

Introduction to the Power Industry				
Pearson / NCCER				This book is a supplement
SE ISBN 13 978 0 13 215413 0 ISBN 10 0 13 215413 7				
TE ISBN 13 978 0 13 215414 7 ISBN 10 0 13 215414 5				

Section I (A)

FOCUS

Students and teachers using materials as designed devote the majority of time in each level to the course standards

METRICS:		YES	NO		NOTES
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A	In any single course level, materials are designed where there is 80%+ alignment to the course standards	X			
B	All materials are appropriate for the designated course level, both in terms of content and in terms of language. For materials spanning multiple course levels and/or grade bands, content is presented at the appropriate grain size (i.e. level of detail) commensurate to expectations in the standard.	X			
C	Materials focus equally on the conceptual knowledge as well as the technical skill outlined in the standard.	X			
D	Topics do not deviate from the content outlined in the course standards. Topics may go "above and beyond" stated learning expectations, but not in a manner that distracts from the focus on specific knowledge and skills as determined by the standards.	X			

To be aligned to the Tennessee Standards, materials for each level must attend to all four indicators of Focus. All four indicators must be marked Yes.	X			
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Justification Notes

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Section I (B)

RIGOR

Each levels instructional materials reflect high expectations for all students. They follow faithfully the level of rigor intended in the standards and support student learning

METRICS:		YES	NO		NOTES
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A	Materials effectively meet the level of rigor intended in the standards.	X			
B	High-quality problems and questions designed to invite exploration and support conceptual understanding are included throughout. A variety of problems, both conceptual and technical, enable students to connect course content and transfer understandings to new standards.	X			
C	All materials reinforce literacy and mathematics instructions in career and technical education environments. Text are of an appropriately challenging Lexile level; mathematics problems push students to apply quantitative reasoning to specific technical situations.	X			
D	Materials support the development of fluency, including regular opportunities to practice knowledge and skills, appropriately apply tools, and use technology.	X			
E	Domain specific vocabulary and industry terminology are frequently used to explain topics, or to make connections to key workplace activities.	X			

To be aligned to the Tennessee Standards, materials for each level must attend to all four indicators of Focus. All four indicators must be marked Yes.	X			
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Justification Notes

Section I (C)

POSTSECONDARY AND CAREER READINESS

Materials promote pathways to student success beyond high school, highlighting a range of career opportunities aligned with entry and exit points to and from appropriate postsecondary programs. Aligned pathways are in a fair and balanced fashion that underscores the need for advanced training beyond high school, but does not privilege one set of credentials over another and is consistent occupational requirements.

METRICS:		YES	NO		NOTES
A	Technical skills are promoted within the context of applicable industries and work environments. They are not presented in isolation or without meaningful connections to aligned careers.	X			
B	Materials showcase a diversity of career and postsecondary opportunities for students upon completion of high school, including all applicable levels of postsecondary training (i.e., technical schools, community colleges, four-year universities, etc.).	X			
C	Connections to relevant certifications and other credentials are clearly explained, and their value in industry is communicated where appropriate.	X			
D	Materials provide opportunities for students to practice and reflect upon 21st century (or soft) skills.	X			
To be aligned to the Tennessee Standards, materials for each level must attend to all four indicators of Focus. All four indicators must be marked Yes.		X			

This book does supplement the Electrical Textbook as intended, but only as a supplement not a stand-alone.

Were all three non-negotiables in section I met? (Was each component marked "yes"?)	X			
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