Ornamental Horticulture Evaluation Tool

2020 Curricular Materials Review

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

**Publisher information**

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* Grade Level:
* ISBN #:
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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 AOH.1.0: Safety in the Ornamental Horticulture Industry

### Performance Standard AOH.1.1 Safe Work Practices

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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 AOH.1.1.1 Identify and properly use personal protection equipment. |  |
| CTE AOH.1.1.2 Read, understand and follow label directions and SDS (safety data sheet). |  |
| CTE AOH.1.1.3 Properly identify common hand tools and power equipment. |  |
| CTE AOH.1.1.4 Safely use common hand tools and power equipment. |  |
| CTE AOH.1.1.5 Complete (EPA) worker protection handler verification card training. |  |

Standard AOH.2.0: Plant Anatomy

### Performance Standard AOH.2.1 Plant Cells

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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 AOH.2.1.1 Label the parts of a plant cell. |  |
| CTE AOH.2.1.2 Differentiate between a plant and animal cell. |  |
| CTE AOH.2.1.3 Explain the function of plant cell organelles. |  |

### Performance Standard AOH.2.2 Root Anatomy

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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 AOH.2.2.1 Investigate the functions of roots in plants. |  |
| CTE AOH.2.2.2 Identify the parts of a root. |  |
| CTE AOH.2.2.3 Differentiate the two major types of root systems. |  |
| CTE AOH.2.2.4 Investigate specialized structures in roots. |  |
| CTE AOH.2.2.5 Investigate the functions of roots in plants. |  |

### Performance Standard AOH.2.3 Stem Anatomy

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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 AOH.2.3.1 List the functions of a stem. |  |
| CTE AOH.1.3.2 Recognize the external structures of a stem. |  |
| CTE AOH.2.3.3 Analyze the internal structures of a stem cell. |  |
| CTE AOH.2.3.4 Investigate specialized structures in stems. |  |

### Performance Standard AOH.2.4 Leaf Anatomy

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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 AOH.2.4.1 Name the main parts of a leaf. |  |
| CTE AOH.2.4.2 Compare common vein patterns found in leaves. |  |
| CTE AOH.2.4.3 List three functions of a leaf, including photosynthetic energy conversion. |  |
| CTE AOH.2.4.4 Differentiate major leaf arrangements. |  |
| CTE AOH.2.4.5 Investigate specialized cell structures in a leaf. |  |

### Performance Standard AOH.2.5 Flower Anatomy

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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 AOH.2.5.1 Label and describe the parts of a flower. |  |
| CTE AOH.2.5.2 Summarize the purpose of a flower. |  |
| CTE AOH.2.5.3 Distinguish between different types of flowers. |  |
| CTE AOH.2.5.4 Describe the difference between monocot and dicot flowers. |  |
| CTE AOH.2.5.5 Diagram the process of plant pollination and fertilization. |  |

### Performance Standard AOH.2.6 Fruit Anatomy

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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 AOH.2.6.1 Label and describe the parts of a fruit. |  |
| CTE AOH.2.6.2 Identify and distinguish between basic types of fruits. |  |

### Performance Standard AOH.2.7 Seed Anatomy

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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 AOH.2.7.1 Identify and list the major parts of a seed. |  |
| CTE AOH.2.7.2 List the function of each major part of a seed. |  |

### **Standard AOH.3.0: Plant Physiology**

### Performance Standard AOH.3.1 Energy Conversion in Plants

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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 AOH.3.1.1 Interpret the process of photosynthesis. |  |
| CTE AOH.3.1.2 Interpret the process of respiration. |  |
| CTE AOH.3.1.3 Compare the process of respiration to photosynthesis. |  |

### Performance Standard AOH.3.2 Transport Within a Plant System

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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 AOH.3.2.1 Compare the active and passive transport of minerals into and through the root systems to plant nutrition. |  |
| CTE AOH.3.2.2 Compare the structure and function of xylem and phloem cells and tissues. |  |
| CTE AOH.3.2.3 Describe the process of translocation. |  |

### Performance Standard AOH.3.3 Environmental Requirements for Plant Growth

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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 AOH.3.3.1 Examine the effects of light quality on plant growth (i.e., spectrum, light measurement). |  |
| CTE AOH.3.3.2 Examine the effects of water quality on plant growth (i.e., pH, hardness). |  |
| CTE AOH.3.3.3 Examine the effects of temperature on plant growth. |  |

### Performance Standard AOH.3.4 Plant Growth Regulators

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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 AOH.3.4.1 Compare the functions of plant hormones. |  |
| CTE AOH.3.4.2 Examine commercial uses for plant growth regulators. |  |

### Performance Standard AOH.3.5 Plant Tropisms

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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 AOH.3.5.1 Investigate plant tropisms (e.g., photo, thigma or gravi‐). |  |

### **Standard AOH.4.0: Plant Identification Skills**

### Performance Standard AOH.4.1 Categorize Plants

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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 AOH.4.1.1 Discuss the classification and naming of plants. |  |
| CTE AOH.4.1.2 Distinguish the major groups of plants. |  |
| CTE AOH.4.1.3 Correctly categorize common plants by life cycle (i.e., annuals, perennials, etc.). |  |
| CTE AOH.4.1.4 Correctly categorize plants by growth habits (i.e., mounding, trailing, etc.). |  |
| CTE AOH.4.1.5 Utilize resources to establish plant suitability for a selected site (i.e., Hardiness Zone Maps, Heat Zone Maps). |  |
| CTE AOH.4.1.6 Identify common plants by botanical and common names. |  |

### **Standard AOH.5.0: Growing Media**

### Performance Standard AOH.5.1 Soil Texture and Structure

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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 AOH.5.1.1 List the components of soil. |  |
| CTE AOH.5.1.2 Describe the concept of soil texture and its importance. |  |
| CTE AOH.5.1.3 Classify the texture of a soil sample. |  |
| CTE AOH.5.1.4 Identify various soil structures, their formation, and importance in agriculture production. |  |

### Performance Standard AOH.5.2 Soilless Growing Media

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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 AOH.5.2.1 Identify the components and source of soilless growing media. |  |
| CTE AOH.5.2.2 Describe the functions of growing media. |  |
| CTE AOH.5.2.3 Determine desirable properties of growing media (i.e., drainage, organic matter, micro‐ organisms). |  |
| CTE AOH.5.2.4 Evaluate the advantages and disadvantages of soilless media. |  |

### Performance Standard AOH.5.3 Chemical Characteristics of Growing Media

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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 AOH.5.3.1 Test and determine pH level of various growing media. |  |
| CTE AOH.5.3.2 Interpret pH test results of a growing media sample. |  |
| CTE AOH.5.3.3 Test and determine the electrical conductivity (EC) of various growing media. |  |
| CTE AOH.5.3.4 Interpret EC test results of a growing media sample. |  |
| CTE AOH.5.3.5 Interpret soil test results and make recommendation accordingly. |  |
| CTE AOH.5.3.6 Analyze the relationship between soil media and nutrient availability. |  |

### Performance Standard AOH.5.4 Water-Holding Capacity (WHC)

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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. |
| Performance Standard AOH.5.4 Water-Holding Capacity (WHC) |  |
| CTE AOH.5.4.1 Describe water‐holding capacity of soils and its relationship to the water cycle. |  |

### **Standard AOH.6.0: Plant Nutrition**

### Performance Standard AOH.6.1 Fertilizer Formulation

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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 AOH.6.1.1 Differentiate between macronutrients and micronutrients. |  |
| CTE AOH.6.1.2 Measure pH and describe how it is modified. |  |
| CTE AOH.6.1.3 Identify the components of a fertilizer and their role in the biochemical cycle. |  |
| CTE AOH.6.1.4 Interpret a fertilizer label. |  |
| CTE AOH.6.1.5 Categorize methods of application (i.e., granular, time released, injector, foliar). |  |
| CTE AOH.6.1.6 Evaluate application methods to ornamental crops. |  |
| CTE AOH.6.1.7 Develop a fertilizer management plan for an ornamental crop. |  |

### Performance Standard AOH.6.2 Plant Nutrients

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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 AOH.6.2.1 Correlate plant symptoms to the appropriate nutritional deficiency. |  |
| CTE AOH.6.2.2 Correlate plant symptoms to the appropriate plant toxicity. |  |

### **Standard AOH.7.0: Integrated Pest Management (IOM)**

### Performance Standard AOH.7.1 Integrated Pest 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 AOH.7.1.1 Define Integrated Pest Management (IPM). |  |
| CTE AOH.7.1.2 Summarize the benefits of IPM. |  |

### Performance Standard AOH.7.2 Common Pests and Diseases

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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 AOH.7.2.1 Identify types of plant pests and diseases. |  |
| CTE AOH.7.2.2 Identify weed, insect, rodent, and fungi pests. |  |
| CTE AOH.7.2.3 Differentiate between infectious and noninfectious diseases. |  |
| CTE AOH.7.2.4 Identify abiotic plant injuries. |  |

### Performance Standard AOH.7.3 Safe Handling, Use, and Storage of Pesticides

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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 AOH.7.3.1 Identify and utilize appropriate safety measures when applying pesticides. |  |
| CTE AOH.7.3.2 Interpret pesticide labels. |  |
| CTE AOH.7.3.3 Explain procedures for storing and disposing of pesticides. |  |
| CTE AOH.7.3.4 Evaluate environmental and consumer concerns regarding pest management and biodiversity. |  |
| CTE AOH.7.3.5 Demonstrate how to mix pesticides according to label directions. |  |
| CTE AOH.7.3.6 Calibrate common application equipment and calculate application rate. |  |
| CTE AOH.7.3.7 Explore requirements for obtaining pesticide applicator licenses. |  |

### **Standard AOH.8.0: Plant Propagation**

### Performance Standard AOH.8.1 Sexual Propagation of Ornamental Plants

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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 AOH.8.1.1 Compare the difference between sexual and asexual propagation. |  |
| CTE AOH.8.1.2 Diagram the process of seed germination. |  |
| CTE AOH.8.1.3 Identify the conditions needed for seed germination. |  |
| CTE AOH.8.1.4 Compare the methods of seed preparation. |  |
| CTE AOH.8.1.5 Demonstrate techniques for sowing seeds. |  |
| CTE AOH.8.1.6 Determine germination percent. |  |

### Performance Standard AOH.8.2 Asexual Propagation of Ornamental Plants

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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 AOH.8.2.1 Summarize optimum conditions for asexual propagation. |  |
| CTE AOH.8.2.2 Demonstrate techniques used to propagate plants by cutting. |  |
| CTE AOH.8.2.3 Demonstrate techniques used to propagate plants by division. |  |
| CTE AOH.8.2.4 Demonstrate techniques used to propagate plants by separation. |  |
| CTE AOH.8.2.5 Demonstrate techniques used to propagate plants by layering. |  |

### **Standard AOH.9.0: Ornamental Horticulture Crops**

### Performance Standard AOH.9.1 Crop Production

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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 AOH.9.1.1 Plan a growing schedule to maximize the production of a growing facility. |  |
| CTE AOH.9.1.2 Utilize best management practices when spacing crops. |  |
| CTE AOH.9.1.3 Select appropriate containers and medium for a crop. |  |

### Performance Standard AOH.9.2 Growth Maintenance Procedures

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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 AOH.9.2.1 Compare and contrast hard and soft pinches. |  |
| CTE AOH.9.2.2 Pinch plants using best management practices. |  |
| CTE AOH.9.2.3 Examine proper pruning techniques. |  |
| CTE AOH.9.2.4 Demonstrate proper watering techniques. |  |
| CTE AOH.9.2.5 Develop a plant lighting schedule for a crop. |  |
| CTE AOH.9.2.6 Develop a fertilizer schedule for a crop. |  |

### Performance Standard AOH.9.3 Transplanting

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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 AOH.9.3.1 Identify the proper stage of plant growth for transplanting. |  |
| CTE AOH.9.3.2 Select appropriate plants for transplanting. |  |
| CTE AOH.9.3.3 Demonstrate transplanting procedures to industry standards. |  |

### Performance Standard AOH.9.4 Production 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 AOH.9.4.1 Compare hardening processes. |  |
| CTE AOH.9.4.2 Prepare plants for sale using best management practices. |  |
| CTE AOH.9.4.3 Examine current industry crop standards (i.e. ANSI, ASNS, NALP). |  |

### **Standard AOH.10.0: Business Concepts**

### Performance Standard AOH.10.1 Basics of Marketing

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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 AOH.10.1.1 Compare and contrast advertising methods. |  |
| CTE AOH.10.1.2 Define the purpose for developing a marketing plan. |  |
| CTE AOH.10.1.3 Create a business display to a target market. |  |

### Performance Standard AOH.10.2 Principles of Sales

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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 AOH.10.2.1 Compare and contrast the relationship between marketing and selling. |  |
| CTE AOH.10.2.2 Calculate markup. |  |
| CTE AOH.10.2.3 Complete a sales ticket. |  |
| CTE AOH.10.2.4 Complete a pre‐sale and post‐sale plant inventory. |  |
| CTE AOH.10.2.5 Determine cost of sales. |  |
| CTE AOH.10.2.6 Complete estimates and bids (cost analysis). |  |
| CTE AOH.10.2.7 Identify the characteristics of an effective salesperson, and define related terms. |  |
| CTE AOH.10.2.8 Analyze the customer buying process. |  |
| CTE AOH.10.2.9 Identify the steps involved in the selling process. |  |
| CTE AOH.10.2.10 Identify the benefits of different types of sales, including website and e‐commerce. |  |
| CTE AOH.10.2.11 Assess the basic components and content of a business website. |  |

### **Standard AOH.11.0: Plant Technologies**

### Performance Standard AOH.11.1 Selective Plant Breeding

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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 AOH.11.1.1 Describe the selective plant breeding process. |  |
| CTE AOH.11.1.2 Explain how to estimate the heritability of certain traits. |  |
| CTE AOH.11.1.3 Predict the genotypes and phenotypes from monohybrid and dihybrid crosses using a Punnett Square. |  |
| CTE AOH.11.1.4 Describe sex determination, linkage, crossover, and mutation. |  |
| CTE AOH.11.1.5 Describe how biotechnology tools are used to monitor and direct plant breeding. |  |

### Performance Standard AOH.11.2 Genetic Engineering of Plants

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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 AOH.11.2.1 Explain the advantages and disadvantages for genetic manipulation of plants. |  |
| CTE AOH.11.2.2 Identify transgenic plants on the market. |  |

### Performance Standard AOH.11.3 Micropropagation Techniques

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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 AOH.11.3.1 Define micropropagation and its importance. |  |
| CTE AOH.11.3.2 Explain applications of micropropagation. |  |
| CTE AOH.11.3.3 Identify tools and materials for micropropagation procedures. |  |
| CTE AOH.11.3.4 Describe procedures used in micropropagation. |  |

### Performance Standard AOH.11.4 Hydroponic Techniques

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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 AOH.11.4.1 Define hydroponics and its importance to society. |  |
| CTE AOH.11.4.2 Explain applications of hydroponics. |  |
| CTE AOH.11.4.3 Describe procedures used in hydroponic plant production. |  |

### **Standard AOH.12.0: Ornamental Design Standards**

### Performance Standard AOH.12.1 Principles and Elements of Design

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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 AOH.12.1.1 Compare and contrast balance using symmetry, asymmetry, and massing. |  |
| CTE AOH.12.1.2 Explain how the principles of dominance and focal point are used in design. |  |
| CTE AOH.12.1.3 Determine appropriate proportion and scale in a design. |  |
| CTE AOH.12.1.4 Illustrate how to establish rhythm in a design. |  |
| CTE AOH.12.1.5 Discuss relationship of color to emotions/symbolism. |  |
| CTE AOH.12.1.6 Use color, texture, and form to create a desired atmosphere. |  |

### Performance Standard AOH.12.2 Implementation of Principles and Elements of Design

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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 AOH.12.2.1 Create a project using principles and elements of design. |  |
| CTE AOH.12.2.2 Justify design choices of finished project. |  |

### **Standard AOH.13.0: Career Opportunities in Ornamental Horticulture**

### Performance Standard AOH.13.1 Careers in Ornamental Horticulture

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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 AOH.13.1.1 Research potential careers in ornamental horticulture and plant science. |  |
| CTE AOH.13.1.2 Demonstrate employability skills for a career in the ornamental horticulture industry. |  |
| CTE AOH.13.1.3 Research additional industry certifications available. |  |

### **Standard AOH.14.0: Leadership Training Through Agricultural Education**

### Performance Standard AOH.14.1 Effective Leadership and 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 AOH.14.1.1 Expand leadership experience by participating in a chapter activity. |  |
| CTE AOH.14.1.2 Participate in a career development event at the local level or above. |  |
| CTE AOH.14.1.3 Exhibit leadership skills by demonstrating proper parliamentary procedure. |  |
| CTE AOH.14.1.4 Participate in a speech or presentation activity. |  |

### Performance Standard AOH.14.2 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 AOH.14.2.1 Participate in a school improvement or community development project. |  |

### **Standard AOH.15.0: Supervised Agricultural Experience (SAE) and Agricultural Career Preparation**

### Performance Standard AOH.15.1 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 AOH.15.1.1 Accurately maintain SAE record books. |  |
| CTE AOH.15.1.2 Investigate the proficiency award areas related to SAE program area. |  |
| CTE AOH.15.1.3 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. |
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| 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

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