry-related knowledge improving professional skills to stay current in the field and to promote personal advancement seeking education and experiences that enhance personal growth.
	<p>Demonstrate job-acquisition and advancement skills.</p>		<ul style="list-style-type: none"> preparing to apply for a job (e.g., performing a job search, developing a résumé, preparing for an interview) identifying steps for seeking promotion (e.g., taking advantage of professional development opportunities, offering to accept additional assignments, learning new skills).
	<p>Demonstrate time-, task-, and resource-management skills.</p>	<ul style="list-style-type: none"> What is the relationship between attendance at school or work and ethical behavior? Between attendance and professionalism? Between attendance and time management? How do you feel about people who always seem to be late for everything? How can you improve your time-management skills? 	<ul style="list-style-type: none"> organizing and implementing a productive plan of work (e.g., setting and meeting short-, medium-, and long-term professional goals) working efficiently to make the best use of time managing personnel to capitalize on their strengths while respecting their professional desires maintaining equipment to ensure longevity and efficiency using natural resources (and products made from them) in a sustainable manner.
	<p>Demonstrate job-</p>	<ul style="list-style-type: none"> What mathematics skills are 	<ul style="list-style-type: none"> using mathematical

	<p>specific mathematics skills.</p>	<p>required to attain an entry-level job in your chosen field? Are more complex mathematics operations required for higher-level jobs? If so, what are they?</p> <ul style="list-style-type: none"> • What resources are available to help you improve your mathematics skills? • Why is mathematics considered a communication skill? 	<p>reasoning and processes to accomplish job-specific tasks (e.g., using geometry and algebra to predict required supplies for a construction job, using computer mathematics to create a programming algorithm)</p> <ul style="list-style-type: none"> • making calculations related to personal finance (e.g., wage rates, paycheck deductions, taxes).
	<p>Demonstrate customer-service skills.</p>	<ul style="list-style-type: none"> • What does having a positive attitude mean in terms of work behavior? • How does a positive attitude help you in your personal life? In school? At work? • Why do you think employers put a premium on employees having a positive attitude? 	<ul style="list-style-type: none"> • addressing the needs of all customers (e.g., proactively engaging customers until they are satisfied) • providing helpful, courteous, and knowledgeable service (e.g., displaying a positive attitude, treating all customers with the same degree of professional respect, sharing information and knowledge honestly and forthrightly).
<p>Demonstrating Workplace Readiness Skills: Technology Knowledge and Skills</p>	<p>Demonstrate proficiency with technologies common to a specific occupation</p>		<ul style="list-style-type: none"> • selecting and safely using technological resources (e.g., equipment, machines, tools, electronics) to accomplish work efficiently and productively, while considering environmental impacts of such technologies.
	<p>Demonstrate information technology skills.</p>	<ul style="list-style-type: none"> • What basic level of computer literacy is required for the world of work? • What goals do you have in terms of computer literacy? What resources are available to help you meet your goals? 	<ul style="list-style-type: none"> • working with hardware, file-management techniques, and IT software/programs effectively and on various operating systems • working with equipment and software specific to occupation • seeking additional

			technology to improve work processes and products.
	Demonstrate an understanding of Internet use and security issues.	<ul style="list-style-type: none"> • Is the information provided through the use of technology more reliable and relevant than information obtained in other ways? Explain your answer. • What are some possible consequences of submitting personal information to Internet sites? • How can you protect your privacy and personal safety while using computer technology? 	<ul style="list-style-type: none"> • using the Internet efficiently and ethically for work • identifying the risks of posting personal and work information on the Internet (e.g., on social networking sites, job search sites) • taking measures to avoid Internet security risks (e.g., viruses, malware).
	Demonstrate telecommunications skills.		<ul style="list-style-type: none"> • selecting and using telecommunications devices (e.g., portable digital assistants, smart devices, cellular phones), services (e.g., digital subscriber line, cellular network, cable, Internet), and Web-based applications (e.g., Webmail, social networking, online auctions, wikis), appropriate to work assignments.
Examining All Aspects of an Industry	Examine aspects of planning within an industry/organization.	<ul style="list-style-type: none"> • Where can you find examples of strategic plans that align with a business or industry in your area of interest? • What lessons can you learn by comparing successful and unsuccessful businesses? • What might be some consequences of inadequate business planning? 	<ul style="list-style-type: none"> • development of vision and mission statements • setting of performance goals and objectives • review of previous performance (e.g., productivity, profit) • evaluation of current assets • formulation of strategic and operational plans • use of planning tools (e.g., market research, budget analysis, decision-making models, competitive analyses) • determination of human, natural, technology, and capital resource needs • forecasting of trends • anticipation of changes

			<p>in the business climate (e.g., economic factors, laws, regulations, taxes)</p> <ul style="list-style-type: none"> • anticipation of and compensation for organizational and industry risk.
	<p>Examine aspects of management within an industry/organization.</p>	<ul style="list-style-type: none"> • What opportunities and/or activities can provide experience in management? • What are your personal characteristics, habits, and activities that would be helpful in a professional management position? 	<ul style="list-style-type: none"> • impact of the organization's structure and culture on operations • process for accomplishing goals, using available human, natural, technology, and capital resources • ways of ensuring open communication channels • ways of enabling workers to fulfill their responsibilities • evaluation of workers' performance • provision of training and job-growth opportunities to workers • assurance of worker equity, access, and safety • resolution of conflicts • performance of employment functions (e.g., recruiting, hiring, retaining, discharging).
	<p>Examine aspects of financial responsibility within an industry/organization.</p>	<ul style="list-style-type: none"> • What resources are available to assist you with the various financial functions? • What are possible consequences of not having in place checks and balances for the full range of a business's finances? 	<ul style="list-style-type: none"> • accounting processes • financial decision-making processes, including budget development • methods of acquiring capital • management of financial operations, including payroll, transactions, records, and reports.
	<p>Examine technical and</p>	<ul style="list-style-type: none"> • How can you, as a worker, 	<ul style="list-style-type: none"> • industry-related

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	<p>production skills required of workers within an industry/organization.</p>	<p>determine the necessity to develop and/or upgrade industry-related production skills?</p> <ul style="list-style-type: none"> • What are some consequences of using good communication skills? Of using poor communication skills? • What is the importance of having more than one person analyze information in order to make decisions? • What steps can you take to develop industry-related interpersonal and team-player skills? 	<p>technical skills (e.g., communication, mathematics, science, technology, time-management, and creative-thinking skills)</p> <ul style="list-style-type: none"> • industry-related production skills (specific skills used for production of goods or services) • industry-related interpersonal and team-player skills.
	<p>Examine principles of technology that underlie an industry/organization.</p>	<ul style="list-style-type: none"> • What resources are available to the employee who wants to upgrade job skills? • What are examples of ethical issues related to technologies? 	<ul style="list-style-type: none"> • technological systems used in the industry • impact of technological systems on production of goods and services • mathematical, scientific, social, ethical, and economic principles underlying the technological systems • importance of keeping technological skills and knowledge current.
	<p>Examine labor issues related to an industry/organization.</p>	<ul style="list-style-type: none"> • What practices and methods of communication between management and labor would lead to understanding and implementing worker rights and responsibilities? • How important is compromise when dealing with labor issues? 	<ul style="list-style-type: none"> • workers' rights and responsibilities (e.g., wages, benefits, working conditions) • role of employment contracts and agreements • role of certification, licensure, and other requirements for specific jobs/occupations • role of labor organizations and other worker advocacy groups (e.g., professional/trade associations).
	<p>Examine community issues related to an</p>	<ul style="list-style-type: none"> • In what ways can an industry enhance the community in 	<ul style="list-style-type: none"> • impact of the organization on the

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	industry/organization.	which it is located? <ul style="list-style-type: none"> • How can members of the community effectively communicate their needs and concerns to a local industry? • What are examples of programs that bring together businesses and communities? 	community (e.g., provision of jobs, tax revenue, and goods/services; involvement in community programs/activities; environmental impact) <ul style="list-style-type: none"> • impact of the community on the organization (e.g., employee base; local taxes and regulations; local government services such as roads, schools, utilities; other local services).
	Examine health, safety, and environmental issues related to an industry/organization.	<ul style="list-style-type: none"> • What environmental concerns should an industry address? • What environmentally-friendly practices and resources are available to an industry? • What methods can be used to motivate employees to become involved in effective health, safety, and environmental practices? • What forewarnings and preventive measures are available to lessen the likelihood or impact of emergencies such as personal illness or injury, tornadoes, fires, nuclear accidents, floods, and incidences of employee rage or violent behavior? 	<ul style="list-style-type: none"> • responsibility for workers' health and safety • laws/regulations and practices affecting workers' health and safety • health and safety hazards • health and safety programs • responsibility for the environment • laws/regulations and practices affecting the impact on the environment • sustainability initiatives.
Addressing Elements of Student Life	Identify the purposes and goals of the student organization.		<ul style="list-style-type: none"> • providing opportunities for personal development and preparation for adult life • providing opportunities for making decisions and assuming responsibilities • encouraging democracy through cooperative action • preparing for multiple, nontraditional roles in society • promoting greater understanding between

			<p>youth and adults.</p> <ul style="list-style-type: none"> ●promoting personal growth and leadership development ● helping students develop life skills in the areas of character development and ethical behavior, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.
	<p>Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.</p>		<ul style="list-style-type: none"> ●development of leadership and other life skills, including planning, goal setting, problem solving, decision making, and interpersonal communication ●opportunities for school and community service ●development of interpersonal relationships ●opportunities for experiential learning ●opportunities to compete in student events on local, state, and national levels ●access to professional information and opportunities ●opportunities for career development. ●contributory participation in the student organization as a student and in professional/civic organization activities as an adult ●display of appropriate conduct in all activities and events related to the student organization and professional/civic organizations

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	Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.		<ul style="list-style-type: none"> include contributory participation in activities such as meetings, fund-raising projects, school and community-service projects, and competitive events.
	Identify Internet safety issues and procedures for complying with acceptable use standards.		<ul style="list-style-type: none"> include contributory participation in activities such as meetings, fund-raising projects, school and community-service projects, and competitive events.

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
2nd Quarter (Second 4 ½ weeks) Understanding Basic Horse Production	Match terms associated with basic horse production to the correct definitions.	•	•
	Match the stages of evolutionary development of the horse to the correct descriptions.		
	Match terms associated with the uses of horses to their correct descriptions.	•	•
	Describe the major breeds of horses, including breed associations, origin, color, characteristics, and uses.		
	List job opportunities in the horse industry.		
	Select from a list of factors to consider in		

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	buying a horse.		
	List factors that contribute to correct feeding practices.		•
	List health practices to be considered in horse production.		
	Explain fundamental breeding practices.		
	Identify common items of tack and equipment.		
Handling and Grooming the Horse			
	Survey concerns of area breeders.		
	Define terms associated with handling and grooming the horse.		
	Match parts of the nervous system to their functions.		
	List safety factors to consider when around horses.		•
	List steps to take in physically approaching the horse.		•
	Identify parts of the halter.		•
	List rules for tying the horse.		•
	Label the sensitive areas of the horse.		•
	List reasons for grooming the horse.		•
	Identify grooming equipment.		•
	Halter a horse.		•
	Tie a quick release knot.		•
	Groom a horse.		•
	Wash a horse.		•
Handling the Young, Unbroken Horse	Define terms associated with handling the young, unbroken horse.		•
	Match the stages of learning in a horse's training to the correct descriptions.		•

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	Describe the senses of the horse.		•
	Match categories of the horse's behavior to the correct behavior.		•
	List factors to consider in training the young horse.		•
	List steps to take in physically approaching the young horse.		•
	Describe uses of voice aids with young horses.		•
	List methods of halter breaking.		•
	Teach horse to lunge.		•

Time Frame	SOL Objective/Competency	Essential Understandings/Questions	Essential Knowledge/Skills
3rdQuarter (Third 4½ Weeks) Maintaining Health and Preventing Disease	Match terms associated with horse health and disease prevention to correct definitions.		
	List characteristics of the healthy horse.		
	List components essential for maintaining an effective health care program.		
	List factors to consider in providing proper stable management.		
	Describe factors to consider in daily observation of the horse.		•
	Name diseases that may be prevented by immunization.		
	Describe treatment of a horse that has just been purchased or brought to a farm or ranch.		
	Identify infectious diseases.		

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	Name means by which infectious diseases are passed from one horse to another.		
	Identify noninfectious diseases.		
	List items to be recorded in a case history.		
	Secure appropriate record forms on horse health.		
Performing First Aid	Match terms associated with basic first aid to the correct definitions.		
	Identify parts of circulatory system.		
	List functions of circulatory system.		
	Identify parts of respiratory system.		
	Name functions of respiratory system.		
	Name vital signs and their normal ranges.		
	List items needed in a first aid kit.		
	Name visual symptoms of abnormal health.		
	Distinguish between critical and non-critical injuries and illnesses.		
	Explain basic care procedures for a horse during time of illness or injury.		
	Describe basic treatment of wounds.		
	List basic uses of bandages.		
	Identify intramuscular, intravenous, and subcutaneous injection sites.		
	Explain actions to take in certain medical situations.		
	Check vital signs.		
	Apply medication and bandage.		
	Fill syringe in preparation for injection.		

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	Give intramuscular injections.		
	Give intravenous injections.		
	Give subcutaneous injections.		
Controlling Parasites	Match terms associated with parasites and parasite control to their correct definitions.		
	List general symptoms of parasitic infection.		
	Classify parasites as internal or external.		
	Match internal parasites to their correct description.		
	Identify external parasites.		
	Label the steps in life cycles of internal parasites.		
	List guidelines for the uses of anthelmintics.		
	Distinguish between anthelmintics effective against internal parasites and insecticides effective against external parasites.		
	List management practices used in prevention of parasitism.		
	Explain precautions necessary when using insecticides for external parasites.		
	Evaluate factors that affect susceptibility of horses to parasites.		
Understanding Fundamentals of Foot Care	Match terms associated with foot care to correct definitions.		
	Match external parts of the foot to correct definitions.		
	Identify internal parts of the foot.		
	Match parts of the foot		

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	to their specific relationships and/or functions.		
	List the critical factors in the care of a foot.		
	List means of maintaining sufficient moisture in the hoof.		
	List the most common causes of lameness.		
Trimming and Shoeing	Arrange in order steps for lifting the horse's front and rear feet.		
	Define terminology associated with foot problems, trimming, and shoeing.		
	List general situations relating to unsoundness.		
	Identify major diseases and injuries causing unsoundness.		
	Arrange in order the most common unsoundnesses that result in retiring horses from racing.		
	Describe means of detecting lameness.		
	Distinguish between causes of lameness in which symptoms decrease with use or increase with use.		
	Match the suspected areas of lameness to the correct indications.		

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	Identify basic farrier tools.		
	List considerations when preparing hoof for trimming and/or shoeing.		
	List common faults in preparation of the hoof.		
	Identify confrontation defects of forelegs.		
	Identify confrontation defects of hind legs.		
	List guidelines for effective shoeing.		
	Remove shoe.		
	Trim foot.		

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
4th Quarter (Last 4½ Weeks) Understanding Horse Nutrition	Define terms associated with practical horse nutrition.		
	Identify parts of the digestive system.		
	Distinguish between the sizes and capacities for the components of the digestive system.		
	Match parts of the digestive system to their correct descriptions and functions.		
	Name types of nutrients and their purposes.		
	Name functions of nutrients supplied by feed.		
	List factors affecting digestion.		
	Distinguish among classifications of feeds.		
	List relevant feed regulations.		
	List metabolic disorders directly attributed to feeding.		

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Analyzing Genetics and Fertility	Define terms associated with fertility and the genetics of reproduction.		
	Identify parts of the female reproductive system.		
	Identify parts of the male reproductive system.		
	Match parts of female reproductive system to their correct functions.		
	Match parts of male reproductive system to their correct functions.		
	Describe fundamentals of heredity.		
	State possible results of given matings.		
	List activities affecting reproductive efficiency.		
	List conditions in female reproductive system that cause infertility.		
	List conditions in male reproductive system that cause infertility.		
	Describe the influences of hormone secretions.		
Understanding Breeding Efficiency and Mating Procedures	List factors to consider in keeping a stallion in breeding fitness.		
	Describe methods of semen evaluation.		
	Describe normal breeding characteristics of mares.		
	List management practices to consider in teasing mares.		
	List signs of estrus in the mare.		
	Arrange in order the steps in breeding season hygiene.		
	Explain methods of breeding.		

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	Identify methods of restraint when hand mating.		
	Arrange in order the steps in hand mating.		
	Explain methods of breeding.		
	Identify methods of restraint when hand mating.		
	Arrange in order the steps in hand mating.		
	List items to be included in recordkeeping during breeding season.		
	Name ways to detect pregnancy.		
Caring for the Mare and Foal	Name important items relating to care of mare during gestation.		
	Name noninfectious causes of abortion.		
	List indications of approaching parturition.		
	Describe actions to take in the foaling process.		
	Match foal presentations to appropriate actions to take to correct situation and aid foaling process.		
	List essential characteristics of individual offering assistance in foaling process.		
	List foaling conditions requiring veterinarian assistance.		
	Describe how to care for a newborn foal.		
	List conditions that prevent breeding on foal heat.		
	List management practices important in caring for mare and foal from birth until weaning.		
Selecting and	Define terms associated		

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Marketing the Horse	with selecting and marketing the horse.		
	List general considerations in selecting a horse.		
	Identify parts of the horse.		
	Match parts of the skeletal system to the correct names.		
	Identify common leg markings.		
	Identify common head markings.		
	Match natural gaits to their correct descriptions.		
	Describe normal measurements pertinent to a horse.		
	Describe the teeth of mature and young horses.		
	Determine age of horse by appearance and description of teeth.		
	List means of marketing the horse.		
	Determine height, weight, girth, and bone.		
Judging	Describe factors to consider in judging halter and performance classes.		
	Describe desirable and undesirable characteristics of horse's anatomy.		
	Explain the system of examination and characteristics for judging.		
	List common unsoundnesses of feet and legs.		
	Evaluate unsoundnesses and defects.		
	Write favorable comparisons and criticisms for judging a performance class.		
	List important factors to		

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	consider in taking notes.		
	List important items to consider when organizing reasons for presentation.		
	Discuss techniques for delivering reasons.		
	Prepare oral reasons.		
Transporting the Horse	Define terms associated with transporting the horse.		
	List ways to transport the horse.		
	Select from a list precautions to take before transporting the horse.		
	Select from a list precautions to take before transporting the horse.		
	List items of trailer maintenance.		
	Explain factors to consider while driving and transporting the horse.		
	List equipment needed for hauling.		
	List health requirements necessary for interstate travel.		
Managing the Stable	Define terms associated with physical facilities and stable management.		
	List items to consider when planning facilities.		
	Identify barn styles as determined by the shape of the roof.		
	Describe recommended environmental conditions for mature horses.		
	List basic considerations when planning horse barns.		
	Determine recommended stall sizes.		
	List characteristics of stall construction.		

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	Describe factors to consider in the location of a barn.		
	List conditions that determine storage space requirements for feed and bedding.		
	List types of bedding.		
	List types of fences used for horses.		
	List advantages of good fences.		
Identifying Tack	Define terms associated with selection and care of tack.		
	Identify parts of the Western bridle.		
	Identify kinds of bits.		
	Identify types of rigging on Western saddles.		
	Identify parts of the English saddle.		
	Identify types of saddle pads.		
	Identify artificial riding aids.		
	Describe ways to store saddles and bridles.		
Developing Leadership Skills	Develop recordkeeping skills.		
	Use parliamentary skills.		
	Identify FFA awards program available in horse production.		