

Standards Correlations

Equine Science (8015, 8080)

| Task | SOL Correlations |
|---|---|
| Demonstrating Personal Qualities and Abilities | |
| Demonstrate creativity and innovation. | <p>English: 6.1, 6.3, 6.4, 6.6, 6.7, 6.9, 7.1, 7.3, 7.4, 7.6, 7.7, 7.9, 8.1, 8.3, 8.4, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8</p> <p>History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WG.4, WHI.1, WHII.1</p> <p>Mathematics: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.10, 6.11, 6.12, 7.2, 7.3, 7.8, 7.9, 8.2, 8.4, 8.6, 8.7, 8.11, 8.12, 8.17, 8.18, A.9, AFDA.3, AFDA.4, AFDA.5, AFDA.6, AFDA.7, AFDA.8, AII.9, COM.1, COM.3, COM.4, COM.5, COM.8, DM.7, DM.1*, DM.10, DM.2*, DM.3*, PS.3*, PS.4*, PS.7*, PS.9*, PS.10*</p> <p>Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PS.1</p> |
| Demonstrate critical thinking and problem solving. | <p>English: 6.1, 6.3, 6.4, 6.5, 6.6, 6.7, 6.9, 7.1, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9, 8.1, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8</p> <p>History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WG.4, WHI.1, WHII.1</p> <p>Mathematics: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.10, 6.11, 7.2, 7.3, 7.8, 7.12, 7.13, 8.2, 8.4, 8.8, 8.9, 8.10, 8.11, A.8, A.9, G.1, G.13, G.14, AFDA.3, AFDA.5, AFDA.8, AII.9, AII.10, AII.11, COM.1, COM.3, COM.4, COM.5, COM.8, DM.4, DM.7, DM.1*, DM.2*, DM.3*, DM.9*, PS.9*, PS.10*</p> |

| Task | SOL Correlations |
|--|--|
| | Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PS.1 |
| Demonstrate initiative and self-direction. | English: 6.1, 6.4, 6.6, 6.7, 6.9, 7.1, 7.4, 7.6, 7.7, 7.9, 8.1, 8.4, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 |
| Demonstrate integrity. | English: 6.1, 7.1, 8.1, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5 History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 |
| Demonstrate work ethic. | English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: CH.1 |
| Demonstrating Interpersonal Skills | |
| Demonstrate conflict-resolution skills. | English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.4, 8.6, 8.7, 8.9, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, VUS.1 |
| Demonstrate listening and speaking skills. | English: 6.1, 6.2, 6.4, 6.6, 7.1, 7.2, 7.4, 7.6, 8.1, 8.2, 8.4, 8.6, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 |
| Demonstrate respect for diversity. | English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, USII.9, VUS.1, VUS.13, WG.1, WHI.1, WHII.1 |
| Demonstrate customer service skills. | English: 6.1, 6.4, 6.7, 7.1, 7.4, 7.7, 8.1, 8.4, 8.7, 9.1, 9.5, 9.6, 10.1, 10.5, 10.6, 11.1, 11.5, 11.6, 12.1, 12.5, 12.6 |

| Task | SOL Correlations |
|---|---|
| | History and Social Science: CE.1, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 |
| Collaborate with team members | English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 |
| Demonstrating Professional Competencies | |
| Demonstrate big-picture thinking. | English: 6.1, 6.4, 7.1, 7.4, 8.1, 8.4, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5 History and Social Science: CE.1, CE.4, CE.12, GOVT.1, GOVT.15, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 |
| Demonstrate career- and life-management skills. | English: 6.1, 6.7, 7.1, 7.7, 8.1, 8.7, 9.1, 9.6, 10.1, 10.6, 11.1, 11.6, 12.1, 12.6 History and Social Science: CE.1, CE.4, CE.12, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 8.4 |
| Demonstrate continuous learning and adaptability. | English: 6.1, 6.4, 6.7, 6.9, 7.1, 7.4, 7.7, 7.9, 8.1, 8.4, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.3, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: BIO.1, CH.1, LS.1, PH.1, PH.4, PS.1 |
| Manage time and resources. | English: 6.1, 6.2, 6.4, 6.7, 6.9, 7.1, 7.2, 7.4, 7.7, 7.9, 8.1, 8.2, 8.4, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.2, 11.5, 11.6, 11.8, 12.2, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.10, 6.11, 6.12, 7.2, 7.3, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 8.4, 8.11, 8.12, 8.13, 8.14, 8.17, 8.18, A.4, A.5, |

| Task | SOL Correlations |
|---|---|
| | A.8, A.9, AFDA.3, AFDA.4, AFDA.5, AFDA.6, AFDA.7, AFDA.8, COM.1, COM.3, COM.5, COM.8 |
| Demonstrate information-literacy skills. | <p>English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.9, 9.2, 9.5, 9.6, 9.8, 10.2, 10.5, 10.6, 10.8, 11.2, 11.5, 11.6, 11.8, 12.2, 12.5, 12.6, 12.8</p> <p>History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1</p> <p>Mathematics: 6.10, 6.11, 7.8, 7.9, 8.11, 8.12, A.8, A.9, AFDA.3, AFDA.4, AFDA.6, AFDA.7, AFDA.8, DM.8, PS.1*, PS.2*, PS.3*, PS.4*, PS.7*, PS.8*, PS.9*, PS.10*</p> <p>Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PH.1, PS.1</p> |
| Demonstrate an understanding of information security. | <p>English: 6.1, 6.2, 6.3, 6.4, 6.6, 6.7, 6.8, 6.9, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.8, 8.9, 9.1, 9.2, 9.5, 9.6, 9.8, 10.1, 10.2, 10.5, 10.6, 10.8, 11.1, 11.2, 11.5, 11.6, 11.8, 12.1, 12.2, 12.5, 12.6, 12.8</p> <p>History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1</p> <p>Mathematics: COM.10</p> |
| Maintain working knowledge of current information-technology (IT) systems. | <p>English: 6.1, 6.3, 6.4, 6.6, 6.9, 7.1, 7.3, 7.4, 7.6, 7.9, 8.1, 8.3, 8.4, 8.6, 8.9</p> <p>History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1</p> <p>Mathematics: 7.8, COM.1, COM.2, COM.7, COM.9, COM.10, COM.11, COM.16, COM.18, PS.17</p> <p>Science: BIO.1, CH.1, ES.1, PH.1</p> |
| Demonstrate proficiency with technologies, tools, and machines common to a specific occupation. | <p>History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1</p> <p>Mathematics: 6.10, 6.11, 7.9, 8.4, A.7, A.8, A.9, AFDA.1, AFDA.3, AFDA.5, AII.4, AII.7, AII.9, COM.1, COM.7, COM.10, COM.11, COM.12, COM.16</p> |

| Task | SOL Correlations |
|--|---|
| | Science: CH.1, ES.1, LS.1, PH.1, PS.1 |
| Apply mathematical skills to job-specific tasks. | English: 6.4, 6.6, 6.7, 7.4, 7.6, 7.7, 8.4, 8.6, 8.7, 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.1, 6.2, 6.5, 6.6, 6.12, 6.13, 6.14, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.9, 7.11, 7.12, 7.13, 8.4, 8.5, 8.6, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.17, 8.18, A.1, A.3, A.4, A.5, A.7, A.8, A.9, AFDA.1, AFDA.3, AFDA.5, AFDA.8, AII.3, AII.7, AII.9, AII.10, COM.1, COM.7 Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PH.1, PS.1 |
| Demonstrate professionalism. | English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 |
| Demonstrate reading and writing skills. | English: 6.1, 6.6, 6.7, 7.1, 7.6, 7.7, 8.1, 8.6, 8.7, 9.1, 9.5, 9.6, 9.7, 10.1, 10.5, 10.6, 10.7, 11.1, 11.5, 11.6, 11.7, 12.1, 12.5, 12.6, 12.7 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: 6.1, PH.1, PS.1 |
| Demonstrate workplace safety. | English: 6.4, 7.4, 8.4, 9.5, 10.5, 11.5, 12.5 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: CH.1 |
| Examining All Aspects of an Industry | |
| Examine aspects of planning within an industry/organization. | History and Social Science: GOVT.16 |
| Examine aspects of management within an industry/organization. | |

| Task | SOL Correlations |
|---|-------------------------------------|
| Examine aspects of financial responsibility within an industry/organization. | |
| Examine technical and production skills required of workers within an industry/organization. | |
| Examine principles of technology that underlie an industry/organization. | |
| Examine labor issues related to an industry/organization. | History and Social Science: GOVT.16 |
| Examine community issues related to an industry/organization. | History and Social Science: GOVT.16 |
| Examine health, safety, and environmental issues related to an industry/organization. | History and Social Science: GOVT.16 |
| Addressing Elements of Student Life | |
| Identify the purposes and goals of the student organization. | |
| Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult. | |
| Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects. | |
| Identify Internet safety issues and procedures for complying with acceptable use standards. | |
| Exploring Work-Based Learning | |
| Identify the types of work-based learning (WBL) opportunities. | |
| Reflect on lessons learned during the WBL experience. | |
| Explore career opportunities related to the WBL experience. | |

| Task | SOL Correlations |
|--|--|
| Participate in a WBL experience, when appropriate. | |
| Exploring Leadership Opportunities through FFA | |
| Identify the role of supervised agricultural experiences (SAEs) in agricultural education. | English: 9.3, 9.5, 10.3, 10.5 |
| Participate in an SAE. | English: 9.5, 9.8, 10.5, 10.8 |
| Identify the benefits and responsibilities of FFA membership. | English: 9.5, 9.6, 9.7, 9.8, 10.5, 10.6, 10.7, 10.8 |
| Describe leadership characteristics and opportunities as they relate to agriculture and FFA. | English: 9.5, 10.5 History and Social Science: VUS.8, VUS.9, VUS.10, VUS.11, WHII.8, WHII.10, WHII.11 |
| Apply for an FFA degree and/or an agricultural proficiency award. | English: 9.5, 10.5 |
| Understanding Basic Equine History and Terminology | |
| Define terms associated with equine science. | English: 9.3, 10.3, 11.3, 12.3 |
| Describe the evolutionary history and development of horses. | English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WHI.2, WHII.4 |
| Describe the major types, breeds, and classes of horses. | English: 9.5, 10.5, 11.5, 12.5 Science: BIO.6 |
| List job opportunities in the equine industry. | English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7, 12.6, 12.7 History and Social Science: GOVT.14 |
| Describe the uses of equids. | English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5 |
| Identify parts of the horse. | English: 9.5, 10.5, 11.5, 12.5 |
| Identify markings and colors of the horse. | English: 9.5, 10.5, 11.5, 12.5 |
| Identify the natural gaits and movements of horses. | English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5 |

| Task | SOL Correlations |
|---|--|
| Identifying Tack | |
| Identify common items of tack and equipment. | English: 9.5, 10.5, 11.5, 12.5 |
| Identify the parts of a halter and their purposes. | English: 9.5, 10.5, 11.5, 12.5 |
| Identify the types of bridles and the purpose of each. | English: 9.5, 10.5, 11.5, 12.5 |
| Identify the types of bits and the purpose of each. | English: 9.5, 10.5, 11.5, 12.5 |
| Identify the parts of Western and English saddles. | English: 9.5, 10.5, 11.5, 12.5 |
| Identify artificial riding aids and the purpose of each. | English: 9.5, 10.5, 11.5, 12.5 |
| Understanding Handling and Grooming Practices | |
| Identify safety factors when handling a horse. | English: 9.5, 9.6, 9.7, 10.5, 10.6, 10.7, 11.5, 11.6, 11.7, 12.5, 12.6, 12.7 |
| Describe how to halter a horse. | English: 9.5, 9.6, 9.7, 10.5, 10.6, 10.7, 11.5, 11.6, 11.7, 12.5, 12.6, 12.7 |
| Describe the process for tying a horse. | English: 9.5, 10.5, 11.5, 12.5 |
| Describe how to groom a horse. | English: 9.5, 9.6, 9.7, 10.5, 10.6, 10.7, 11.5, 11.6, 11.7, 12.5, 12.6, 12.7 |
| Differentiate among strategies for handling horses of different ages. | English: 9.5, 10.5, 11.5, 12.5 |
| Differentiate among categories of horse behavior. | English: 9.5, 10.5, 11.5, 12.5 |
| Identify approaches to ground training a horse. | English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5 |
| Understanding Body Systems and Internal Anatomy | |
| Identify the parts and functions of the digestive system. | English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5 Science: BIO.4 |
| Identify the parts and functions of the circulatory system. | English: 9.5, 10.5, 11.5, 12.5 Science: BIO.4 |

| Task | SOL Correlations |
|---|---|
| Identify the parts and functions of the respiratory system. | English: 9.5, 10.5, 11.5, 12.5 Science: BIO.4 |
| Identify the parts and functions of the nervous system. | English: 9.5, 10.5, 11.5, 12.5 Science: BIO.4 |
| Identify the parts and functions of the renal and urinary systems. | English: 9.5, 10.5, 11.5, 12.5 Science: BIO.4 |
| Identify the parts and functions of the skeletal system. | English: 9.5, 10.5, 11.5, 12.5 Science: BIO.4 |
| Identify the parts and functions of the muscular system. | English: 9.5, 10.5, 11.5, 12.5 Science: BIO.4 |
| Explain the endocrine, exocrine, immune, and integumentary systems. | English: 9.5, 10.5, 11.5, 12.5 Science: BIO.4 |
| Understanding Equine Genetics and Reproduction | |
| Define terms associated with equine reproduction. | English: 9.3, 10.3, 11.3, 12.3 |
| Explore the fundamentals of equine reproductive technology. | English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 |
| Explain the physiology of the reproductive systems of a stallion and mare. | English: 9.5, 10.5, 11.5, 12.5 |
| Explain the estrous cycle and its effect on breeding. | English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5 |
| Explain proper care during pregnancy and parturition. | English: 9.5, 10.5, 11.5, 12.5 |
| Explain the fundamentals of genetics, heritability, and performance traits. | English: 9.5, 10.5, 11.5, 12.5 |

| Task | SOL Correlations |
|---|---|
| | Mathematics: AFDA.6, PS.11*, PS.12* |
| Maintaining Health and Preventing Disease | |
| Identify the basic nutritional requirements of a horse. | English: 9.5, 10.5, 11.5, 12.5 |
| List the essential components for maintaining an equine healthcare program. | English: 9.1, 9.5, 9.6, 9.7, 10.1, 10.5, 10.6, 10.7, 11.1, 11.5, 11.6, 11.7, 12.1, 12.5, 12.6, 12.7 |
| Identify the characteristics of a healthy, sick, and injured horse. | English: 9.5, 10.5, 11.5, 12.5 |
| Define terms associated with horse health and disease prevention. | English: 9.3, 10.3, 11.3, 12.3 |
| Describe equine diseases. | English: 9.5, 9.6, 9.7, 10.5, 10.6, 10.7, 11.5, 11.6, 11.7, 12.5, 12.6, 12.7 Science: BIO.4 |
| Controlling Parasites | |
| Define terms associated with parasites and parasite control. | English: 9.3, 10.3, 11.3, 12.3 |
| Identify internal and external parasites that commonly affect horses. | English: 9.5, 9.6, 9.7, 10.5, 10.6, 10.7, 11.5, 11.6, 11.7, 12.5, 12.6, 12.7 |
| Explain methods used to control internal and external parasites. | English: 9.5, 10.5, 11.5, 12.5 |
| Understanding the Fundamentals of Foot Care | |
| Describe the basics of hoof care. | English: 9.3, 10.3, 11.3, 12.3 |
| Identify internal and external parts of the hoof. | English: 9.5, 10.5, 11.5, 12.5 |
| Explain the relationships among the parts of the hoof. | English: 9.5, 10.5, 11.5, 12.5 |
| List the components of a hoof-care program. | English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7, 12.6, 12.7 |
| Identify factors that cause unsoundness. | English: 9.5, 10.5, 11.5, 12.5 |
| Describe methods for detecting lameness. | English: 9.5, 10.5, 11.5, 12.5 |
| Identify basic farrier tools and their functions. | English: 9.5, 10.5, 11.5, 12.5 |
| Identify conformation defects of the front and hind legs. | English: 9.5, 10.5, 11.5, 12.5 |

| Task | SOL Correlations |
|--|---|
| Understanding Horse Nutrition | |
| Define terms associated with practical horse nutrition. | English: 9.3, 10.3, 11.3, 12.3 |
| Assess the condition of a horse using body scoring. | English: 9.5, 10.5, 11.5, 12.5 |
| Explain the classes of nutrients and their purposes. | English: 9.5, 10.5, 11.5, 12.5 |
| Describe factors that affect nutrient delivery. | English: 9.5, 10.5, 11.5, 12.5 |
| Describe equine nutritional disorders. | English: 9.5, 10.5, 11.5, 12.5 |
| Explain how to formulate a balanced ration for an individual horse. | English: 9.5, 10.5, 11.5, 12.5 Mathematics: A.1, A.4 |
| Selecting and Marketing the Horse | |
| Define terms associated with selecting and marketing a horse. | English: 9.3, 10.3, 11.3, 12.3 |
| List general considerations in selecting a horse. | English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7, 12.6, 12.7 |
| Calculate a horse's height and weight. | English: 9.5, 10.5, 11.5, 12.5 Mathematics: A.1, A.4 |
| Determine the age of a horse by the appearance and description of its teeth. | English: 9.5, 10.5, 11.5, 12.5 |
| Explain the process for marketing a horse. | English: 9.5, 10.5, 11.5, 12.5 History and Social Science: GOVT.14 |
| Judging the Horse | |
| Explain the purpose of judging horses. | English: 9.5, 10.5, 11.5, 12.5 |
| Identify equine conformation characteristics. | English: 9.5, 10.5, 11.5, 12.5 |
| Describe factors to consider in judging halter and performance classes. | English: 9.5, 10.5, 11.5, 12.5 |

| Task | SOL Correlations |
|---|---|
| Describe characteristics of a horse's anatomy. | English: 9.5, 10.5, 11.5, 12.5 |
| Explain the system of examination and characteristics for judging. | English: 9.5, 10.5, 11.5, 12.5 |
| Identify common unsoundness and blemishes of horses. | English: 9.5, 10.5, 11.5, 12.5 |
| Prepare oral reasons. | English: 9.1, 9.5, 9.6, 9.7, 10.1, 10.5, 10.6, 10.7, 11.1, 11.5, 11.6, 11.7, 12.1, 12.5, 12.6, 12.7 History and Social Science: GOVT.1 |
| Present oral reasons. | English: 9.1, 10.1, 11.1, 12.1 |
| Managing the Stable | |
| Define terms associated with facilities and stable management. | English: 9.3, 10.3, 11.3, 12.3 |
| Explain herd management. | English: 9.5, 10.5, 11.5, 12.5 |
| Identify the methods of pasture management. | English: 9.5, 10.5, 11.5, 12.5 |
| Identify items to consider when planning equine facilities. | English: 9.5, 10.5, 11.5, 12.5 History and Social Science: GOVT.1 |
| List the factors to consider in providing proper stable management. | English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7, 12.6, 12.7 |
| List the types of horse bedding. | English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7, 12.6, 12.7 |
| List the types of horse fencing and shelter. | English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7, 12.6, 12.7 |
| Describe methods for storing tack. | English: 9.5, 10.5, 11.5, 12.5 |
| Define terms associated with transporting a horse. | English: 9.3, 10.3, 11.3, 12.3 |
| Describe methods and procedures for transporting horses. | English: 9.5, 10.5, 11.5, 12.5 |