Ornamental Horticulture

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 [**Ornamental Horticulture**,](https://cte.idaho.gov/wp-content/uploads/2024/04/ornamental-horticulture-standards-2024-draft.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 Ornamental Horticulture is not evident. | There is some evidence of the Standard for Ornamental Horticulture. | Materials explicitly align to and support the Standard for Ornamental Horticulture through regular and authentic engagement opportunities for students. |  |

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

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

### Performance Standard CTE OH.1.2 Supervised Agricultural Experience

| 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 OH.1.2.1 Maintain SAE record books.
 | 0 1 2 N/A |  |
| 1. CTE OH.1.2.2 Describe the proficiency award areas related to SAE program area.
 | 0 1 2 N/A |  |
| 1. CTE OH.1.2.3 Describe necessary steps to receive higher degrees in FFA.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE OH.2.0: Career opportunities

### Performance Standard CTE OH.2.1 Career Exploration in Ornamental Horticulture

| 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 OH.2.1.1 Identify potential careers in ornamental horticulture and plant science.
 | 0 1 2 N/A |  |
| 1. CTE OH.2.1.2 Describe employability traits required for a successful career in the ornamental horticulture industry.
 | 0 1 2 N/A |  |
| 1. CTE OH.2.1.3 Describe industry education and certification requirements to enter or advance in the industry.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE OH.3.0: Safety in the industry

### Performance Standard CTE OH.3.1 Safe Work Practices

| 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 OH.3.1.1 Follow personal protection equipment (PPE) requirements, according to industry and OSHA guidelines.
 | 0 1 2 N/A |  |
| 1. CTE OH.3.1.2 Describe the importance of the information on safety data sheets (SDS) and where they can be located.
 | 0 1 2 N/A |  |
| 1. CTE OH.3.1.3 Identify common hand tools and power equipment.
 | 0 1 2 N/A |  |
| 1. CTE OH.3.1.4 Demonstrate safety practices when using hand tools and power equipment, including following manufacturer guidelines, identifying hazards, and using safety features of the tools and equipment.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE OH.4.0: Plant anatomy

### Performance Standard CTE OH.4.1 Plant Cells

| 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 OH.4.1.1 Label the parts of a plant cell.
 | 0 1 2 N/A |  |
| 1. CTE OH.4.1.2 Compare a plant to an animal cell.
 | 0 1 2 N/A |  |
| 1. CTE OH.4.1.3 Describe the function of plant cell organelles.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.4.2 Root Anatomy

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.4.2.1 Describe the functions of roots in plants.
 | 0 1 2 N/A |  |
| 1. CTE OH.4.2.2 Identify the parts of a root.
 | 0 1 2 N/A |  |
| 1. CTE OH.4.2.3 Compare the two major types of root systems.
 | 0 1 2 N/A |  |
| 1. CTE OH.4.2.4 Describe specialized structures in roots.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.4.3 Stem Anatomy

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.4.3.1 List the functions of a stem.
 | 0 1 2 N/A |  |
| 1. CTE OH.4.3.2 Identify the external structures of a stem.
 | 0 1 2 N/A |  |
| 1. CTE OH.4.3.3 Describe the internal structures of a stem cell.
 | 0 1 2 N/A |  |
| 1. CTE OH.4.3.4 Describe specialized structures in stems.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.4.4 Leaf Anatomy

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.4.4.1 Define the main parts of a leaf.
 | 0 1 2 N/A |  |
| 1. CTE OH.4.4.2 Compare common vein patterns found in leaves.
 | 0 1 2 N/A |  |
| 1. CTE OH.4.4.3 List the functions of a leaf, including photosynthetic energy conversion.
 | 0 1 2 N/A |  |
| 1. CTE OH.4.4.4 Define the difference between leaf shape and leaf margin.
 | 0 1 2 N/A |  |
| 1. CTE OH.4.4.5 Compare major leaf arrangements (i.e., alternating, opposite, whorled, basal).
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.4.5 Flower Anatomy

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.4.5.1 Describe the parts of a flower.
 | 0 1 2 N/A |  |
| 1. CTE OH.4.5.2 Describe the function of a flower.
 | 0 1 2 N/A |  |
| 1. CTE OH.4.5.3 Compare types of flowers (e.g., complete, incomplete, perfect, imperfect).
 | 0 1 2 N/A |  |
| 1. CTE OH.4.5.4 Describe the process of plant pollination and fertilization.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.4.6 Fruit Anatomy

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.4.6.1 Describe the parts of a fruit.
 | 0 1 2 N/A |  |
| 1. CTE OH.4.6.2 Identify types of fruits of economic importance in Idaho.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.4.7 Seed Anatomy

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.4.7.1 Identify the major parts of a seed.
 | 0 1 2 N/A |  |
| 1. CTE OH.4.7.2 List the function of each major part of a seed.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE OH.5.0: plant physiology

### Performance Standard CTE OH.5.1 Energy Conversion in Plants

| 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 OH.5.1.1 Describe the process of photosynthesis.
 | 0 1 2 N/A |  |
| 1. CTE OH.5.1.2 Describe the process of respiration.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.5.2 Transport within a Plant System

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.5.2.1 Compare the active and passive transport of water and nutrients through the root systems.
 | 0 1 2 N/A |  |
| 1. CTE OH.5.2.2 Compare the structure and function of xylem and phloem cells and tissues.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.5.3 Environmental Requirements for Plant Growth

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.5.3.1 Determine the effect of different light sources (e.g., spectrum, intensity) on plant growth (e.g., artificial, natural).
 | 0 1 2 N/A |  |
| 1. CTE OH.5.3.2 Describe the effects of water quality on plant growth (e.g., pH, hardness).
 | 0 1 2 N/A |  |
| 1. CTE OH.5.3.3 Describe the effects of temperature on plant growth.
 | 0 1 2 N/A |  |
| 1. CTE OH.5.3.4 Describe the factors that affect plant suitability for a selected site, using a hardiness zone map and heat zone map.
 | 0 1 2 N/A |  |
| 1. CTE OH.5.3.5 Define plant tropisms (e.g., photo-, thigma-, gravi‐).
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.5.4 Plant Growth Regulators

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.5.4.1 Compare the functions of plant hormones.
 | 0 1 2 N/A |  |
| 1. CTE OH.5.4.2 Describe commercial uses for plant growth regulators.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE OH.6.0: Plant identification skills

### Performance Standard CTE OH.6.1 Plant Categorization

| 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 OH.6.1.1 Describe the classification and naming of plants.
 | 0 1 2 N/A |  |
| 1. CTE OH.6.1.2 Identify the major groups of plants.
 | 0 1 2 N/A |  |
| 1. CTE OH.6.1.3 Describe the difference between monocot and dicot.
 | 0 1 2 N/A |  |
| 1. CTE OH.6.1.4 Categorize common plants by life cycle (e.g., annuals, perennials).
 | 0 1 2 N/A |  |
| 1. CTE OH.6.1.5 Categorize plants by growth habits (e.g., mounding, trailing).
 | 0 1 2 N/A |  |
| 1. CTE OH.6.1.6 Describe the importance of identifying plants by botanical and common names in the industry.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE OH.7.0: growing media

### Performance Standard CTE OH.7.1 Soil Texture and Structure

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.7.1.1 List the components of soil.
 | 0 1 2 N/A |  |
| 1. CTE OH.7.1.2 Describe the concept of soil texture and its importance.
 | 0 1 2 N/A |  |
| 1. CTE OH.7.1.3 Classify the texture of a soil sample.
 | 0 1 2 N/A |  |
| 1. CTE OH.7.1.4 Identify various soil structures, their formation, and importance in agriculture production.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.7.2 Soilless Growing Media

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.7.2.1 Identify the components and source of soilless growing media.
 | 0 1 2 N/A |  |
| 1. CTE OH.7.2.2 Describe the functions of growing media.
 | 0 1 2 N/A |  |
| 1. CTE OH.7.2.3 Determine desirable properties of growing media (i.e., drainage, organic matter, micro‐ organisms).
 | 0 1 2 N/A |  |
| 1. CTE OH.7.2.4 Evaluate the advantages and disadvantages of soilless media.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.7.3 Chemical Characteristics of Growing Media

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.7.3.1 Determine pH range of growing media for optimal plant growth.
 | 0 1 2 N/A |  |
| 1. CTE OH.7.3.2 Interpret pH test results of a growing media sample.
 | 0 1 2 N/A |  |
| 1. CTE OH.7.3.3 Describe the importance of electrical conductivity (EC) of various growing media.
 | 0 1 2 N/A |  |
| 1. CTE OH.7.3.4 Analyze the relationship between soil media and nutrient availability.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.7.4 Water-Holding Capacity (WHC)

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.7.4.1 Describe water‐holding capacity of soils and its relationship to the water cycle.
 | 0 1 2 N/A |  |
| 1. CTE OH.7.4.2 Describe the factors that determine a soil’s water‐holding capacity.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE OH.8.0: Plant nutrition

### Performance Standard CTE OH.8.1 Fertilizer Formulation

| 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 OH.8.1.1 Compare macronutrients and micronutrients
 | 0 1 2 N/A |  |
| 1. CTE OH.8.1.2 Measure pH and describe how it is modified.
 | 0 1 2 N/A |  |
| 1. CTE OH.8.1.3 Identify the main components of fertilizer.
 | 0 1 2 N/A |  |
| 1. CTE OH.8.1.4 Interpret a fertilizer label.
 | 0 1 2 N/A |  |
| 1. CTE OH.8.1.5 Categorize methods of application (e.g., granular, time released, injector, foliar).
 | 0 1 2 N/A |  |
| 1. CTE OH.8.1.6 Calculate a lawn fertilizer application rate.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.8.2 Plant Nutrients

| 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 OH.8.2.1 Correlate plant symptoms to nutritional deficiency.
 | 0 1 2 N/A |  |
| 1. CTE OH.8.2.2 Correlate plant symptoms to plant toxicity
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE OH.9.0: Integrated pest management (ipm)

### Performance Standard CTE OH.9.1 Integrated Pest Management

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.9.1.1 Define Integrated Pest Management (IPM) (e.g., physical, chemical, mechanical, biological).
 | 0 1 2 N/A |  |
| 1. CTE OH.9.1.2 Describe the benefits of IPM.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.9.2 Common Pests and Diseases

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.9.2.1 Identify common plant pests and diseases.
 | 0 1 2 N/A |  |
| 1. CTE OH.9.2.2 Identify common weeds, insects, rodents, and fungi.
 | 0 1 2 N/A |  |
| 1. CTE OH.9.2.3 Compare abiotic and biotic diseases.
 | 0 1 2 N/A |  |
| 1. CTE OH.9.2.4 Identify abiotic plant injuries.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.9.3 Safe Handling, Use, and Storage of Pesticides

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.9.3.1 Identify safety measures when applying pesticides.
 | 0 1 2 N/A |  |
| 1. CTE OH.9.3.2 Interpret pesticide labels.
 | 0 1 2 N/A |  |
| 1. CTE OH.9.3.3 Describe procedures for storing and disposing of pesticides.
 | 0 1 2 N/A |  |
| 1. CTE OH.9.3.4 Evaluate environmental and consumer concerns regarding pest management and biodiversity.
 | 0 1 2 N/A |  |
| 1. CTE OH.9.3.5 Describe requirements for obtaining pesticide applicator licenses.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE OH.10.0: Plant propagation

### Performance Standard CTE OH.10.1 Sexual Propagation of Ornamental Plants

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.10.1.1 Compare sexual and asexual propagation.
 | 0 1 2 N/A |  |
| 1. CTE OH.10.1.2 Describe the process of seed germination.
 | 0 1 2 N/A |  |
| 1. CTE OH.10.1.3 Identify the conditions needed for seed germination.
 | 0 1 2 N/A |  |
| 1. CTE OH.10.1.4 Compare the methods of seed preparation.
 | 0 1 2 N/A |  |
| 1. CTE OH.10.1.5 Demonstrate the technique for sowing seeds.
 | 0 1 2 N/A |  |
| 1. CTE OH.10.1.6 Calculate germination percentage.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.10.2 Asexual Propagation of Ornamental Plants

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.10.2.1 Describe optimum conditions for asexual propagation.
 | 0 1 2 N/A |  |
| 1. CTE OH.10.2.2 Demonstrate techniques used to propagate plants by cutting.
 | 0 1 2 N/A |  |
| 1. CTE OH.10.2.3 Demonstrate techniques used to propagate plants by division.
 | 0 1 2 N/A |  |
| 1. CTE OH.10.2.4 Demonstrate techniques used to propagate plants by separation.
 | 0 1 2 N/A |  |
| 1. CTE OH.10.2.5 Demonstrate techniques used to propagate plants by layering.
 | 0 1 2 N/A |  |
| 1. CTE OH.10.2.6 Describe micropropagation and its importance in the ornamental horticulture industry.
 | 0 1 2 N/A |  |
| 1. CTE OH.10.2.7 Describe grafting and its importance in the ornamental horticulture industry.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE OH.11.0: Ornamental horticulture crops

### Performance Standard CTE OH.11.1 Crop Production

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.11.1.1 Develop a growing schedule for a spring plant sale.
 | 0 1 2 N/A |  |
| 1. CTE OH.11.1.2 Space crops, using best management practices.
 | 0 1 2 N/A |  |
| 1. CTE OH.11.1.3 Select containers and medium suitable for a crop.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.11.2 Growth Maintenance Procedures

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.11.2.1 Compare hard and soft pinches.
 | 0 1 2 N/A |  |
| 1. CTE OH.11.2.2 Pinch plants, using best management practices.
 | 0 1 2 N/A |  |
| 1. CTE OH.11.2.3 Demonstrate pruning techniques.
 | 0 1 2 N/A |  |
| 1. CTE OH.11.2.4 Demonstrate watering techniques.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.11.3 Transplanting

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.11.3.1 Identify the stage of plant growth for transplanting.
 | 0 1 2 N/A |  |
| 1. CTE OH.11.3.2 Demonstrate transplanting procedures to industry standards.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.11.4 Production Standards

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.11.4.1 Describe how to harden plants.
 | 0 1 2 N/A |  |
| 1. CTE OH.11.4.2 Prepare plants for sale, using best management practices.
 | 0 1 2 N/A |  |
| 1. CTE OH.11.4.3 Describe industry crop standards for greenhouse ornamental crop production (e.g., American National Standards Institute [ANSI], American Standard for Nursery Stock [ASNS], National Association for Landscape Professionals [NALP]).
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE OH.12.0: Plant technologies

### Performance Standard CTE OH.12.1 Selective Plant Breeding

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.12.1.1 Describe the selective plant breeding process.
 | 0 1 2 N/A |  |
| 1. CTE OH.12.1.2 Describe how to estimate the heritability of certain traits.
 | 0 1 2 N/A |  |
| 1. CTE OH.12.1.3 Predict the genotypes and phenotypes from monohybrid and dihybrid crosses, using a Punnett Square.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.12.2 Genetic Engineering

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.12.2.1 Describe the advantages and disadvantages for genetic manipulation of plants.
 | 0 1 2 N/A |  |
| 1. CTE OH.12.2.2 Identify transgenic plants on the market.
 | 0 1 2 N/A |  |
| 1. CTE OH.12.2.3 Describe how biotechnology can create new plant varieties.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.12.3 Hydroponic Techniques

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.12.3.1 Define hydroponics and its importance to society.
 | 0 1 2 N/A |  |
| 1. CTE OH.12.3.2 Describe procedures used in hydroponic plant production.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE OH.13.0: ornamental design standards

### Performance Standard CTE OH.13.1 Principles and Elements of Design

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.13.1.1 Compare visual balance, using symmetry, asymmetry, and massing.
 | 0 1 2 N/A |  |
| 1. CTE OH.13.1.2 Describe how the principles of dominance and focal point are used in design.
 | 0 1 2 N/A |  |
| 1. CTE OH.13.1.3 Describe the function of proportion and scale in a design.
 | 0 1 2 N/A |  |
| 1. CTE OH.13.1.4 Describe the function of rhythm in a design.
 | 0 1 2 N/A |  |
| 1. CTE OH.13.1.5 Describe the relationship of color to emotions and symbolism.
 | 0 1 2 N/A |  |
| 1. CTE OH.13.1.6 Create a desired design atmosphere, using color, texture, and form.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.13.2 Implementation of Principles and Elements of Design

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.13.2.1 Create a design.
 | 0 1 2 N/A |  |
| 1. CTE OH.13.2.2 Justify design choices (i.e., design elements) of a completed design.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE OH.14.0: Business Concepts

### Performance Standard CTE OH.14.1 Marketing

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.14.1.1 Describe the need for developing a marketing plan.
 | 0 1 2 N/A |  |
| 1. CTE OH.14.1.2 Develop a marketing plan for ornamental crop sales.
 | 0 1 2 N/A |  |
| 1. CTE OH.14.1.3 Design a business display for an identified target audience (e.g., social media, signage, production displays).
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.14.2 Principles of Sales

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.14.2.1 Analyze the relationship between marketing and selling.
 | 0 1 2 N/A |  |
| 1. CTE OH.14.2.2 Demonstrate the use of a point of sale (POS) system or other electronic invoice system.
 | 0 1 2 N/A |  |
| 1. CTE OH.14.2.3 Describe the importance of supply inventory.
 | 0 1 2 N/A |  |
| 1. CTE OH.14.2.4 Describe characteristics of an effective salesperson and terminology related to sales.
 | 0 1 2 N/A |  |
| 1. CTE OH.14.2.5 Participate in a speech or presentation activity.
 | 0 1 2 N/A |  |
| 1. CTE OH.14.2.6 Analyze the customer buying process.
 | 0 1 2 N/A |  |
| 1. CTE OH.14.2.7 Identify the steps involved in the selling process.
 | 0 1 2 N/A |  |
| 1. CTE OH.14.2.8 Identify the benefits of various types of sales, including through social media and e‐ commerce.
 | 0 1 2 N/A |  |
| 1. CTE OH.14.2.9 Assess the components of an effective business website.
 | 0 1 2 N/A |  |

### Performance Standard CTE OH.14.3 Business Management

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE OH.14.3.1 Describe factors of business management (e.g., cost of goods sold, product markup, estimates and bids, sales price, profit).
 | 0 1 2 N/A |  |
| 1. CTE OH.14.3.2 Demonstrate work ethic and professionalism (i.e., Idaho Workplace Readiness Skills) necessary for success in the industry.
 | 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

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