
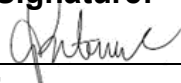




Board of Education of  
**School District No. 27 (Cariboo-Chilcotin)**  
**Board/Authority Authorized Course Framework**

<b>School District/Independent School Authority Name:</b> Cariboo-Chilcotin	<b>School District/Independent School Authority Number (e.g., SD43, Authority #432):</b> SD27
<b>Developed by:</b> Jerome Beauchamp, Bonnie Sauder, Terra Hatch	<b>Date Developed:</b> December 14, 2022
<b>School Name:</b> Anahim Lake Elementary/Jr. Secondary	<b>Principal's Name:</b> Bonnie Sauder
<b>Superintendent Approval Date (for School Districts only):</b> April 25, 2023	<b>Superintendent Signature (for School Districts only):</b> 
<b>Board/Authority Approval Date:</b> April 25, 2023	<b>Board/Authority Chair Signature:</b> 
<b>Course Name:</b> Equine Studies 10	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100

**Board/Authority Prerequisite(s):**

None

**Special Training, Facilities or Equipment Required:**

None

**Course Synopsis:**

This course is designed to introduce students with little or no riding experience to the world of horses. Students will develop a general knowledge of horses, use terminology related to horses, and demonstrate correct safety procedures related to the riding and care of horses. The practical knowledge and skills developed in this course will improve their experience with horses and will improve the health and welfare of the horses in their care. The skills developed in this course will be a foundation for lifelong learning as

students continue to pursue their interest and love of horses. Students do not need to own or have access to a horse to participate and be successful in this course.

### **Goals:**

This course will enable students to understand important concepts about the health and welfare of horses and animals in general. Students will develop skills and understanding in the Equestrian field with an emphasis on horse health and care, communication, riding skills, safety when working with animals and career connections.

### **Rationale:**

Students will develop a sense of responsibility, ownership, and confidence in their ability to care for a horse and will develop a life-long love for horses and animals in general. The concepts and skills learned in the course will help build more caring individuals who can time manage, care for others, and demonstrate strength and learning in the Core Competencies of Social Responsibility, Personal and Social Awareness, and Communication.

### **Aboriginal Worldviews and Perspectives:**

Several central themes raised in Aboriginal Worldviews and Perspectives in the Classroom are at the forefront of Equine Studies 10.

1. Strength-based, learner centered practice: teacher as facilitator; setting the bar high focusing on what students can do; promotion of self-regulation and student initiative; use of self-assessment and reflective learning (p.48)
2. Through observation and participation in online activities, students may develop a greater sense of self, as the student reflects on their own strengths and identity as a learner (p.9)
3. Experiential learning affords the student an opportunity to learn about and experience the role of a rider as an observer (peers, teachers, role models through readings, etc.) and to learn skills needed to lead within the school and/or community (p.36)
4. Provides opportunity to learn about and embrace the local community's Aboriginal history and culture, connecting students to the local Indigenous community connected to the field (p.34). Students will interview an Aboriginal horse owner in the area and/or make connections through an alternative assignment. In the Horse breed and colours unit, students report on at least ten different breeds of horses, tracing the origin of at least five breeds that have an Aboriginal connection.
5. Provides an opportunity for "real world" applications of concepts such as collaboration, facilitation, guidance, teaching, and connection with the local indigenous community members connected to the field (p.36)
6. Connected and relationship (p.16) are key aspects central to student success in Equine Studies.

All pages referenced from: "Aboriginal Worldviews and Perspectives in the Classroom – Moving Forward" available from Queen's Printer for British Columbia, Victoria - 7610003550

**BIG IDEAS**

<p>1</p> <p>Career opportunities and paths are broadened through <b>responsibility, effective communication, and collaboration.</b></p>	<p>2</p> <p>Having a positive connection to and respect for animals, the outdoors, and environment leads to a <b>healthy and balanced life</b></p>	<p>3</p> <p><b>Mindfulness</b> creates patience, flexibility, and self-awareness</p>	<p>4</p> <p>Learning how to learn online prepares us to be <b>lifelong learners</b> who can <b>adapt</b> to changing situations and career opportunities</p>
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**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• follow directions and ask <b>clarifying questions</b></li> <li>• <b>self-assess and reflect</b> on their learning and connect their learning to potential <b>career opportunities</b></li> <li>• model <b>adaptability and flexibility</b> skills</li> <li>• recognize the need for deadlines and communicate effectively with teachers regarding progress</li> <li>• <b>design assignment layouts</b> in collaboration with the teacher</li> <li>• connect with the equine industry to develop styles and techniques for future involvement in the equine industry</li> </ul>	<p><b>Core content</b> units of course:</p> <p><i>Students are expected to know the following:</i></p> <ol style="list-style-type: none"> <li>I. <i>Horse Safety</i></li> <li>II. <i>Horse History</i></li> <li>III. <i>Horse Breeds and colors</i></li> <li>IV. <i>Equine Anatomy</i></li> <li>V. <i>Equine Gaits</i></li> <li>VI. <i>Equine Diseases and Health Issues</i></li> <li>VII. <i>Equine Nutrition</i></li> <li>VIII. <i>Equine Terminology</i></li> <li>IX. <i>Participation</i></li> </ol> <p><i>Additionally, student learning will include the Core</i></p>

*Competencies of B.C.'s New Curriculum:*

- i. **Communication**- students will learn effective communication skills including effective questioning and effective interpersonal and intrapersonal skills
- ii. **Leadership**- students will learn about various learning and leadership styles
- iii. **Organization**- students will learn organization strategies and techniques for working with horses that can translate into real life and the workplace
- iv. **Social Responsibility**- students will learn how social responsibility plays a role in problem solving and decision making when it comes to horses and animals in general.

## **Big Ideas – Elaborations**

### **Effective Communication:**

- Demonstrate an ability to communicate in various settings
- Use a variety of means to communicate so that there is a common understanding and
- Able to communicate clearly, positively, and in a meaningful way which helps with the training of, relationship building, and other inherent risks associated with interacting with horses and other large animals
- Use a variety of mediums to demonstrate learning

### **Collaboration:**

- Demonstrate teamwork with others, horse owners, and with horses to create something, and work towards reaching a common goal

### **Healthy and balanced life:**

- Understand that interacting with horses is physical in nature leading to an increased level of fitness and to a positive outlook which helps decrease stress

### **Responsibility:**

- Demonstrate the ability to take care of a horse, which translates into taking care of animals, other people, and things in life in general

### **Mindfulness:**

- Display how interacting with horses requires calmly acknowledging one's feelings, thoughts, and bodily sensations and how understanding this is key to building the trust and relationship with horses required to effectively train and work with them

### **Lifelong learners:**

- Ability to learn in the online and self-directed format that exists in this course requires continuous development and reflection

### **Adapt:**

- Establish and modify various strategies to find out what works best and what is required when working with horses.

## Curricular Competencies – Elaborations

### Clarifying Questions:

- Ask questions to seek a clearer understanding when they are not sure of something- this may be in relation to how to complete an assignment, how to work directly with a horse, or how to understand and apply content in the course

### Self-assess and reflect:

- Look closely at, think about, provide evidence of, evaluate, and critique one's progress throughout the course

### Career Opportunities:

- Explore career connections and paths in the equestrian field and also explore how skills learned in the course translate to employability skills

### Adaptability and flexibility:

- Respond to changing circumstances such as being prepared for different types of weather and in the online world, adjusting to different ways of providing information when they run into potential technology glitches

### Design assignment layouts:

- Through choice and collaboration with the teacher, plan out the way assignments will be arranged and presented (e.g., Video; PowerPoint etc.).

## Content – Elaborations

### Core Units (Theory):

#### ***Horse Safety: How a Horse thinks. (Predator vs Prey)***

- Examine and discuss elements of communication between horses and between humans and horses
- Differentiate between unwelcome behaviours and their causes
- Identify common behaviours of horses and the methods available to prevent and/or manage these problems
- Doing things safely around horses transfers to doing things safely in other areas in life/ quietness and skills of observation

#### ***Horse Breeds and colors:***

- Explain the fundamentals of genetics and how they apply to the expression of genetic disorders and determining coat colour
- Investigate and discuss the development of breeds

## Content – Elaborations

### ***Equine Anatomy:***

- Identify the important anatomical structures and their functions in the horse
- Learn terminology and concepts that will assist in discussing injuries and disease, should they occur, with a veterinarian

### ***Equine Gaits:***

- Horse movements occur naturally in the wild. How does a rider duplicate these gaits on command?

### ***Equine Nutrition:***

- Identify and describe important anatomical structures and basic functions of the gastrointestinal tract as well as how it functions to meet the nutritional needs of the horse
- Identify the special needs of different classes of horses such as performance horses, broodmares, and foals
- Know the characteristics of typical horse feeds as well as function of major components of the equine diet
- Understand theory as it relates to the feeding of horses, including the functions and required levels of the various nutrients in the diet
- Identify the function of the major components of the equine diet and the role of forage, concentrates and supplements in the feeding of horses for good health

### ***Participation:***

- There is a participation aspect to the course - either a rider evaluation (signed by their coach) or if they are a non-rider - an evaluation of a show or clinic in their area.
- Student provides evidence that they participated with horses and care of the animal.
- Evidence of daily or weekly chores and duties.
- Responsibilities, self-reflections on: connections developed, participation, built trust, safety within each daily or weekly experience.

### ***Communication***

- Importance of confidentiality and privacy
- Strategies for clear communication (verbal and non-verbal)
- How communication skills are developed
- How to model cooperation and respect

## Content – Elaborations

- Effective questioning skills
- Effective interpersonal and intrapersonal skills

### ***Leadership***

- Effective strategies for working with groups and individuals
- Various learning styles
- Importance of initiative through anticipating and planning for action
- Leadership styles

### ***Organization***

- Strategies and techniques for an organized workplace
- Effective record keeping
- Appropriate actions and initiatives to manage time

### ***Social Responsibility***

- Problem solving strategies
- Decision making strategies
- Time management strategies
- Inclusive practices

## **Recommended Instructional Components:**

Will include but not be limited to:

- Storytelling – review the stories of horse enthusiasts and why they are passionate about horses; create own story
- Practical on-site riding lessons by a certified instructor
- Logging riding time and observations of various options in the horse world (i.e., Mid-course Reflection)
- Writing of quizzes/tests
- Segmentation of information (broken into parts and synthesized, i.e., text)
- Technology (visual and/or structured presentation medium; PowerPoint presentation; forum posts; soundbites)



- Modeling problem-solving steps
- Presenting cues to prompt strategies use
- Supplementing teacher instruction (e.g., individual support and tutoring)
- Small interactive groups

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

**Formative assessments** may include:

- Ongoing self-assessment for and as learning
- Descriptive feedback from the teacher for learning
- Setting goals for learning (what are you learning, how is it going, where to next? Loop)
- Tasks related to learning as checks for understanding (knowing, understanding)

**Summative Assessments** may include:

- Formal presentations of learning that could include oral, written, visual, and/or technology-based representation of learning
- Various assignments, quizzes, and tests
- Tasks related to learning as checks for understanding (knowing, understanding)
- Application of skills in authentic settings and with authentic tasks (doing, understanding, knowing)

**Learning Resources:**

- Magazines: Western Horseman, Horse Care, Horse Journal
- Websites: Western Canada Veterinary College, Horse Council of BC
- Equine Canada Learn to Ride Program
- Canadian Pony Club Riding Levels Program