

# INSTRUCTIONAL MATERIALS ADOPTION

VENDOR: Thomson Learning INSTRUCTIONAL MATERIALS: Agriscience Fundamentals & Apps Agricultural Mechanics  
SUBJECT: Agriscience 11 COPYRIGHT DATE(S): 2002/2000

## INSTRUCTIONAL MATERIALS ADOPTION: GENERIC EVALUATION CRITERIA

### GROUP II – 2002 TO 2008

SE ISBN 0766814106/0766814114  
TE ISBN 0766814114/0766816656  
Bundle ISBN 0766861910

#### R-E-S-P-O-N-S-E-S

YES	NO	N/A	CRITERIA	NOTES
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#### I. INTER-ETHNIC

___	___	___	1. The instructional materials meets the requirements of inter-ethnic: concept, content, and illustration, as set by West Virginia Board of Education Policy (Adopted December 1970).	
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#### II. EQUAL OPPORTUNITY

___	___	___	1. The instructional material meets the requirements of equal opportunity" concept, content, illustration, heritage, roles, contributions, experiences, and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).	
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VENDOR: Thomson/Delmar INSTRUCTIONAL MATERIALS: Agriscient Fundamentals Apps  
 SUBJECT: Agriscience 11 COPYRIGHT DATE(S): 2002-2000  
 SE ISBN: \_\_\_\_\_ TE ISBN: \_\_\_\_\_  
 COMMENTS: \_\_\_\_\_

INSTRUCTIONAL MATERIALS ADOPTION: GENERAL EVALUATION CRITERIA

**GROUP VI – 2002 to 2008  
 Agricultural Education  
 Robert C. Beach Credit Courses**

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		I	A	M	N

**MULTIMEDIA**

Offer appropriate multimedia (e.g. computer software, audio, visual, Internet access) in order to :

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Problem solve; locate, evaluate and collect information; develop positive attitudes toward technology; and use databases, spreadsheets and graphics. | ✓ | — | — | — |
| 2. Provide a web site which links to relevant sites containing suggested lesson plans and student activities.   | — | ✓ | — | — |
| 3. Integrate current technology into the curriculum.  | — | ✓ | — | — |
| 4. Use TV/Satellite, VCR, DVD, ect., to retrieve and relate information.  | — | ✓ | — | — |

**READING STRATEGIES**

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Include activities using graphic organizers (e.g., webbing and mapping). | — | ✓ | — | — |
| 2. Promote independent reading skills and study techniques                  | — | ✓ | — | — |
| 3. Present varied teaching models.  | — | ✓ | — | — |

**LEARNING STYLES**

Learning activities and labs should address the varied learning styles and multiple intelligences of students and include models for insightful decision-making by the teacher. Reteach, practice, and enrichment activities should be provided.	—	✓	—	—
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### GENERAL CRITERIA

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<b>CRITICAL THINKING SKILLS</b>					
_____	Questioning models should include higher order thinking skills to analyze problems and implement solutions.	✓	—	—	—
<b>LIFE SKILLS</b>					
_____	Learning activities should be applicable to life skills, including but not limited to: using reference tools, completing an application, interviewing and setting goals.	—	✓	—	—
<b>CLASSROOM MANAGEMENT</b>					
_____	1. Learning activities should include opportunities for large, small and cooperative learning groups through panel discussions, peer teaching, and independent learning in a variety of environments both indoor and outdoor.	—	✓	—	—
_____	2. Engage in active inquiries, investigations and hands-on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and laboratory skills.	—	✓	—	—
<b>INSTRUCTIONAL MATERIALS</b>					
Student materials should include, but not be limited to:					
_____	1. Extensive and varied opportunities to practice targeted skills.	—	✓	—	—
_____	2. Reteaching, practice, and enrichment materials.	—	✓	—	—
_____	3. Leveled texts that will allow students to read independently (Grades 7-12).	—	✓	—	—
<b>ASSESSMENT</b>					
Assessment materials should include, but not be limited to:					
_____	1. Practice available in norm referenced, criterion referenced and performance based measures.	—	✓	—	—
_____	2. Varied assessment techniques (e.g., true/false, multiple choice, short answer) with teacher text indicating test bank answers and additional resources.	✓	—	—	—

\_\_\_\_\_ Grade

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INSTRUCTIONAL MATERIALS ADOPTION: SPECIFIC EVALUATION CRITERIA

**GROUP VI – 2002 to 2008**  
**Agricultural Education**  
**Agriscience 11**

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**Course Description:** This area of Agriscience is designed to provide students with knowledge, skills and competencies needed to enter various occupations in agriculture and natural resources. Topics covered in Agriscience are animal science, plant science, agricultural mechanics, microcomputer applications, leadership and supervised agricultural experience programs. The program combines knowledge and skills with experiential learning and FFA for a total program effect.

**AGRICULTURAL BUILDINGS AND EQUIPMENT**

The instructional materials present information in a manner that enables the student to:

1. Compare and contrast the systems, materials, tools and management practices used in fencing.	___	✓	___	___
2. Analyze and explore types of agricultural buildings and their construction.	✓	___	___	___
3. Interpret agricultural equipment service manuals and maintenance schedules.	___	✓	___	___
4. Provide detailed instruction in order to perform basic transit procedures.	___	___	___	✓

**PESTICIDE SAFETY AND MANAGEMENT**

The instructional materials present information in a manner that enables the student to:

1. Describe pesticide types and pest control methods.	___	✓	___	___
2. Examine the control methods, chemical formulations and equipment used to control pests in a greenhouse.	___	✓	___	___

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_____	3. Locate and interpret information on a pesticide label.	✓	___	___	___
_____	4. Explore the safe handling and disposal of pesticides.	___	✓	___	___
_____	5. List and explain the steps in calibrating a sprayer.	___	✓	___	___
_____	6. Explain the principles of integrated pest management.	✓	___	___	___

**HEALTH AND CARE OF FARM RELATED  
 ANIMALS**

The instructional materials present information in a manner that enables the student to:

_____	1. Describe the symptoms of unhealthy animals.	___	✓	___	___
_____	2. Identify and describe the symptoms of animal disease and parasite infestation.	___	✓	___	___
_____	3. Research the treatment and prevention of animal disease.	___	✓	___	___
_____	4. Identify and fully describe the techniques in administering medicine and vaccines to farm animals.	___	✓	___	___
_____	5. Examine the treatment and prevention of animal parasites.	___	✓	___	___
_____	6. Design and utilize a herd health program.	___	✓	___	___
_____	7. Differentiate between animal welfare and animal rights.	___	___	___	✓

**WORK-BASED EXPERIENTIAL PROGRAMS  
 (SUPERVISED AGRICULTURAL EXPERIENCE  
 PROGRAMS)**

The instructional materials present information in a manner that enables the student to:

_____	1. Provide record-keeping information related to Student's Supervised Agricultural Experience Programs.	✓	___	___	___
_____	2. List, explain, and use formulas to calculate efficiency factors related to students' Supervised Agricultural Experience Program.	✓	___	___	___

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**MANAGING FARM WOODLOTS**

The instructional materials present information in a manner that enables the student to:

_____	1. Compare and contrast the methods of identifying trees.	___	✓	___	___
_____	2. Identify trees common to Eastern U.S.	___	✓	___	___
_____	3. Evaluate major forest types and their primary uses.	___	✓	___	___
_____	4. Demonstrate how to measure tree height and diameter.	___	___	✓	___
_____	5. Identify and utilize English units of measurement (mile, rod, chain & acre)	___	✓	___	___
_____	6. Demonstrate how to calculate the number of acres in a timber tract.	___	___	✓	___
_____	7. Describe and evaluate the habitat necessary for wildlife.	___	✓	___	___

**LABORATORY INVESTIGATIONS/HANDS-ON LEARNING**

The instructional materials present information in a manner that enables the student to:

_____	1. Engage in active inquiries, investigations and hands-on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and laboratory skills.	✓	___	___	___
_____	2. Properly and safely manipulate equipment, materials, chemicals, organisms and models.	✓	___	___	___
_____	3. Conduct explorations in a variety of environments (e.g., laboratories and outdoor locations).	✓	___	___	___
_____	4. Use computers and other electronic technologies (e.g., computer, CBL, probe interfaces, laserdiscs) to research collect, analyze and/or report data, and conduct research and simulations.	___	✓	___	___

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**LEADERSHIP IN AGRISCIENCE**

The instructional materials present information in a manner that enables the student to:

_____	1. Explore the use of parliamentary law.	—	<input checked="" type="checkbox"/>	—	—
_____	2. Provide recommendations for preparing and presenting extemporaneous speeches on issues affecting Agriscience.	—	<input checked="" type="checkbox"/>	—	—
_____	3. Explain the use of committees in leadership development.	—	<input checked="" type="checkbox"/>	—	—

**PRINCIPLES OF SAFETY**

The instructional materials present information in a manner that enables the student to:

_____	1. Identify and describe the function of personal protective equipment.	<input checked="" type="checkbox"/>	—	—	—
_____	2. List and explain safety practices used in agribusiness.	<input checked="" type="checkbox"/>	—	—	—