Animal Science Evaluation Tool

2020 Curricular Materials Review

Idaho CTE Agriculture, Food, and Natural Resources (AFNR) Animal Science Program Standards[[1]](#footnote-1)

**Publisher information**

* Publisher Name:
* Title:
* Grade Level:
* ISBN #:
* Author:
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# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# **PUBLISHER STANDARDS ALIGNMENT REPORT:**

## Standard AAS.1.0: Idaho Animal Agriculture Industry

### Performance Standard CTE AAS.1.1 Animal Agriculture Industries

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| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.1.1.1 Explain animal production in Idaho. |  |
| CTE AAS.1.1.2 Compare and contrast animal production nationally and internationally. |  |

### Performance Standard CTE AAS.1.2 Beef Industry

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| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.1.2.1 Compare and contrast animal production nationally and internationally. |  |
| CTE AAS.1.2.2 Determine the facility and equipment needs in beef production. |  |
| CTE AAS.1.2.3 Compare and contrast types of beef production systems. |  |
| CTE AAS.1.2.4 Compare and contrast grazing systems. |  |
| CTE AAS.1.2.5 Explain land management practices and the importance of working relationships with land management agencies (Forest Service, BLM, etc.).  |  |

### Performance Standard CTE AAS.1.3 Dairy Industry

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.1.3.1 Describe elements of dairy production. |  |
| CTE AAS.1.3.2 Determine the facility and equipment needs in dairy production. |  |
| CTE AAS.1.3.3 Compare and contrast types of dairy production systems. |  |
| CTE AAS.1.3.4 Compare and contrast milking systems. |  |

### Performance Standard CTE AAS.1.4 Other Food Animal Systems

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.1.4.1 Describe the elements of sheep and goat production. |  |
| CTE AAS.1.4.2 Describe the elements of swine production. |  |
| CTE AAS.1.4.3 Describe the elements of poultry production. |  |
| CTE AAS.1.4.4 Describe the elements of aquaculture production. |  |

### Performance Standard CTE AAS.1.5 Equine Industry

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.1.5.1 Describe the elements of the equine industry. |  |

### Performance Standard CTE AAS.1.6 Career Opportunities

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.1.6.1 Research career opportunities in livestock production, pleasure and service animals and animal science. |  |

## Standard AAS.2.0: Nutritional Requirements for Livestock

### Performance Standard CTE AAS.2.1 Digestive Systems of Domestic Animals

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| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.2.1.1 Compare and contrast ruminant and mono-gastric digestive systems. |  |
| CTE AAS.2.1.2 Describe the characteristics and function of a ruminant system. |  |
| CTE AAS.2.1.3 Describe the characteristics and function of cecum. |  |
| CTE AAS.2.1.4 Describe the functions of the stomach and the purpose of enzymes present in the stomach. |  |
| CTE AAS.2.1.5 Describe the functions of each of the three segments of the small intestine. |  |
| CTE AAS.2.1.6 Describe the functions of the large intestine. |  |

### Performance Standard CTE AAS.2.2 Livestock Feedstuffs

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.2.2.1 Explain the functions of feed and how they supply nutrients to livestock. |  |
| CTE AAS.2.2.2 Identify, compare and contrast the types of feedstuffs (roughages, concentrates, and supplements/additives). |  |
| CTE AAS.2.2.3 Distinguish between good qualify and poor quality feedstuffs, and examine how processing methods improve digestibility. |  |
| CTE AAS.2.2.4 Examine storage and feeding practices of feedstuffs. |  |

## Standard AAS.3.0: Livestock Reproductive Systems

### Performance Standard CTE AAS.3.1 Digestive Systems of Domestic Animals

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.3.1.1 Identify and describe the functions of the male and female reproductive structures. |  |
| CTE AAS.3.1.2 Explain the phases of reproductive maturity in the life of an animal. |  |
| CTE AAS.3.1.3 Identify and interpret the signs of estrus in relation to the reproductive cycle. |  |

### Performance Standard CTE AAS.3.2 Natural Animal Reproduction

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.3.2.1 Discuss the importance and explain the basics of animal reproduction. |  |
| CTE AAS.3.2.2 Construct a diagram of estrogen and progesterone profiles during the estrous cycle. |  |
| CTE AAS.3.2.3 Discuss the events that occur leading up to, during, and after parturition and describe the problems that may be encountered during parturition. |  |

### Performance Standard CTE AAS.3.3 Animal Reproduction Technology

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.3.3.1 Describe the process of artificial insemination in common agricultural animals, including the collection, evaluation, and handling of semen. |  |
| CTE AAS.3.3.2 Discuss the advantages and disadvantages of artificial insemination and natural breeding. |  |
| CTE AAS.3.3.3 Research the process of estrous synchronization, semen sexing, embryo transfer, cloning, and genetic engineering. |  |

### Performance Standard CTE AAS.3.4 Animal Reproduction Management

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.3.4.1 Identify common reproductive diseases that affect animals and determine appropriate prevention and treatment methods. |  |
| CTE AAS.3.4.2 Discuss reproduction management practices and determine how they affect reproductive performance. |  |

### Performance Standard CTE AAS.3.5 Lactation

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.3.5.1 Discuss reproduction management practices and determine how they affect reproductive performance. |  |
| CTE AAS.3.5.2 Describe the components of milk and colostrum and their role in newborn livestock. |  |
| CTE AAS.3.5.3 Examine how factors such as genetics, disease, feed, environment, and body condition affect milk production. |  |

## Standard AAS.4.0: Principles of Evaluation for Animal Selection Performance Standard CTE AAS.4.1 Genetics

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.4.1.1 Understand genetics and the impact of Mendel’s development of the basic principles of heredity. |  |
| CTE AAS.4.1.2 Identify and describe heritable traits. |  |
| CTE AAS.4.1.3 Explain the principles of dominance and incomplete dominance. |  |

### Performance Standard CTE AAS.4.2 Heritability of Traits

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.4.2.1 Analyze heritability estimates as a selection factor in breeding programs. |  |
| CTE AAS.4.2.2 Explain the relationship between genotype, environment, and phenotype. |  |
| CTE AAS.4.2.3 Discuss the advantages of crossbreeding and hybrid vigor in livestock production. |  |

### Performance Standard CTE AAS.4.3 Types and Conformation of Domestic Animals

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.4.3.1 Classify body condition scoring system among the different species. |  |
| CTE AAS.4.3.2 Interpret performance data when evaluating livestock. |  |
| CTE AAS.4.3.3 Classify animals and their characteristics based on phenotype. |  |
| CTE AAS.4.3.4 Identify current industry standards for animal selection according to species. |  |
| CTE AAS.4.3.5 Evaluate livestock using Expected Progeny Differences (EPD). |  |

## Standard AAS.5.0: Animal Welfare, Handling, and Quality Assurance

### Performance Standard CTE AAS.5.1 Animal Welfare Philosophies

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.5.1.1 Compare and contrast animal welfare versus the concept of animal rights. |  |
| CTE AAS.5.1.2 Research and report the basis for general concerns regarding animal welfare. |  |

### Performance Standard CTE AAS.5.2 Animal Behavior

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE ABM.5.2.1 Discuss how cash markets can influence risk management decisions. |  |
| CTE ABM.5.2.2 Research the role of futures in marketing decisions. |  |

### Performance Standard CTE AAS.5.3 Cultural and Controversial Issues Related To Animal Use and Keep

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.5.3.1 Compare and contrast current controversial issues in animal usage. |  |
| CTE AAS.5.3.2 Distinguish between fact and propaganda when analyzing animal usage issues and their impact on the environment. |  |
| CTE AAS.5.3.3 Compare and contrast cultural differences and their impact on animal use. |  |
| CTE AAS.5.3.4 Examine legislation regarding current animal usage and welfare. |  |

### Performance Standard CTE AAS.5.4 Quality Assurance Standards

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.5.4.1 Research quality assurance standards for Idaho’s livestock industry. |  |
| CTE AAS.5.4.2 Explain how these standards would apply to the livestock industry. |  |

## Standard AAS.6.0: Evaluating Animal Health and Administering Care

### Performance Standard CTE AAS.6.1 Animal Disease Transmission and Immunity

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.6.1.1 Describe the modes of transmission of infectious diseases. |  |
| CTE AAS.6.1.2 Examine the primary and secondary defenses the body uses to resist disease. |  |
| CTE AAS.6.1.3 Identify how passive and active immunity can be enhanced by management. |  |

### Performance Standard CTE AAS.6.2 Animal Medications

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.6.2.1 Examine the use of vaccines in disease control. |  |
| CTE AAS.6.2.2 Examine the types and forms of pharmaceuticals. |  |
| CTE AAS.6.2.3 Compare appropriate storage methods for medications and recognize how improper storage conditions may affect drugs. |  |

### Performance Standard CTE AAS.6.3 Medication and Care

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.6.3.1 Illustrate methods used to administer vaccines and pharmaceuticals. |  |
| CTE AAS.6.3.2 Identify the instruments used to administer vaccines and pharmaceuticals. |  |
| CTE AAS.6.3.3 Describe the types of injections, and determine the appropriate injection sites and dosages. |  |
| CTE AAS.6.3.4 Examine the components of a label found on animal medication and interpret a veterinarian’s prescription. |  |

### Performance Standard CTE AAS.6.4 Parasites

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.6.4.1 Identify common internal and external parasites that affect livestock and describe the diseases that they may spread or cause. |  |
| CTE AAS.6.4.2 Understand the life cycle of common parasites and how it affects animals. |  |
| CTE AAS.6.4.3 Recognize the importance of controlling parasites in disease management. |  |

### Performance Standard CTE AAS.6.5 Disease Control and Management

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.6.5.1 Explain how cleanliness affects disease control, and compare antiseptics and disinfectants. |  |
| CTE AAS.6.5.2 Evaluate vaccination and prevention methods, and describe the types of vaccines available. |  |

### Performance Standard CTE AAS.6.6 Animal Health

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.6.6.1 Interpret animal behavior as related to health. |  |
| CTE AAS.6.6.2 Discuss beneficial record-keeping programs. |  |
| CTE AAS.6.6.3 Describe ways of identifying and tracking individual animals. |  |

## Standard AAS.7.0: Explore Harvesting and Processing of Animal Products

### Performance Standard CTE AAS.7.1 Meat Animal Harvesting and Processing

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.7.1.1 Outline the major steps involved in the harvesting of animals. |  |
| CTE AAS.7.1.2 Identify the wholesale and retail cuts of beef, pork, and lamb. |  |
| CTE AAS.7.1.3 Identify the edible and inedible by-products of meat animals. |  |
| CTE AAS.7.1.4 Identify meat processing methods. |  |

### Performance Standard CTE AAS.7.2 Meat Product Quality

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.7.2.1 Identify the wholesale and retail cuts of beef, pork, and lamb. |  |
| CTE AAS.7.2.2 Compare and contrast grading systems of beef, pork, and lamb. |  |
| CTE AAS.7.2.3 Calculate and explain dressing percentages. |  |

### Performance Standard CTE AAS.7.3 Dairy Product Processing

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.7.3.1 Identify dairy quality control standards and requirements. |  |
| CTE AAS.7.3.2 Identify dairy processing methods. |  |
| CTE AAS.7.3.3 List and explain the utility of economically important dairy products. |  |

## Standard AAS.8.0: Examine Agricultural Business and Risk Management

### Performance Standard CTE AAS.8.1 Marketing Process

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.8.1.1 Investigate value-added concepts of marketing. |  |
| CTE AAS.8.1.2 Understand the concepts of utility to agricultural commodities. |  |
| CTE AAS.8.1.3 Discuss current industry trends in agriculture marketing. |  |

### Performance Standard CTE AAS.8.2 Market and Sales Analysis

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.8.2.1 Research strength, weakness, opportunities, and threats (SWOT) analysis. |  |
| CTE AAS.8.2.2 Determine a product/client’s status in current market. |  |
| CTE AAS.8.2.3 Discuss the value of accurate product information. |  |
| CTE AAS.8.2.4 Determine planning assumptions based on market analysis. |  |
| CTE AAS.8.2.5 Research potential target markets for an agricultural enterprise or product. |  |

### Performance Standard CTE AAS.8.3 Marketing Plan Evaluations

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.8.3.1 Determine the importance of evaluation a marketing plan. |  |
| CTE AAS.8.3.2 Calculate the financial return of a marketing plan. |  |

### Performance Standard CTE AAS.8.4 Financial Risk Management

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.8.4.1 Define risk management in agricultural enterprises. |  |
| CTE AAS.8.4.2 Differentiate between operating and capital loans. |  |
| CTE AAS.8.4.3 Understand the factors that affect the cost of credit and amortize a loan. |  |
| CTE AAS.8.4.4 Discuss available government programs to reduce financial risk. |  |
| CTE AAS.8.4.5 Determine how insurance can reduce financial risk. |  |
| CTE AAS.8.4.6 Compare and contrast leasing and purchasing equipment and real property. |  |

### Performance Standard CTE AAS.8.5 Marketing In Risk Management

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.8.5.1 Discuss how cash markets can influence risk management decisions. |  |
| CTE AAS.8.5.2 Research the role of futures in marketing decisions. |  |
| CTE AAS.8.5.3 Compare and contrast hedging as a price risk management strategy. |  |
| CTE AAS.8.5.4 Examine the role and impact of speculation in price risk management. |  |

## Standard AAS.9.0: Career Opportunities in Animal Science

### Performance Standard CTE AAS.9.1 Careers in Animal Science

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.9.1.1 Research potential careers in animal science. |  |
| CTE AAS.9.1.2 Demonstrate employability skills for a career in the animal science industry. |  |
| CTE AAS.9.1.3 Research additional industry certifications available. |  |

## Standard AAS.10.0: Leadership Training Through Agricultural Education

### Performance Standard CTE AAS.10.1 Effective Leadership and Participation in Leadership Training

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.10.1.1 Expand leadership experience by participating in a chapter activity. |  |
| CTE AAS.10.1.2 Participate in a career development event at the local level or above. |  |
| CTE AAS.10.1.3 Exhibit leadership skills by demonstrating proper parliamentary procedure. |  |
| CTE AAS.10.1.4 Participate in a speech or presentation activity. |  |

### Performance Standard AAS.10.2 School and Community Awareness

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.10.2.1 Participate in a school improvement or community development project. |  |

## Standard AAS.11.0: Supervised Agricultural Experience (SAE) and Preparation of Students for a Career in Agriculture

### Performance Standard AAS.11.1 Maintain a Supervised Agricultural Experience (SAE)

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| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE AAS.11.1.1 Accurately maintain SAE record books. |  |
| CTE AAS.11.1.2 Investigate the proficiency award areas related to SAE program area. |  |
| CTE AAS.11.1.3 Actively pursue necessary steps to receive higher degrees in FFA. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies.
 |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.
 |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
 |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
 |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements.
 |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |
| 1. The material cross-refers and integrates other content areas.
 |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |
| 1. The material includes appropriate instructional strategies.
 |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning.
 |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.
 |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |

For Questions Contact

Content & Curriculum

Idaho State Department of Education

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1. [Idaho AFNR Animal Science Program Standards](https://cte.idaho.gov/wp-content/uploads/2016/01/Animal_Science_Standards-1.pdf) [↑](#footnote-ref-1)