

**2023 Instructional Material Summer Review Institute**  
**Review Team Appraisal of Title**  
**Grades 7-12 Career and Technical Education**

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

[NMPED Adoption Information](#)

<b>Text Title</b>	AgriScience: Agriculture, Food, and Natural Resources, 7th Edition -- Student Edition with six (6) eText student access code cards	<b>Publisher</b>	Savvas Learning Company LLC
<b>SE ISBN</b>	9780137251308	<b>TE ISBN</b>	9780136620891
<b>SW ISBN</b>		<b>Grade Level/Content</b>	9-11 CTE

**Core Instructional Material Designation** (*Core instructional material (CIM) is the comprehensive print and/or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.*)

**Recommended**  
(90% and above)

**Recommended with Reservations** (80-89%)

**Not Recommended and Not Adopted**  
(below 80%)

**Total Score** - The final score for the materials is averaged between the team of reviewers.

Average Score

85%

**Cultural and Linguistic Relevance Recognition** - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 85% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

**CLR Recognized**

Average Score

83%

**FOCUS AREA 3 CULTURAL AND LINGUISTIC PERSPECTIVES AND RESPONSIVENESS:**

**Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives.**

*Statements of appraisal and supporting evidence:*

The instructional materials provide opportunities for students to interview community members and local professionals on their experiences and perspectives on several topics and concepts. The materials have students research and reflect about their own lives, beliefs, and practices in regard to agricultural practices, recycling, and animal welfare. There are several activities in which students are able to present their opinions and their research. There are several opportunities for students to work together cooperatively.

**CTE Standards Review** - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score
74%

**OVERALL ALIGNMENT**

**Materials align with the CTE standards overall, including strands 1-10: Academic Foundations; Communications; Problem Solving and Critical Thinking; Information Technology Applications; Systems; Safety, Health, and Environmental Management; Leadership and Teamwork; Ethics and Legal Responsibilities; Employability and Career Development; and Technical Skills.**

*Statements of appraisal and supporting evidence:*

The materials somewhat align with the CTE standards. They are strong in the incorporation of language arts, math and especially science skills that are necessary to pursue career pathways within the AFNR cluster. Student activities provide different methods of measuring student achievement and understanding of learned concepts. The importance of technology across the agriscience careers is highlighted within the text. Students are required to work individually as well with others to accomplish projects. Student SAE projects and participation in FFA chapters help to meet the standards of communication, goal setting and employability development. Materials provide textual information on the need and importance of OSHA and safety, the importance of career development and ethics in the workplace. The applications of the information as well as a usable measure of understanding is not present.

**STRAND ALIGNMENT**

**Materials align with specific CTE content strands. (Optional)**

<b>Strand:</b>	<i>Statements of appraisal and supporting evidence:</i>
Employability and Career Development	The instructional material provides a wide variety of AFNR career highlights in each chapter and there are activities in which students are to plan and manage their SAE portfolios as well. There are activities that do ask students to interview professionals within their community and tour AFNR local facilities to better understand the scope of specific careers. However, although in the online material there is ample information on career development, employability skills, ethnics, communication skills and such, there is a deficit in activities that require students to implement, apply, and/or practice those skills and best practices to further their understanding of content.
Communications	The instructional materials provide several activities where students are required to interview and meet with community members and local professionals. Many activities require students to present to the class. Some of the activities have students record their presentation and play it back. The students are then asked to reflect on how to improve their presentation skills.
Choose CTE Content Strand (optional)	
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Choose CTE Content Strand (optional)	

**CCTC Standards Review** - Materials are reviewed for alignment with the state adopted Common Career Technical Core Career Cluster and Career Pathway standards.

Average Score
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89%
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**OVERALL ALIGNMENT**

**Materials align with the CCTC standards.**

*Statements of appraisal and supporting evidence:*

The instructional materials provide adequate information that reflect the CCTC standards and provide a variety of formative and summative assessments that allow for students to understand foundational information and progress into a more rigorous level of understanding. There is evidence of continued vertical alignment. Most lessons are accompanied with activities/projects that allow for student application of their new technical skills and/or best practices for career development.

**CAREER CLUSTER**

**Materials align to the CCTC standards for the Career Cluster reviewed.**

*Statements of appraisal and supporting evidence:*

The materials provide in-depth information in the areas of plant/animal science, agriculture marketing and business, food production, and agricultural education benefits. The importance of stewardship of natural resources is evident in the plant and animal science careers and student FFA projects/SAEs. AFNR careers in this career cluster are summarized and activities provide students opportunity to learn more if interested in pursuing as a career option. Students are made aware of current issues and trends in the agriculture industry in many of the chapters of study.

**CAREER PATHWAY(s)**

**Materials align to the CCTC standards for the Career Pathway reviewed.**

*Statements of appraisal and supporting evidence:*

The instructional materials highlight the scope and current food production and processing, which is part of the Food Products & Processing Systems Career Pathway. Students are asked to research local foods in their grocery stores and prepare a report. Students also learn about procedures that ensure safety, sanitation, and quality in food production. There are limited activities where students are asked to apply the principles of nutrition.

**CTE Content Review** - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score
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95%
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**FOCUS AREA 1 SEQUENCING AND ARTICULATION**

**Instructional materials show sequencing and articulation within and across grade bands and/or pathways.**

*Statements of appraisal and supporting evidence:*

Instructional materials have been developed to introduce students to industry vocabulary, which builds throughout the text. There are critical thinking questions. Academic foundation indicators are present for language arts and math, with a focus on science. The materials somewhat align between grades. The vocabulary and chapter review explorations are geared toward more advanced students. The instructional materials do not provide the teacher or student with a clear outline of which standards are being addressed in each lesson/unit as well as a defined pacing guide with recommended time-lines for lessons and units.

**FOCUS AREA 2 ENGAGING INSTRUCTION**

**Instructional materials are engaging for students.**

*Statements of appraisal and supporting evidence:*

The instructional materials illustrate the important relationships between the classroom, laboratory instruction, supervised agriculture experience (SAE), and FFA. The combination of these provide student engagement. The SAEs help students determine and explore areas of possible interest. The students are able to make choices and develop plans based on their experiences and interests.

**FOCUS AREA 3 CAREER DEVELOPMENT**

**Instructional materials provide career development information for students.**

*Statements of appraisal and supporting evidence:*

Instructional materials provide highlights of diverse careers with the AFNR industry, which includes a brief synopsis of responsibilities and duties as well as what educational requirements are needed. Students are also given recommendations of which high school classes would be beneficial for that program of study. Students are given multiple opportunities to research careers and interview community professionals to gain understanding on the scope of that specific career/job. Students are tasked with planning and maintaining a Supervised Agricultural Experience(SAE) project, which allows students to earn various 'rewards' and possible certifications. Students are also tasked in creating a resumé and career plan to guide them to careers within the AFNR industry.

**FOCUS AREA 4 TECHNOLOGY**

**Instructional materials incorporate opportunities to use industry appropriate technology.**

*Statements of appraisal and supporting evidence:*

The materials provide many opportunities for students to use the internet for research and computer applications for resumés, career plans, portfolio, SAE tracking, data sharing, emails and virtual meetings, to just name a few. The materials provide vast imagery examples of current and historical equipment and technology used in AFNR. There is an activity in which students are to view and participate in a drone demonstration.

**All Content Review** - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, pacing, assessment, individual learners, and cultural and linguistic relevance and responsiveness.

CLR Recognition Average Score	Average Score
83%	81%

**FOCUS AREA 1 RESOURCES AND SUPPORTS FOR TEACHERS AND STUDENTS:**  
**Instructional materials provide teacher resources to support planning and supports for all students.**  
*Statements of appraisal and supporting evidence:*

Instructional materials provide moderate resources and supports for both teachers and students. The teacher manual provides information on overall pedagogy; however, it provides very little actual recommendations/guidance on how to accommodate/modify lessons and activities for special learners. The online student ebook does provide adequate supports for learners such as a reader option, highlighting and annotating, and a flashcard creator. The online platform is somewhat easy to navigate and is organized.

**FOCUS AREA 2 ASSESSMENT**  
**Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.**  
*Statements of appraisal and supporting evidence:*

The chapters conclude with reviews that include a summary of main ideas, short answer questions, matching of vocabulary and exploring questions. There is a test bank and test generator available in the online resource. The standards addressed in the assessments are not clearly defined, and the instructor will have to determine how the assessments meet the content and language objectives. The instructor will have to modify assessments to meet the needs of special needs students and linguistically diverse students.

**FOCUS AREA 3 CULTURAL AND LINGUISTIC PERSPECTIVES AND RESPONSIVENESS**  
**Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives.**  
*Statements of appraisal and supporting evidence:*

The instructional materials provide opportunities for students to interview community members and local professionals on their experiences and perspectives on several topics and concepts. The materials have students research and reflect about their own lives, beliefs, and practices in regard to agricultural practices, recycling, and animal welfare. There are several activities in which students are able to present their opinions and their research. There are several opportunities for students to work together cooperatively.

**Reviewers' Professional Summary** - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: A-1

*Background and experience:*

My background and experience includes a BS in Agriculture with a focus on Horticulture and an MA in Agricultural Extension and Education. I am endorsed in Agriculture, Science, and Vocational Education. For 23 years, I have taught Horticulture and Science in alternative high school settings, specializing in hands-on education, and working with at-risk youth. I currently manage a 30' x 60' greenhouse and a school garden and facilitate dual-credit student education.

*Professional summary of material:*

This curriculum is impressive with the amount of information it contains. Some additional resources that accompany it that provide guided notes, review activities and labs are beneficial. The chapters are large and attempt to cover all aspects of the topic. The text is broken into chunks with subheadings and has plenty of pictures to help students visualize what they read. The provided PowerPoints are not as visually engaging as the book. The e-book does provide students with ways to interact with text. I liked the various internet topic searches in the chapters to give the students another source. There are many different modes of measuring how the students understand and can apply the information. They can write reports and perform hands-on activities. I recommend this book for more advanced classes.

Reviewer #: 2

*Background and experience:*

I am a Level II CTE teacher with sixteen years of teaching experience. I have a Bachelor's of Occupational Education. I have twelve years of experience as CTE department chair. I hold several CTE certifications. I have attended several professional developments around the United States such as: ProStart I-The International Culinary School at The Art Institute of Atlanta, ProStart II-The International Culinary School at The Art Institute of Atlanta, ProStart III-The International Culinary School at The Art Institute of Atlanta, ProStart IV-New England Culinary Institute, National Endowment of Humanities-Taste of America, Johnson & Wales Certified Culinary Essentials Program.

*Professional summary of material:*

The Savvas Learning Company, LLC, Agriscience seventh edition provides a foundation of Agriscience curriculum. There is a strong emphasis on science and plenty of opportunities for students to research AFNR practices in their area. The students are provided with engaging lessons in the classroom, lab activities, SAEs and FFA activities. The online resources are easy to navigate. The materials provide many opportunities to interview community members and local professionals on a variety of topics. The instructional materials provide limited assessment alternatives for English Learners and special needs students. I recommend the Savvas Learning Company, LLC, Agriscience seventh edition with reservations.

Reviewer #: 3

*Background and experience:*

I have been a CTE ProStart (Culinary Arts/ Hospitality) Teacher for the last 9 years. I am a Level II Teacher. My background includes 18 years of Restaurant Industry experience in various positions which include Restaurant Management and Catering. I hold a BA in Business Management and Human Resources and I am a Certified Secondary Food Service Educator as well as a Certified Servsafe Instructor and Proctor.

*Professional summary of material:*

The 7th edition AgriScience - Agriculture, Food and Natural Resources Teacher and Student instructional materials by Savvas Learning Company, LLC, is a science focused textbook that provides students with a strong foundation on the introduction of the Agricultural Industry and the systems within. There are teacher and student online resources that include basic learning supports such as English reader, highlighter and annotations, increased font size, flashcard creator for students and Exam Generators, PowerPoints and Career Information for teachers. However, there are no clear lesson outlines with standards addressed and pacing information. The overall text is filled with colored supportive imagery that reflect diversity in ethnicity and abilities as well as tables, charts and graphs. There is a good connection to diverse careers within the AFNR industry as well as a solid build between academia and technical skills. The text has a strong connection to the CTSO, FFA and highlights and showcases FFA, SAE projects, and a number of leadership practices that students can participate in. There are limited teacher resources for special needs learners. Some activities and questions invoke critical thinking and inquiry based learning but there is a deficit in scenario based questioning that calls for the implementation of learned skills. This curriculum is more a teacher-paced platform and does not really allow for flexible student self pacing. There is very little linguistic support/representation; however, diverse ethnicities, backgrounds and cultures are represented well throughout.