



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Equine & Exotics

Course Description:

The curriculum for this elective course is developed from [Wisconsin Standards for Agriculture, Food and Natural Resources](#). In this course we will explore the anomalies of the animal world as we explore and learn about habitats, diet and adaptations animals have from land to sea and sky. Half the course will explore equine and half the course will explore exotics. In the exotic portion of the class we will explore the theory of evolution, differentiation between species, compare their habitats and individual species survival. In the equine portion of the class students will look in depth at horse history, breeds, uses, anatomy, physiology, recreation, care, diseases, management and current issues that horses face today. Horses may be used for actual labs to demonstrate digestion, tack equipment, anatomy, health care and other such uses. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

Mastery Standards:

Students will examine the components, historical development, global implications and future trends of the animal systems industry. (AS1)

Students will classify, evaluate, select and manage animals based on anatomical and physiological characteristics. (AS2)

Students will provide the proper health care of animals. (AS3)

Students will apply principles of animal nutrition to ensure the proper growth, development, reproduction and economic production of animals. (AS4)

Students will evaluate and select animals based on scientific principles of animal production. (AS5)

Students will prepare and implement animals handling procedures for the safety of animals, producers and consumers of animal products. (AS6)

Students will select animal facilities and equipment that provide for the safe and efficient production, housing and handling of animals. (AS7)

Unit	Description of Unit and Learning Targets
<p>Unit Title: 1. History of Horses</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> Based on fossil records and excavations, how did humans first use horses? As the horse evolved, what happened to the toes? How did the horse and its relatives evolve and become domesticated? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Students will understand the evolution and domestication of the horse.
<p>Unit Title: 2. Horse Industry</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How many horses, donkeys, and mules are found in the United States and around the world? Explain what common horse event would provide the greatest challenge. 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Students should be able to describe the changes in the equine industry in the United States from the 1500s to the present.

<p>Unit Title: 3. Horse Types / Classification</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How would you determine how many hands a horse is? • How are horses classified? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will understand the various ways of classifying horses, such as by breed, size, use, origin and status.
<p>Unit Title: 4. Colors / Markings and Anatomy</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What are some of the common colors and markings of horses? • How does the living animal move? • Does any of the skeletal system impact movement? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Students should be able to recognize and describe some of the common head and leg markings and coat colors for horses. • Research the unique bone structure of the horse • Construct an anatomically correct model of the horse • Identify skeletal muscles. • Define types of muscle motions. • Explain how muscles and bones work together to create movement. • Construct muscles based upon their origin and insertion in the skeletal system.
<p>Unit Title: 5. Grooming / Tack</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What is the function and purpose of equipment used on horses? • What equipment and techniques are required for proper grooming of a horse? • What brush should you use only with caution on the horse's head and below the knees and hocks? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will be able to understand the function and purpose of horse grooming tools. • Students will be able to verbally explain how to groom a horse • Students will be able to identify the proper tools and equipment to tack a horse • Students will be able to demonstrate how to properly tack a horse.
<p>Unit Title: 6. Exotic Animals</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Are dogs considered companion animals in every culture? • Should animals be captive in zoos? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Compare and contrast production versus companion animals. • Identify the various uses of animals. • Create an interactive presentation to teach others about the use of animals in cultures around the world.