Agribusiness Evaluation Tool

2020 Curricular Materials Review

Idaho CTE Agriculture, Food, and Natural Resources (AFNR) Agribusiness 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 ABM.1.0: Agriculture Fundamentals

### Performance Standard ABM.1.1 Plant 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 ABM.1.1.1 Identify plant vegetative and reproductive structures. |  |
| CTE ABM.1.1.2 Understand basic principles, processes, and functions of plant growth and reproduction, including photosynthesis, respiration, transpiration, vegetative growth and reproductive growth, fertilization, and fruit formation. |  |
| CTE ABM.1.1.3 Understand how the environment influences plant growth and crop yields, and ways to modify the environment to improve plant quality and yield. |  |
| CTE ABM.1.1.4 Understand and appreciate the importance of agronomic crop plants to global society. |  |
| CTE ABM.1.1.5 Obtain, evaluate, and apply scholarly information to solve problems related to plant growth, crop production, and natural resource management. |  |
| CTE ABM.1.1.6 Appreciate the breadth and depth of professional opportunities in plant science. |  |

### Performance Standard ABM.1.2 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 ABM.1.2.1 Identify types and breeds of various livestock species. |  |
| CTE ABM.1.2.2 Describe anatomy and physiology of livestock specifically relating to reproduction, digestion and absorption of nutrients, and endocrine function. |  |
| CTE ABM.1.2.3 Explain grading and judging of livestock and develop a basic system for selecting superior animals. |  |
| CTE ABM.1.2.4 Maintain animal health and sanitation, animal welfare, housing, disease prevention, and care. |  |
| CTE ABM.1.2.5 Explain breeding and genetics of livestock. |  |
| CTE ABM.1.2.6 Describe feeds and feeding of livestock and identify essential nutrients and the feed sources that provide them. |  |
| CTE ABM.1.2.7 Understand the food and fiber contributions of animals, including milk, meat, eggs, wool. |  |
| CTE ABM.1.2.8 Understand and participate in processing animal foods. |  |
| CTE ABM.1.2.9 Describe handling and shipment of livestock. |  |
| CTE ABM.1.2.10 Identify livestock markets and distribution. |  |

## Standard ABM.2.0: Explore Agriculture Economic Principles

### Performance Standard ABM.2.1 Basic Economic Factors That Affect Agriculture Business Management Decisions

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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.2.1.1 Apply the law of supply and demand and evaluate its effect on price determination. |  |
| CTE ABM.2.1.2 Distinguish main characteristics of competition. |  |
| CTE ABM.2.1.3 Compare and contrast the economies of scale. |  |
| CTE ABM.2.1.4 Analyze factors that influence price cycles. |  |

### Performance Standard ABM.2.2 Basic Economic Principles As They Relate To Agriculture Businesses and Agriculture

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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.2.2.1 Compare and contrast economic systems. |  |
| CTE ABM.2.2.2 Compare and contrast complementary, competitive and substitute products. |  |
| CTE ABM.2.2.3 Differentiate between diversification and specialization. |  |

### Performance Standard ABM.2.3 Economic Decision-Making Tools to Increase Profitability

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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.2.3.1 Distinguish between fixed and variable cost. |  |
| CTE ABM.2.3.2 Summarize break-even costs. |  |
| CTE ABM.2.3.3 Distinguish between marginal cost and marginal revenue. |  |
| CTE ABM.2.3.4 Describe the four factors of production affecting agricultural production and agribusiness management decisions (land, labor, capital, and management). |  |
| CTE ABM.2.3.5 Determine the profit maximizing level of production. |  |
| CTE ABM.2.3.6 Describe the law of diminishing returns and how it relates to costs, production, and return on investments. |  |

## Standard ABM.3.0: Explore Business Planning and Entrepreneurship

### Performance Standard ABM.3.1 Explore Entrepreneurship 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 ABM.3.1.1 Evaluate the characteristics of a successful entrepreneur. |  |
| CTE ABM.3.1.2 Identify the costs and benefits of entrepreneurship. |  |
| CTE ABM.3.1.3 Research venture start-up requirements and risks. |  |
| CTE ABM.3.1.4 Describe the characteristics of a good manager. |  |
| CTE ABM.3.1.5 Compare and contrast the different types of ownership structures, including sole proprietorship, partnership, limited liability company, and corporation. |  |
| CTE ABM.3.1.6 Analyze the characteristics of cooperatives. |  |

### Performance Standard ABM.3.2 Design a Business Plan

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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 AMNF.3.2.1 Define fluid systems (e.g., hydraulic, pneumatic, vacuum). |  |
| CTE AMNF.3.2.2 Identify and define the components of fluid systems. |  |
| CTE AMNF.3.2.3 Compare and contrast hydraulic and pneumatic systems. |  |
| CTE AMNF.3.2.4 Identify the advantages and disadvantages of using fluid power systems. |  |

### Performance Standard AMNF.3.3 Identify and Utilize Basic Electrical 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 ABM.3.2.1 Compile resources useful to entrepreneurs during concept development. |  |
| CTE ABM.3.2.2 Develop a plan including time investment, financial investment, and capital investment needs. |  |
| CTE ABM.3.2.3 Evaluate financial feasibility of a business plan. |  |
| CTE ABM.3.2.4 Discuss the return on investment (ROI). |  |

## Standard ABM.4.0: Explore Agriculture Business Financial Concepts and Record Keeping Systems

### Performance Standard ABM.4.1 Explore Entrepreneurship 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 ABM.4.1.1 Compare cash and accrual basis accounting systems. |  |
| CTE ABM.4.1.2 Determine current versus non-current and intermediate liabilities and assets. |  |
| CTE ABM.4.1.3 Determine the proper depreciation for inventory items. |  |
| CTE ABM.4.1.4 Determine fixed and variable costs for an agricultural enterprise. |  |
| CTE ABM.4.1.5 Identify and apply financial ratios, including solvency, liquidity, and profitability. |  |

### Performance Standard ABM.4.2 Analyze Financial Statements

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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.4.2.1 Differentiate between balance sheets, income statements, and cash flow statements. |  |
| CTE ABM.4.2.2 Create a balance sheet for an agriculture enterprise. |  |
| CTE ABM.4.2.3 Create an income statement for an agriculture enterprise. |  |
| CTE ABM.4.2.4 Create a cash flow statement for an agriculture enterprise. |  |
| CTE ABM.4.2.5 Generate a cost-benefit analysis for an agriculture enterprise. |  |

### Performance Standard ABM.4.3 Agricultural Budgets

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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.4.3.1 Explain the basic principles of budgeting. |  |
| CTE ABM.4.3.2 Contrast the uses of enterprise, partial, and whole farm budgets. |  |
| CTE ABM.4.3.3 Evaluate business performance in relation to budget projection. |  |
| CTE ABM.4.3.4 Create and analyze a partial budget. |  |

### Performance Standard ABM.4.4 Tax Management Strategies

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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.4.4.1 Describe the purpose and importance of tax planning. |  |
| CTE ABM.4.4.2 Discuss how different business ownership types are taxed. |  |
| CTE ABM.4.4.3 Discuss how different business ownership types are taxed. |  |
| CTE ABM.4.4.4 Discuss different depreciation methods on tax liability. |  |
| CTE ABM.4.4.5 Discuss appropriate sales tax on an agriculture enterprise. |  |

## Standard ABM.5.0: Credit, Law, and Risk Management in Agricultural Business

### Performance Standard ABM.5.1 Methods of 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 ABM.5.1.1 Define risk management in agricultural enterprises. |  |
| CTE ABM.5.1.2 Explain the time value of money (Present & Future value). |  |
| CTE ABM.5.1.3 Differentiate between operating and long-term loans. |  |
| CTE ABM.5.1.4 Discuss factors that affect the cost of credit. |  |
| CTE ABM.5.1.5 Calculate interest expense for amortized and equal principle loans. |  |
| CTE ABM.5.1.6 Investigate the use of collateral in securing credit. |  |
| CTE ABM.5.1.7 Compare and contrast available insurances that help reduce risk (life, property, crop, health, and liability). |  |
| CTE ABM.5.1.8 Discuss available government programs to reduce financial risk. |  |
| CTE ABM.5.1.9 Determine how insurance can reduce financial risk. |  |
| CTE ABM.5.1.10 Compare and contrast leasing and purchasing real property. |  |
| CTE ABM.5.1.11 Compare and contrast leasing and purchasing equipment. |  |

### Performance Standard ABM.5.2 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 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. |  |
| CTE ABM.5.2.3 Understand how futures market helps manage risk. |  |
| CTE ABM.5.2.4 Discuss how forward contracting can reduce risk. |  |
| CTE ABM.5.2.5 Analyze the effects of hedging and speculating of the futures market. |  |

## Standard ABM.6.0: Laws Related to Agriculture and Land Owners

### Performance Standard ABM.6.1 Agricultural Contract Law

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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.6.1.1 List and define the two types of contracts. |  |
| CTE ABM.6.1.2 List the four elements necessary for a contract. |  |
| CTE ABM.6.1.3 Select types of contracts which fall under the statute of fraud. |  |
| CTE ABM.6.1.4 Identify the situations in which farmers risk nonpayment for their farm commodities. |  |
| CTE ABM.6.1.5 Define forward contract. |  |
| CTE ABM.6.1.6 Discuss the risk that farmers face when forward contracting if the buyer declares bankruptcy. |  |

### Performance Standard ABM.6.2 Property Ownership, Transfer, and Leasing

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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.6.2.1 Discuss cash farm leases, including the definition, two advantages and two disadvantages for the landlord, and two advantages and two disadvantages for the tenant. |  |
| CTE ABM.6.2.2 Discuss crop share farm leases, including the definition, two advantages and two disadvantages for the landlord, and two advantages and two disadvantages for the tenant. |  |
| CTE ABM.6.2.3 Define estate planning. |  |
| CTE ABM.6.2.4 Define real property and personal property. |  |
| CTE ABM.6.2.5 List the reasons for having a will. |  |
| CTE ABM.6.2.6 Discuss four components of a will. |  |
| CTE ABM.6.2.7 Define real property. |  |
| CTE ABM.6.2.8 Define estate. |  |
| CTE ABM.6.2.9 List and define the two types of real property estates. |  |
| CTE ABM.6.2.10 List the methods of acquiring real property ownership. |  |
| CTE ABM.6.2.11 Define deed. |  |
| CTE ABM.6.2.12 List and define the two major types of deeds. |  |
| CTE ABM.6.2.13 List the characteristics of a deed. |  |
| CTE ABM.6.2.14 Describe an abstract of title. |  |
| CTE ABM.6.2.15 Describe title insurance. |  |
| CTE ABM.6.2.16 List two methods of describing real property. |  |
| CTE ABM.6.2.17 List the reasons for appraising land and buildings. |  |
| CTE ABM.6.2.18 List the factors necessary to determine real property values. |  |
| CTE ABM.6.2.19 Describe various rights of ownership (Right-of-ways, zoning, mineral, water, conservation easements). |  |

### Performance Standard ABM.6.3 Common Agricultural Laws

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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.6.3.1 Match terms related to agricultural law to their correct definitions. |  |
| CTE ABM.6.3.2 List four sources of law. |  |
| CTE ABM.6.3.3 Describe in detail a farmer’s liability by negligence. |  |
| CTE ABM.6.3.4 List and describe the three types of farm visitors, their responsibilities and the landowner’s responsibilities concerning injury liability. |  |
| CTE ABM.6.3.5 Discuss the Doctrine of Attractive Nuisance. |  |
| CTE ABM.6.3.6 List and define the three types of employees and outline employer liabilities for the acts of each. |  |
| CTE ABM.6.3.7 List employer responsibilities to employees. |  |
| CTE ABM.6.3.8 Discuss fencing laws in Idaho. |  |
| CTE ABM.6.3.9 Describe open range. |  |
| CTE ABM.6.3.10 Discuss how to handle stray animals. |  |
| CTE ABM.6.3.11 Describe how to handle and apply chemicals. |  |
| CTE ABM.6.3.12 Discuss the concerns of pollution from agricultural business. |  |
| CTE ABM.6.3.13 Discuss brand laws in Idaho. |  |
| CTE ABM.6.3.14 Discuss animal diseases in Idaho. |  |

## Standard ABM.7.0: Agriculture Marketing and Sales Plans

### Performance Standard ABM.7.1 Investigate the 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 ABM.7.1.1 Investigate value-added concepts of marketing. |  |
| CTE ABM.7.1.2 Understand the concepts of utility to agricultural commodities. |  |
| CTE ABM.7.1.3 Discuss current industry trends in agriculture marketing. |  |
| CTE ABM.7.1.4 Differentiate between marketing and sales. |  |

### Performance Standard ABM.7.2 Perform a 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 ABM.7.2.1 Research the competition’s strength, weakness, opportunities, and threats (SWOT) analysis. |  |
| CTE ABM.7.2.2 Determine a product/client’s status in current market. |  |
| CTE ABM.7.2.3 Describe what motivates a customer to buy. |  |
| CTE ABM.7.2.4 Discuss the value of accurate product information. |  |
| CTE ABM.7.2.5 Identify sources of product information. |  |

### Performance Standard ABM.7.3 Develop a Business Proposition

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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.7.3.1 Develop a mission statement for an agricultural enterprise or product. |  |
| CTE ABM.7.3.2 Determine planning assumptions based on market analysis. |  |
| CTE ABM.7.3.3 Differentiate between short and long term goals. |  |
| CTE ABM.7.3.4 Create SMART (specific, measurable, attainable, realistic, timely) goals for an agricultural enterprise or product. |  |
| CTE ABM.7.3.5 Research potential target markets for an agricultural enterprise or product. |  |
| CTE ABM.7.3.6 Develop a mission statement for an agricultural enterprise or product. |  |

### Performance Standard ABM.7.4 Investigate Marketing Strategies and Action Plans

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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.7.4.1 Define positioning in regards to marketing a product to a potential client. |  |
| CTE ABM.7.4.2 Describe the importance of the four “P”s (product, price, place, promotion) in marketing. |  |
| CTE ABM.7.4.3 Create a positioning statement for an agriculture product/client. |  |
| CTE ABM.7.4.4 Differentiate between seasonal pricing, direct pricing, introductory pricing, and bulk pricing. |  |
| CTE ABM.7.4.5 Compare and contrast different distribution channels. |  |
| CTE ABM.7.4.6 List effective promotional tools for a product/client. |  |
| CTE ABM.7.4.7 Calculate the financial return of a marketing plan. |  |

### Performance Standard ABM.7.5 Create 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 ABM.7.5.1 Determine the importance of evaluating a marketing plan. |  |

## Standard ABM.8.0: Agricultural Sales

### Performance Standard ABM.8.1 Traits of Quality Salespeople

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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.8.1.1 Describe customer-oriented selling. |  |
| CTE ABM.8.1.2 Identify personality traits of a good salesperson. |  |
| CTE ABM.8.1.3 Differentiate between employer and customer expectations of salespeople. |  |

### Performance Standard ABM.8.2 Perform a 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 ABM.8.2.1 Discuss the importance of customer relations. |  |
| CTE ABM.8.2.2 Demonstrate good customer relations. |  |
| CTE ABM.8.2.3 Compare follow up strategies that ensure customer satisfaction after a sale. |  |
| CTE ABM.8.2.4 Demonstrate appropriate methods for handling customer complaints. |  |

## Standard ABM.9.0: Career Opportunities in the Agricultural Business Field

### Performance Standard ABM.9.1 Employment Fields in Agricultural Business

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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.9.1.1 List and describe the types of employment opportunities in agriculture business systems. |  |
| CTE ABM.9.1.2 List and describe the types of employment opportunities in agriculture marketing and sales. |  |
| CTE ABM.9.1.3 Explore education and training for agriculture careers in sales, marketing, and business management. |  |
| CTE ABM.9.1.4 Create an employment resume. |  |

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

### Performance Standard ABM.10.1 Effective Leadership and Leadership Training Participation

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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.10.1.1 Expand leadership experience by participating in a chapter activity. |  |
| CTE ABM.10.1.2 Participate in a career development event at a local or higher level. |  |
| CTE ABM.10.1.3 Exhibit leadership skills by demonstrating proper parliamentary procedure. |  |
| CTE ABM.10.1.4 Participate in a speech or presentation activity. |  |

### Performance Standard ABM.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 ABM.10.2.1 Participate in a school improvement or community development project. |  |

## Standard ABM.11.0: Supervised Agricultural Experience (SAE)

### Performance Standard ABM.11.1 Maintain a Supervised Agricultural Experience

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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.11.1.1 Accurately maintain SAE record books. |  |
| CTE ABM.11.1.2 Investigate the proficiency award areas related to SAE program area. |  |
| CTE ABM.11.1.3 Research organizations that support your SAE. |  |
| CTE ABM.11.1.4 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. |
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| 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. |
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| 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. |
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| 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. |
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| 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

650 W State Street, Boise, ID 83702

208 332 6800 | [www.sde.idaho.gov](http://www.sde.idaho.gov/)

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