



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: This material is a very unique way to present relevant information to students. I feel like the students will be very highly engaged as they go through this material because they will see real life applications through research, group work, projects, and career videos. The material is easy to use, engaging, and relevant. Teachers should find this easy to use and can adapt the information easily from one year to the next to provide more up to date information in the chapters. I also like that fact that the chapters can stand independent of each other. They are short chapters that provide a wide variety of information and activities that teachers and can pick from.

Notation: The material is easy to follow and appropriate for any culinary class.

Material for Review

Course: Culinary Arts (8800500)

Title: ICEV Family & Consumer Sciences Site , Edition: 1st

Copyright: 2015

Author: CEV Multimedia, Ltd.

Grade Level: 9 - 12

Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

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To answer each item, select the appropriate rating from the following scale:

- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Comments are strongly encouraged to justify each rating. Please use the Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating.
- Additional information regarding the Content, Presentation, and Learning requirements are located in the Career and Technical Education Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There is a table provided that outlines which activities align with each standard. For quite a few benchmarks or standards there are more than one activity provided.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The content offers many skill levels from low complexity to high. The content can easily be modified for individuals and classes to help for greater understanding.

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The content offers many activities that can be used in the classroom easily. The activities offered can be adapted for greater in depth research or to lessen the complexity if needed.

B. Level of Treatment4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Between the powerpoint presentations and the activities that accompany them the material is covered fully. There are times that require further research by the students but those times enhance the learning and further develop the learning process.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The complexity and level is easily adjusted per class or individual. The material offered is varied and there are many activities that range from low level (vocabulary and note taking worksheets) to higher level which are projects and applying knowledge to their lives.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There is so much information and many activities in each chapter that teachers can easily pick which activities their students can do and handle. They can also adapt the activities and material to suit the needs of their students and classes. The material is easily grade level appropriate.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The chapters are broken down so that teachers can spend more time on the chapters that need it and less time on the chapters that the students find easier. This is helpful to teachers as they are given many activities in the chapters. There are a few chapters that only offer a few activities but these are chapters that only have a smaller amount of information the students need to learn.

C. Expertise for Content Development8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The material provided utilized further investigation by students that lead to current and expert information being presented to students. The career videos provided offer an expert's advise to the students on real life application of the material that students will relate to.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The expert opinions and further investigations both give students opportunities to increase the knowledge students gain. The

D. Accuracy of Content10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Material appears to be correct

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There appears to be little to no bias. Material is objectively presented.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The fact that the students need to further investigate on their own or in groups means they will find relevant and current information on their topics. This also means that the material stays current longer as the prevailing theories and concepts can be added each year.

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material is accurate.

E. Currency of Content 14. E. The content is up-to-date according to agriculture industry standards of practice.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material is current and knowledgeable.

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material is relevant to the course and offers relevant information. Many of the activities require further investigation that will prompt students to find current information.

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material is engaging and interesting. It is presented in such a way that students will see real life application.

F. Authenticity of Content 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Each chapter provided expert information presented by people in the field. They are commenting and helping the students to have a greater understanding of how the information in the chapter can be applied and utilized in real life. Students tend to want to learn when they understand how they can use the information in their lives.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Each chapter provides opportunities for interdisciplinary lessons. They are spelled out in the lesson plans at the beginning of the page. This is easy for the teacher to see and point out to the students.

G. Multicultural Representation 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

In looking at the material especially the videos and powerpoints there appear to be a variety of gender, ages, different cultures represented.

H. Humanity and Compassion 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material portrays others with consideration and compassion.

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Much material is covered in this text. I like how they use the smaller independent chapters to present the material. This is easy on teachers that want to skip around and not go in order.

Presentation

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A. Comprehensiveness of Student and Teacher Resources 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The lessons are very easy for teachers to set up and present to the students. There are many activities for teachers to choose from to offer the students based on level of complexity and the individual class needs.

B. Alignment of Instructional Components 2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The small chapters offer complete information for the curriculum standards.

C. Organization of Instructional Materials 3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The chapters can be taken independent of each other. There is an easy to follow lesson plan for each chapter that offers complexity level to increase as you get further into the chapter. It starts with the lower level vocabulary and note taking but as you get further into the chapter you will raise the level of complexity to a higher level of comprehension.

D. Readability of Instructional Materials 4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The powerpoint and videos that are presented with each chapter are easy to follow and understand. They are also real life situations and experts that give students ways to see how the information they are learning applies to a job in their future. This is a highly engaging feature.

E. Pacing of Content 5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The teacher controls the content that is presented at one time and how fast/slow it is given to the students. The many activities enhance the lessons and offer deeper understanding of chapters. Many activities are given for each chapter that allow teacher freedom to pick and choose which are best for their class.

Accessibility 6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material is easy to navigate and understand. The videos read to the students for greater understanding.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is a very unique and interesting way to present the material that I believe will intrigue the students and make them want to learn.

Learning

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A. Motivational Strategies1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The powerpoint and videos offer information in such a way that will increase student motivation. This content is presented in such a way that students will have hands-on experiences and real life applications.

B. Teaching a Few "Big Ideas"2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are numerous activities with each chapter that teachers can utilize to teach the concepts with greater depth if needed in the class. The teacher can also use the assessments that are provided to tell if the students are proficient in the material or need more information and a more thorough understanding. The activities provided can easily facilitate this.

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

For each chapter there is a lesson plan provided that spell out the concepts provided by each chapter and outcomes expected. They are easily found at the beginning of each chapter and in the lesson plans.

D. Guidance and Support4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The chapters provide a low level up to a higher level of complexity that end in projects that students will utilize to apply to their lives. They are also expected to show higher level of comprehension with the questions and projects that since they apply to THEIR lives represent independent thinkers.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The material provided is easily adaptable for lower or higher learners. Since there are so many activities provided and the ones that are there are independent or group activities then adaptations for lower learners will be easier.

E. Active Participation of Students 6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

For each chapter the students are expected to take the information provided and apply it to a project. Some projects require further research and some are application to the student's lives.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Each chapter provides a logical sequence of material and information and activities based on a low complexity of vocabulary matching and notetaking that raises as you go through the material. As you go further into depth you get into the worksheets, puzzles, and then higher complexity of projects and application. This is very well organized.

F. Targeted Instructional Strategies 8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There are many opportunities for students to learn thinking skills and higher level thinking in this material. Students will learn to apply the information gained to their lives and give independent answers. The students can work in groups or independent. There are many strategies teachers can use and employ to teach the students along with way with this material.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The activities in each chapter are designed to further the learning and give a deeper understanding of the material or concepts.

G. Targeted Assessment Strategies 10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The chapters contain many assessments. They are designed to show student understanding and comprehension. Further demonstration of knowledge is represented in the projects.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

There are several assessments ranging from rote learning to higher level. They are all demonstrating learning gained by the students.

Universal Design for Learning 12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

All of the activities can easily be adjusted or amended to accommodate all learners. Many different learning strategies are used that allow the students to internalize the learning process and see how the real life application of the material can help them in live.

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

YES. The material offers many options that teachers can use to teach the students the material. The students will be engaged as they go through this content. There are many videos, opportunities for learning, powerpoints, activities, and worksheets, and projects along the way. I especially like the career videos that solicit expert advice to the students and show them how they use the material in the chapter.

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