### **Lesson Plan for 4th Six Weeks: Equine Science**

**Course Goals for the Six Weeks:**Students will explore the history and evolution of horses, equine industry trends, horse breeds, markings, colors, and the role of breed associations. Students will apply research and critical thinking skills to analyze and communicate about equine science topics.

### **Week 1: History and Evolution of Horses**

**Day 1: Welcome Back and New Year Activity**

* **Objective:** Introduce students to the course focus for the six weeks and set goals for the semester.
* **Activity:** "New Year, New Horse" project where students design their dream horse and connect it to their goals for the semester (e.g., growth, perseverance).
* **TEKS Alignment:** **(1)(A)** Identify and describe major historical events in the evolution of horses.

**Day 2: Evolution and Classification of Horses Lecture**

* **Objective:** Understand how horses evolved over time and their classification.
* **Activity:** Interactive lecture with visual aids on equine evolution. Students complete a worksheet matching historical facts to key events.
* **TEKS Alignment:** **(2)(B)** Explore the evolution and historical uses of horses in society.

**Day 3: Domestication of Horses – Stations**

* **Objective:** Learn the process and significance of horse domestication.
* **Activity:** Rotating station activity covering topics such as early horse domestication, uses in agriculture, and cultural impacts.
* **TEKS Alignment:** **(3)(C)** Analyze the importance of horses in agriculture and transportation.

### **Week 2: Height, Teeth, and Industry Trends**

**Day 1-2: Height and Teeth Lecture and Worksheet**

* **Objective:** Learn how height and teeth are used to determine a horse's age and classification.
* **Activity:** Hands-on demo with models or diagrams of horse teeth and height measurement techniques. Students complete a worksheet on identifying horse age using teeth.
* **TEKS Alignment:** **(4)(A)** Use scientific methods to classify equine physical characteristics.

**Day 3: Industry Trends – ICEV Segment Notes**

* **Objective:** Understand the modern trends and issues facing the equine industry.
* **Activity:** Students take notes during the ICEV "Equine Industry" video and answer questions based on the segment.
* **TEKS Alignment:** **(5)(A)** Analyze economic and social trends impacting the equine industry.

**Day 4: Review Jeopardy Game**

* **Objective:** Reinforce learning about horse height, teeth, and evolution.
* **Activity:** Students play a Jeopardy-style review game to prepare for the upcoming quiz.
* **TEKS Alignment:** **(1)(C)** Demonstrate knowledge retention through review activities.

**Day 5: Height and Teeth History Quiz**

* **Objective:** Assess understanding of horse classification and aging.
* **Activity:** Students complete a short quiz on height and teeth identification.
* **TEKS Alignment:** **(4)(B)** Demonstrate assessment of horse physical characteristics.

### **Week 3: Equine Industry Problem Solving**

**Day 1: Equine Industry Problem and Solution Activity**

* **Objective:** Analyze current challenges in the equine industry and propose solutions.
* **Activity:** Group work to identify issues (e.g., overpopulation, economic challenges) and present solutions in a 5-minute discussion.
* **TEKS Alignment:** **(5)(B)** Develop solutions for challenges in equine care and management.

**Day 2-3: ICEV Segment One-Pagers**

* **Objective:** Synthesize key points from ICEV Equine Industry videos into creative one-page summaries.
* **Activity:** Students create visually engaging summaries of industry trends and issues.
* **TEKS Alignment:** **(6)(C)** Summarize information and present ideas clearly.

### **Week 4: Horse Markings, Colors, and Breeds**

**Day 1: Horse Markings and Colors**

* **Objective:** Identify and describe horse markings and coat colors.
* **Activity:** Interactive lesson with photos and videos. Students sketch and label common markings and colors.
* **TEKS Alignment:** **(4)(C)** Identify breed-specific markings and color patterns.

**Day 2: Breeds – "Who Am I?" Game**

* **Objective:** Learn to identify common horse breeds based on characteristics.
* **Activity:** Students play a game where they match clues to the correct breed name.
* **TEKS Alignment:** **(4)(D)** Describe traits and classifications of various horse breeds.

**Day 3-4: Breeds Notes and Review**

* **Objective:** Review breed-specific characteristics and prepare for assessment.
* **Activity:** Students take guided notes on breed categories (e.g., draft, light, ponies) and participate in a collaborative review session.
* **TEKS Alignment:** **(4)(D)** Explain the role and use of specific breeds in equine science.

### **Week 5: Breed Activity and Research**

**Day 1-3: Breeds Coloring Booklet**

* **Objective:** Reinforce knowledge of horse breeds through a creative activity.
* **Activity:** Students color and annotate a booklet featuring horse breeds, including their uses and characteristics.
* **TEKS Alignment:** **(6)(B)** Use visual materials to enhance comprehension of breed distinctions.

**Day 4-5: Breed Association Letters – Research and Drafting**

* **Objective:** Learn about breed associations and write a formal letter to one of them.
* **Activity:** Research a breed association (e.g., AQHA, Arabian Horse Association) and draft a formal letter inquiring about breed information.
* **TEKS Alignment:** **(5)(C)** Engage in professional communication within the equine industry.

### **Week 6: Finalize Letters and Comparisons**

**Day 1-2: Editing and Finalizing Breed Association Letters**

* **Objective:** Revise and complete formal letters to breed associations.
* **Activity:** Peer review for editing and finalizing letters, ensuring professionalism.
* **TEKS Alignment:** **(6)(D)** Apply communication skills in a professional context.

**Day 3-4: Horse Breed Comparison Project**

* **Objective:** Compare two horse breeds based on traits, history, and uses.
* **Activity:** Students complete a Venn diagram comparing two breeds and present findings in small groups.
* **TEKS Alignment:** **(4)(E)** Analyze breed differences and similarities.

**Day 5: Final Letter Submission and Reflection**

* **Objective:** Reflect on the learning process and submit final letters.
* **Activity:** Students write a short reflection on what they learned about equine breeds and associations during the six weeks.
* **TEKS Alignment:** **(6)(E)** Reflect on the application of equine science knowledge in practical tasks.

This lesson plan is designed to align with TEKS while incorporating engaging, hands-on, and reflective activities that deepen students’ understanding of equine science.