Culinary Arts

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 [**Culinary Arts**](https://cte.idaho.gov/wp-content/uploads/2024/08/culinary-arts-standard-2023.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 Culinary Arts is not evident. | There is some evidence of the Standard for Culinary Arts. | Materials explicitly align to and support the Standard for Culinary Arts through regular and authentic engagement opportunities for students. |  |

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

### Performance Standard CTE CA.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 CA.1.1.1 Explore the role of professional organizations and/or associations in the culinary arts industry.
 | 0 1 2 N/A |  |
| 1. CTE CA.1.1.2 Define the value, role, and opportunities provided through career technical student organizations.
 | 0 1 2 N/A |  |
| 1. CTE CA.1.1.3 Engage in career exploration and leadership development.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE CA.2.0: Career pathways and industry professional standards

### Performance Standard CTE CA.2.1 Professional Foodservice Industry, History, Traditions, and Current Trends

| 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 CA.2.1.1 Describe the history of the foodservice industry.
 | 0 1 2 N/A |  |
| 1. CTE CA.2.1.2 Identify global trends in the foodservice industry (e.g., sustainability, local sourcing, limiting waste, gas/electric usage, purchasing disposables, social networking/marketing, farm-to-table).
 | 0 1 2 N/A |  |
| 1. CTE CA.2.1.3 Compare types of international and regional cuisines.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.2.2 Career Paths and Opportunities in Foodservice Industries

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.2.2.1 Identify the major positions in a professional kitchen (e.g., chef, sous chef, chef de cuisine, pastry chef, line cooks, production staff, steward department, catering/banquet) and non-commercial positions (e.g., retail, food science, nutrition, food development/entrepreneurial outlets, food stylist).
 | 0 1 2 N/A |  |
| 1. CTE CA.2.2.2 Write an education and career plan.
 | 0 1 2 N/A |  |
| 1. CTE CA.2.2.3 Describe certification options and professional organizations available to the industry (e.g., postsecondary technical certifications, Culinary Institute of America, American Culinary Federation, food manager protection certifications).
 | 0 1 2 N/A |  |
| 1. CTE CA.2.2.4 Identify components of a business plan.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.2.3 Professional and Ethical Workplace Behaviors in the Foodservice Industry

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.2.3.1 Describe the standards for professional attire in the foodservice industry.
 | 0 1 2 N/A |  |
| 1. CTE CA.2.3.2 Identify ethical issues in the industry (e.g., personal illness/safety, substance use/abuse).
 | 0 1 2 N/A |  |
| 1. CTE CA.2.3.3 Demonstrate helpful, courteous, and attentive customer service skills.
 | 0 1 2 N/A |  |
| 1. CTE CA.2.3.4 Collaborate with team members.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE CA.3.0: sanitation and safety

### Performance Standard CTE CA.3.1 Risk Management, Workplace Safety, and Food Safety

| 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 CA.3.1.1 Identify the primary foodborne illnesses, symptoms, and their causes.
 | 0 1 2 N/A |  |
| 1. CTE CA.3.1.2 Describe the need for emergency plans and safety training.
 | 0 1 2 N/A |  |
| 1. CTE CA.3.1.3 List the steps in reporting an accident or injury incident (i.e., OSHA requirements).
 | 0 1 2 N/A |  |
| 1. CTE CA.3.1.4 Describe basic first aid practices and when they are needed.
 | 0 1 2 N/A |  |
| 1. CTE CA.3.1.5 List the procedures for storing hazardous chemicals in a food service operation.
 | 0 1 2 N/A |  |
| 1. CTE CA.3.1.6 Identify fire hazards and fire safety response.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.3.2 Safe Food Handling Principles

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.3.2.1 Demonstrate personal hygiene practices and health procedures and report symptoms of illness.
 | 0 1 2 N/A |  |
| 1. CTE CA.3.2.2 Demonstrate awareness of the FDA Model Food Code (most current edition) and local health department regulations.
 | 0 1 2 N/A |  |
| 1. CTE CA.3.2.3 Describe the function of HACCP (Hazard Analysis Critical Control Point).
 | 0 1 2 N/A |  |
| 1. CTE CA.3.2.4 Identify how food becomes unsafe (e.g., allergens, cross-contamination, receiving/rejecting food, time and temperature control).
 | 0 1 2 N/A |  |
| 1. CTE CA.3.2.5 Demonstrate storage procedures for various foods and supplies (e.g., dry, refrigerated, frozen, chemicals, paper goods).
 | 0 1 2 N/A |  |
| 1. CTE CA.3.2.6 Apply inventory control related to FIFO (i.e., first in, first out) and par levels.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE CA.4.0: food service skills, equipment, and production

### Performance Standard CTE CA.4.1 Food Service Tools and Equipment

| 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 CA.4.1.1 Identify tools and equipment in a food service workplace.
 | 0 1 2 N/A |  |
| 1. CTE CA.4.1.2 Match tools and equipment to their intended use.
 | 0 1 2 N/A |  |
| 1. CTE CA.4.1.3 Perform a safety check before and maintenance after using tools and equipment.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.4.2 Knife Skills

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.4.2.1 Demonstrate how to handle, sharpen, and maintain knives.
 | 0 1 2 N/A |  |
| 1. CTE CA.4.2.2 Select the correct type of knife for its function.
 | 0 1 2 N/A |  |
| 1. CTE CA.4.2.3 Demonstrate basic knife cuts.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.4.3 Workplace *Mise en Place*

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.4.3.1 Execute *mise en place* for front-of-house and back-of-house.
 | 0 1 2 N/A |  |
| 1. CTE CA.4.3.2 Create preparation (i.e., prep) lists and timelines.
 | 0 1 2 N/A |  |
| 1. CTE CA.4.3.3 Determine weights and measures for scaling (e.g., weight vs. volume, wet vs. dry).
 | 0 1 2 N/A |  |
| 1. CTE CA.4.3.4 Identify measuring instruments.
 | 0 1 2 N/A |  |
| 1. CTE CA.4.3.5 Demonstrate measuring techniques.
 | 0 1 2 N/A |  |
| 1. CTE CA.4.3.6 Read and follow a standardized recipe.
 | 0 1 2 N/A |  |
| 1. CTE CA.4.3.7 Alter yields, based on a standardized recipe.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.4.4 Presentation Techniques

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.4.4.1 Create garnishes for specific food items (e.g., soups, entrées, desserts, beverages, appetizers).
 | 0 1 2 N/A |  |
| 1. CTE CA.4.4.2 Demonstrate plating techniques (e.g., dine-ware selection, plating principles).
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE CA.5.0: menu planning principles

### Performance Standard CTE CA.5.1 Nutrition Principles and Specialized Dietary Plans

| 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 CA.5.1.1 Incorporate basic nutrition knowledge into menu planning.
 | 0 1 2 N/A |  |
| 1. CTE CA.5.1.2 Propose changes in a menu or recipe to fit various dietary needs (e.g., gluten-free, dairy-free, avoiding the eight allergens).
 | 0 1 2 N/A |  |
| 1. CTE CA.5.1.3 Apply Dietary Guidelines for Americans and MyPlate to plan meals.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.5.2 Menu Writing Principles

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.5.2.1 Identify a variety of menu formats.
 | 0 1 2 N/A |  |
| 1. CTE CA.5.2.2 Describe factors (e.g., ingredient costs) that affect menu pricing
 | 0 1 2 N/A |  |
| 1. CTE CA.5.2.3 Calculate menu pricing (e.g., food costs).
 | 0 1 2 N/A |  |
| 1. CTE CA.5.2.4 Plan a menu for a given scenario.
 | 0 1 2 N/A |  |
| 1. CTE CA.5.2.5 Describe inventory value as it relates to cost control.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE CA.6.0: Bakery

### Performance Standard CTE CA.6.1 Baked Goods

| 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 CA.6.1.1 Identify baking ingredients and their functions.
 | 0 1 2 N/A |  |
| 1. CTE CA.6.1.2 Prepare various baked goods (e.g., yeast breads, quick breads, pastries).
 | 0 1 2 N/A |  |
| 1. CTE CA.6.1.3 Prepare cookies and cakes.
 | 0 1 2 N/A |  |
| 1. CTE CA.6.1.4 Prepare frozen desserts.
 | 0 1 2 N/A |  |
| 1. CTE CA.6.1.5 Identify environmental conditions affecting recipes (e.g., altitude, humidity, heat).
 | 0 1 2 N/A |  |
| 1. CTE CA.6.1.6 Calculate ingredient weights using baker's percentages.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE CA.7.0: *garde manger*

### Performance Standard CTE CA.7.1 Duties of the *Garde Manger*

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.7.1.1 Describe types of salads (e.g., pasta, protein, vegetable, fruit) and uses (e.g., dessert, starter, entrée, side).
 | 0 1 2 N/A |  |
| 1. CTE CA.7.1.2 Prepare creamy and vinaigrette dressings and dips.
 | 0 1 2 N/A |  |
| 1. CTE CA.7.1.3 Prepare salads.
 | 0 1 2 N/A |  |
| 1. CTE CA.7.1.4 Prepare sandwiches and side items.
 | 0 1 2 N/A |  |
| 1. CTE CA.7.1.5 Prepare appetizers and hors d'oeuvres (e.g., crudités, charcuterie, canapés).
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE CA.8.0: ingredients and food production

### Performance Standard CTE CA.8.1 Spices, Oils and Vinegar, Fresh and Dried Herbs

| 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 CA.8.1.1 Identify spices and their uses.
 | 0 1 2 N/A |  |
| 1. CTE CA.8.1.2 Identify fresh and dried herbs and their uses.
 | 0 1 2 N/A |  |
| 1. CTE CA.8.1.3 Identify oils and their uses.
 | 0 1 2 N/A |  |
| 1. CTE CA.8.1.4 Identify vinegars and their uses.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.8.2 Fruits and Vegetables

| 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 CA.8.2.1 Identify fruits for intended uses.
 | 0 1 2 N/A |  |
| 1. CTE CA.8.2.2 Identify vegetables for intended uses.
 | 0 1 2 N/A |  |
| 1. CTE CA.8.2.3 Prepare uncooked fruits and vegetables.
 | 0 1 2 N/A |  |
| 1. CTE CA.8.2.4 Demonstrate cooking methods for fruits and vegetables.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.8.3 Pastas (i.e., Starches), Grains, and Legumes

| 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 CA.8.3.1 Identify pasta, grains, and legumes.
 | 0 1 2 N/A |  |
| 1. CTE CA.8.3.2 Demonstrate a variety of cooking methods for pasta, grains, and legumes.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.8.4 Dairy Products and Eggs

| 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 CA.8.4.1 Identify uses of dairy products in cooking (e.g., cheese, cream, milk).
 | 0 1 2 N/A |  |
| 1. CTE CA.8.4.2 Prepare dairy products.
 | 0 1 2 N/A |  |
| 1. CTE CA.8.4.3 Describe the functions of eggs (e.g., emulsifier, binder, coating).
 | 0 1 2 N/A |  |
| 1. CTE CA.8.4.4 Prepare eggs (e.g., scrambled, omelets, poached).
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.8.5 Proteins

| 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 CA.8.5.1 Identify proteins for the center of the plate (e.g., beef, chicken, seafood, pork).
 | 0 1 2 N/A |  |
| 1. CTE CA.8.5.2 Fabricate a chicken.
 | 0 1 2 N/A |  |
| 1. CTE CA.8.5.3 Prepare beef, poultry, pork, or seafood.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE CA.9.0: stocks/sauces/soups

### Performance Standard CTE CA.9.1 Hydraulic Systems

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.9.1.1 Identify the components of stock.
 | 0 1 2 N/A |  |
| 1. CTE CA.9.1.2 Prepare stock.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.9.2 Preparation of Sauces

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.9.2.1 Identify the five mother sauces.
 | 0 1 2 N/A |  |
| 1. CTE CA.9.2.2 Prepare mother sauces and derivative small sauces.
 | 0 1 2 N/A |  |
| 1. CTE CA.9.2.3 Prepare nouvelle and ethnic sauces.
 | 0 1 2 N/A |  |
| 1. CTE CA.9.2.4 Demonstrate the use of thickening agents.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.9.3 Preparation of Soups

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.9.3.1 Identify the basic types of soup (e.g., broth, cream).
 | 0 1 2 N/A |  |
| 1. CTE CA.9.3.2 Prepare a broth and a cream soup.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE CA.10.0: cooking methods

### Performance Standard CTE CA.10.1 Dry Heat, Moist Heat, and Combination Cooking Methods

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.10.1.1 Demonstrate methods of dry heat cooking with and without fat.
 | 0 1 2 N/A |  |
| 1. CTE CA.10.1.2 Demonstrate methods of moist heat cooking.
 | 0 1 2 N/A |  |
| 1. CTE CA.10.1.3 Demonstrate methods of combination cooking.
 | 0 1 2 N/A |  |
| 1. CTE CA 10.1.4 Describe *sous vide*.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE CA.11.0: front-of-the-house procedures

### Performance Standard CTE CA.11.1 Service Styles

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.11.1.1 Display a variety of table settings (e.g., lunch, fine dining, breakfast).
 | 0 1 2 N/A |  |
| 1. CTE CA.11.1.2 Perform a variety of service styles (e.g., American plated, French, Russian).
 | 0 1 2 N/A |  |
| 1. CTE CA.11.1.3 Perform table service (i.e., introduce, greet, seat, present menu) with customers.
 | 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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