Animal Science

Evaluation Form

2025 Curricular Materials Review

# Publisher information

* Publisher Name:
* Title:
* ISBN #:
* Author:
* Copyright:
* Most Recently Published Edition and Website:
* Materials provided for evaluation:
* Intended Teacher Audience(s):
* Intended Student Audience(s):
* Is this curriculum in a digital format, print format, or both?

# Instruction

## Publishing Company

* Complete the curriculum evaluation form below. Please provide written justification as to how the material meets the criterion along with location references. If a justification requires additional space, please submit a response on an additional document.

## Review Team Member:

* Please use information and attachments to complete the curriculum evaluation form.
* Explain any discrepancies between your findings and the provided information.
* Findings, explanations, and comments should directly reflect the rubric.

Scoring for Alignment to Program Standards:

To evaluate each course’s materials for alignment to [**Animal Science**](https://cte.idaho.gov/wp-content/uploads/2023/04/animal-science-standards.pdf), analyze the materials against the relevant criteria in the tables below. Instructional materials must meet most criteria and metrics to align with program standards.

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| Standard for Animal Science is not evident. | There is some evidence of the Standard for Animal Science. | Materials explicitly align to and support the Standard for Animal Science through regular and authentic engagement opportunities for students. |  |

# CONTENT STANDARD CTE AS.1.0: Professional Organizations and Leadership

### Performance Standard CTE AS.1.1 Student Leadership in Career Technical Student Organizations (CTSO) and Professional Associations

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE AS.1.1.1 Explore the role of professional organizations and/or associations in the animal science industry.
 | 0 1 2 N/A |  |
| 1. CTE AS.1.1.2 Define the value, role, and opportunities provided through career technical student organizations.
 | 0 1 2 N/A |  |
| 1. CTE AS.1.1.3 Engage in career exploration and leadership development.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE AS.2.0: Idaho Animal Agriculture Industry

### Performance Standard CTE AS.2.1 Animal Agriculture Industries and Careers

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE AS.2.1.1 Rank the importance of the animal production industries in Idaho.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.1.2 Compare the economic importance of animal production nationally and internationally.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.1.3 Identify career pathways within the animal science industry.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.1.4 Describe the educational requirements for a career pathway within the animal science industry.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.1.5 Describe working conditions for job titles within the animal science industry.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.1.6 Describe the value of certifications in the animal agriculture industry.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.1.7 Describe the purpose of maintaining supervised agriculture experience (SAE) record books.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.1.8 Identify proficiency award areas related to an SAE program area.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.2.2 Agricultural Business, Marketing, Finance, and Risk Management

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.2.2.1 Describe value‐added concepts of marketing.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.2.2 Describe current industry needs and goals for agriculture marketing.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.2.3 Define risk management in livestock enterprises.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.2.3 Beef Industry

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.2.3.1 Determine the facility and equipment needs for beef production.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.3.2 Compare types of beef production systems.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.3.3 Compare grazing systems.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.3.4 Describe land management practices and the importance of working relationships with land management agencies (e.g., Forest Service, Bureau of Land Management [BLM], private landowners).
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.2.4 Dairy Industry

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.2.4.1 Describe elements of dairy production.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.4.2 Determine the facility and equipment needs for dairy production.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.4.3 Compare types of dairy production systems.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.4.4 Compare milking systems.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.4.5 Describe economically important dairy products.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.2.5 Other Food Animal Systems

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.2.5.1 Describe the elements of sheep and goat production.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.5.2 Describe the elements of swine production.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.5.3 Describe the elements of poultry production.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.5.4 Describe the elements of aquaculture production.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.2.6 Equine Industry

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.2.6.1 Describe the elements of the equine industry
 | 0 1 2 N/A |  |
| 1. CTE AS.2.6.2 Describe basic equine anatomy, including the characteristics and function of the cecum.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE AS.3.0: Nutritional requirements for livestock

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

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE AS.3.1.1 Compare the ruminant (e.g., cattle, sheep) and monogastric (e.g., swine, avian) digestive systems.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.1.2 Describe the characteristics and function of a ruminant system.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.1.3 Describe the functions of the small and large intestines.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.3.2 Livestock Feedstuffs

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.3.2.1 Identify feedstuffs by the nutrients they provide.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.2.2 Identify the benefits of roughages, concentrates, supplements, and additives.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.2.3 Evaluate the differences between good-quality feedstuffs and poor-quality feedstuffs.
 | 0 1 2 N/A |  |
| 1. Stan CTE AS.3.2.4 Describe how processing, storage, and feeding methods affect the quality of feedstuffs.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.3.3 Balanced Livestock Feed Rations

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.3.3.1 Identify methods of feed analysis (e.g., wet chemistry, near-infrared [NIR] spectroscopy).
 | 0 1 2 N/A |  |
| 1. CTE AS.3.3.2 Conduct a feed analysis.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.3.3 Identify the steps in balancing rations.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.3.4 Describe how nutritional information is used to develop animal rations at various physiological stages.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.3.5 Develop balanced rations using the Pearson square ration formulation procedure.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE AS.4.0: Livestock reproductive systems

### Performance Standard CTE AS.4.1 Reproductive Management of Domestic Animals

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE AS.4.1.1 Identify the components and functions of the male and female reproductive structures.
 | 0 1 2 N/A |  |
| 1. CTE AS.4.1.2 Develop a breeding program (i.e., breeding plan) for livestock production.
 | 0 1 2 N/A |  |
| 1. CTE AS.4.1.3 Identify and interpret the signs of estrus in relation to the reproductive cycle.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.4.2 Natural and Artificial Animal Reproduction

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.4.2.1 Describe the effects of hormones on the reproduction cycle.
 | 0 1 2 N/A |  |
| 1. CTE AS.4.2.2 Describe the stages of gestation leading to parturition.
 | 0 1 2 N/A |  |
| 1. CTE AS.4.2.3 Describe common issues that could occur during the stages of gestation through parturition.
 | 0 1 2 N/A |  |
| 1. CTE AS.4.2.4 Describe the process of artificial insemination in domestic livestock.
 | 0 1 2 N/A |  |
| 1. CTE AS.4.2.5 Describe procedures for the collection, evaluation, and handling of semen.
 | 0 1 2 N/A |  |
| 1. CTE AS.4.2.6 Describe the advantages and disadvantages of artificial insemination and natural breeding.
 | 0 1 2 N/A |  |
| 1. CTE AS.4.2.7 Describe the processes of estrous synchronization, semen sexing, embryo transfer, cloning, and genetic engineering.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.4.3 Lactation

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.4.3.1 Describe the lactation cycle and factors that affect milk production (e.g., genetics, disease, feed, environment, body condition, age, stress).
 | 0 1 2 N/A |  |
| 1. CTE AS.4.3.2 Describe the components of milk and colostrum and their roles in nourishing newborn livestock.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE AS.5.0: Principles of Evaluation for Animal Selection

### Performance Standard CTE AS.5.1 Genetics

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE AS.5.1.1 Describe Mendel’s basic principles of heredity.
 | 0 1 2 N/A |  |
| 1. CTE AS.5.1.2 Describe heritable traits and their effects on breeding.
 | 0 1 2 N/A |  |
| 1. CTE AS.5.1.3 Describe the principles of dominance and incomplete dominance.
 | 0 1 2 N/A |  |
| 1. CTE AS.5.1.4 Analyze heritability estimates as a selection factor in breeding programs.
 | 0 1 2 N/A |  |
| 1. CTE AS.5.1.5 Describe the relationship between genotype, environment, and phenotype.
 | 0 1 2 N/A |  |
| 1. CTE AS.5.1.6 Describe the advantages of crossbreeding and hybrid vigor in livestock production.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.5.2 Types and Conformation of Production Livestock

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.5.2.1 Describe the body condition scoring system among the different species.
 | 0 1 2 N/A |  |
| 1. CTE AS.5.2.2 Analyze performance data and expected progeny differences (EPD) when evaluating livestock.
 | 0 1 2 N/A |  |
| 1. CTE AS.5.2.3 Evaluate animal phenotypes (e.g., muscle mass, maternal traits, and frame size) according to current industry standards.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE AS.6.0: Production livestock quality assurance

### Performance Standard CTE AS.6.1 Animal Behavior

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE AS.6.1.1 Compare patterns of animal behavior.
 | 0 1 2 N/A |  |
| 1. CTE AS.6.1.2 Describe methods and benefits of animal behavior modification.
 | 0 1 2 N/A |  |
| 1. CTE AS.6.1.3 Describe the relationship between facilities and livestock behaviors.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.6.2 Animal Welfare Issues

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE AS.6.2.1 Compare animal welfare and the concept of animal rights.
 | 0 1 2 N/A |  |
| 1. CTE AS.6.2.2 Identify controversial issues in animal usage (e.g., rodeo, circus).
 | 0 1 2 N/A |  |
| 1. CTE AS.6.2.3 Describe the effects of mass media on the public perception of livestock production.
 | 0 1 2 N/A |  |
| 1. CTE AS.6.2.4 Compare cultural differences and their impacts on animal usage (e.g., Halal, Kosher).
 | 0 1 2 N/A |  |
| 1. CTE AS.6.2.5 Describe legislation regarding animal usage and welfare (e.g., confinement, antibiotics, hormones).
 | 0 1 2 N/A |  |
| 1. CTE AS.6.2.6 Describe emerging trends in livestock production welfare.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.6.3 Quality Assurance Standards

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE AS.6.3.1 Describe the importance of quality assurance standards for Idaho’s livestock industry.
 | 0 1 2 N/A |  |
| 1. CTE AS.6.3.2 Describe how quality assurance standards are administered.
 | 0 1 2 N/A |  |
| 1. CTE AS.6.3.3 Describe agencies and regulations that govern livestock production.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE AS.7.0: Animal health and care

### Performance Standard CTE AS.7.1 Animal Health

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.7.1.1 Interpret the behavioral signs of healthy and unhealthy animals.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.1.2 Describe the importance of controlling diseases and parasites in production livestock.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.1.3 Identify how passive and active immunity can be enhanced by management.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.1.4 Develop an animal health plan.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.1.5 Describe the importance of maintaining accurate health records for production livestock.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.1.6 Describe ways of identifying and tracking individual animals.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.7.2 Animal Diseases and Parasites

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.7.2.1 Compare viral, bacterial, fungal, and parasitic diseases.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.2.2 Determine prevention and treatment methods for common reproductive diseases.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.2.3 Describe the modes of transmission of infectious diseases.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.2.4 Identify common internal and external parasites that affect production livestock.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.2.5 Identify common reproductive diseases that affect production livestock.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.7.3 Disease Control and Management

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.7.3.1 Describe the use of vaccines in disease control.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.3.2 Compare appropriate storage methods for medications.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.3.3 Describe methods to administer vaccines and pharmaceuticals.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.3.4 Identify methods to administer vaccines and pharmaceuticals.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.3.5 Describe the types of injections (e.g., subcutaneous, intramuscular, intravenous).
 | 0 1 2 N/A |  |
| 1. CTE AS.7.3.6 Determine the appropriate injection sites to administer vaccines and pharmaceuticals.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.3.7 Interpret labels and dosages found on animal medications.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.3.8 Describe how cleanliness affects disease control.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE AS.8.0: Animal Products and Processing

### Performance Standard CTE AS.8.1 Meat Animal Harvesting and Processing

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE AS.8.1.1 Outline the major steps involved in the harvesting and processing of meat animals.
 | 0 1 2 N/A |  |
| 1. CTE AS.8.1.2 Identify the wholesale and retail cuts and by-products of meat animals.
 | 0 1 2 N/A |  |
| 1. CTE AS.8.1.3 Calculate dressing percentages.
 | 0 1 2 N/A |  |
| 1. CTE AS.8.1.4 Describe how yield grade and quality grade affect the value of the carcass.
 | 0 1 2 N/A |  |
| 1. CTE AS.8.1.5 Identify other animal product and processing industry segments in Idaho.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.8.2 Dairy Product Processing

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE AS.8.2.1 Identify dairy quality control standards and requirements.
 | 0 1 2 N/A |  |
| 1. CTE AS.8.2.2 Identify dairy processing methods.
 | 0 1 2 N/A |  |

# INDICATORS OF QUALITY RUBRIC:

**Access and Equity:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 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.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 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-references 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.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 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.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 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) is 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.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 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 – Curricular Materials

Idaho Department of Education

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