

INSTRUCTIONAL MATERIALS ADOPTION

VENDOR: _____ INSTRUCTIONAL MATERIALS: _____

SUBJECT: _____ COPYRIGHT DATE(S): _____

INSTRUCTIONAL MATERIALS ADOPTION: GENERIC EVALUATION CRITERIA

GROUP II – 2002 TO 2008

SE ISBN _____
TE ISBN _____

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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FOUNDATION CRITERIA

Each reviewer will evaluate the publisher submitted Instructional Materials and Correlations using the following rating system.

- (I) In-Depth: Instructional Materials extensively address the specific criteria.**
- (A) Adequate: Instructional Materials sufficiently address the criteria.**
- (M) Minimal: Instructional Materials minimally address the specific criteria.**
- (N) Non-Existent: Instructional Materials do not address the specific criteria.**

Instructional Materials must receive 80% I's and A's, of all specific criteria, to be recommended for placement as a primary source on the Official Multiple List.

_____ Grade

VENDOR: _____ INSTRUCTIONAL MATERIALS: _____

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SE ISBN: _____ TE ISBN: _____

COMMENTS: _____

INSTRUCTIONAL MATERIALS ADOPTION: GENERAL EVALUATION CRITERIA

**GROUP VI – 2001 to 2007
Agricultural Education
Robert C. Beach Credit Courses**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	I = In-depth A = Adequate M = Minimal N = Nonexistent	(IMR Committee) RESPONSES			
		I	A	M	N

MULTIMEDIA

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

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

READING STRATEGIES

<p>_____ 1. Include activities using graphic organizers (e.g., webbing and mapping).</p>	_____	✓	_____	_____
<p>_____ 2. Promote independent reading skills and study techniques</p>	_____	✓	_____	_____
<p>_____ 3. Present varied teaching models.</p>	_____	✓	_____	_____

LEARNING STYLES

<p>_____ 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.</p>	_____	✓	_____	_____
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CRITICAL THINKING SKILLS					
_____	Questioning models should include higher order thinking skills to analyze problems and implement solutions.	—	✓	—	—
LIFE SKILLS					
_____	Learning activities should be applicable to life skills, including but not limited to: using reference tools, completing an application, interviewing and setting goals.	—	✓	—	—
CLASSROOM MANAGEMENT					
_____	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.	—	✓	—	—
INSTRUCTIONAL MATERIALS					
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).	—	✓	—	—
ASSESSMENT					
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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COMMENTS: _____

INSTRUCTIONAL MATERIALS ADOPTION: SPECIFIC EVALUATION CRITERIA

GROUP VI – 2001 to 2007
Agricultural Education
Animal and Veterinary Science – Large Animals

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Course Description: This course is designed to give students advanced knowledge of veterinary science, which includes the study of large farm animals (horses, cattle, sheep, goats and swine). This course will provide an understanding of breeds, animal health, nutrition, anatomy and physiology, training, economic and marketing principles and related employment skills. Students will develop a thorough knowledge of large animals and their management in health care related to technician and veterinary skills. Upon completion of this course, students will have the skills needed for an entry-level position or entrance into a degree program of veterinary medicine.

HISTORY AND SELECTION OF FARM ANIMALS

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

- | | | | | | |
|-------|--|---|---|---|---|
| _____ | 1. Trace the history of domestic animals and relate it to human and animal health. | ✓ | — | — | — |
| _____ | 2. Classify farm animals according to purpose/use. | ✓ | — | — | — |
| _____ | 3. Identify breeds of large animals (horses, cattle, sheep, goats, swine). | ✓ | — | — | — |
| _____ | 4. Relate the characteristics of breeds to methods of selection. | ✓ | — | — | — |

HANDLING AND RESTRAINT

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

- | | | | | | |
|-------|--|---|---|---|---|
| _____ | 1. Identify, describe and discuss the equipment used to handle and restrain large animals. | ✓ | — | — | — |
|-------|--|---|---|---|---|

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**ANIMAL AND VETERINARY SCIENCE – LARGE ANIMALS
 SPECIFIC CRITERIA**

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|-------|---|-----|---|-----|-----|
| _____ | 2. Demonstrate methods and techniques used to restrain large animals. | ___ | ✓ | ___ | ___ |
| _____ | 3. Explain the principles which affect animal behavior. | ___ | ✓ | ___ | ___ |
| _____ | 4. Identify and describe safety practices when handling and caring for animals. | ___ | ✓ | ___ | ___ |

GROOMING AND CLIPPING

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

- | | | | | | |
|-------|---|-----|---|-----|-----|
| _____ | 1. Identify safety practices in grooming and clipping large animals. | ___ | ✓ | ___ | ___ |
| _____ | 2. Identify and describe the use of tools pertinent to the grooming, brushing and bathing of large animals. | ___ | ✓ | ___ | ___ |
| _____ | 3. Research post-operative care and management of animals. | ___ | ✓ | ___ | ___ |

ANATOMY AND PHYSIOLOGY

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

- | | | | | | |
|-------|--|--|--|--|--|
| _____ | 1. Identify and examine the major parts and functions of the skeletal system of large animals. | | | | |
| _____ | 2. Identify and examine the major parts and functions of the muscular system of large animals. | | | | |
| _____ | 3. Identify and examine the major parts and functions of the nervous system of large animals. | | | | |
| _____ | 4. Identify and examine the major parts and functions of the endocrine system of large animals. | | | | |
| _____ | 5. Identify and examine the major parts and functions of the respiratory system of large animals. | | | | |
| _____ | 6. Identify and examine the major parts and functions of the circulatory system of large animals. | | | | |
| _____ | 7. Identify and examine the major parts and functions of the reproductive system of large animals. | | | | |
| _____ | 8. Identify and examine the major parts and functions of the excretory system of large animals. | | | | |
| _____ | 9. Identify and examine the major parts and functions of the digestive system of large animals. | | | | |

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_____	10. Compare and contrast large animal ruminant and monogastric digestive systems.	___	___	___	___
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ANIMAL HEALTH AND MANAGEMENT

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

_____	1. Explore the type of care and housing facilities required by large animals.	___	___	___	___
_____	2. Identify mechanical injury and explain how to perform basic first aid on large farm animals.	___	___	___	___
_____	3. Identify signs/symptoms of disease, as well as prevention and treatment of disease in large animals.	___	___	___	___
_____	4. Identify techniques in administering medicine and vaccines to large farm animals.	___	___	___	___
_____	5. Explore the design, procedures, equipment and supplies used in veterinary hospitals that treat large farm animals.	___	___	___	___
_____	6. Recognize relationships between owner, animal and veterinarian in maintaining a healthy client relationship.	___	___	___	___

**LABORATORY PRACTICES AND
 PROCEDURES/HANDS-ON LEARNING**

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

_____	1. Engage in active inquires, 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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 RESPONSES
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5. Recognize the value of laboratory procedures in evaluating the functions of organs to assist in disease diagnosis.
6. Utilize and care for diagnostic testing equipment and supplies found in a veterinary clinic.
7. Describe procedures for collecting laboratory samples and interpreting test results to diagnose animal health.

NUTRION

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

1. Define, discuss and utilize terms associated with large animal nutrition.
2. List and describe the basic nutrients and their functions
3. Analyze feed labels to determine the nutritional value of feeds and feedstuffs.
4. Identify signs of nutritional deficiencies.
5. Analyze the feeding and care requirements for maintaining pregnancy of large animals.

___ ___ ___ ___

MARKETING

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

1. List sources of information required by law and regulations in management of large animals.
2. Analyze cost of owning and operating a large animal health clinic.

___ ___ ___ ___

___ ___ ___ ___