

TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT
Sections I & III Reviews

Book:	Body Structures and Functions	Publisher:	Cengage Learning Inc.
ISBN:	9781305992023	Year:	2016
Levels/Course:	Basal	Category:	5991

BEFORE YOU BEGIN

ALIGNMENT TO THE TENNESSEE CAREER AND TECHNICAL EDUCATION STANDARDS:

Tennessee's Career and Technical Education Standards (hereafter, "the standards") represent a significant shift in the definition of student proficiency within career and technical education environments. Evaluators of materials should understand that the standards replace the proficiency frameworks of years past in three major respects:

- 1) A shift to clear, specific, and measurable expectations for student learning. The standards articulate deep knowledge and skill attainment, departing from the competency-based structure of years past.
- 2) Increased focus on rigor in literacy and mathematics within technical contexts. The new standards align to all Tennessee State Standards for English Language Arts and Literacy in Technical Subjects and, where appropriate, select Tennessee State Standards in Mathematics.
- 3) Sequential progression of knowledge and skills within and across courses. The new standards build on each other both within course content and across course levels, arranged within programs of study that culminate in capstone and/or work-based learning experiences for students.

Evaluators of materials must be well versed in the standards for the course(s) aligned to the materials in question, how the content fits into the progressions in the content standards, and the expectations of the standards with respect to conceptual understanding, fluency, and technical application. Aligned courses in the Architecture & Construction Career Cluster:

ORGANIZATION OF THIS DOCUMENT

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

Section II includes additional criteria for alignment to the standards as well as indicators of quality.

SECTION III: FOCUS AREA (optional)

Section III allows reviewers to capture qualitative observations on an additional area of focus, if presented in the materials.

*For the purposes of this document, Tennessee CTE students are considered to be enrolled in course "levels" (i.e., Level 1, Level 2, Level 3, and Level 4) due to variation in the *grade* level at which students may take a course. For example, a tenth-grade student may be enrolled in a Level 1 course. For this reason, reviewers are asked to evaluate materials on the basis of their alignment to particular *course levels*, not *grade levels* or *grade bands*.

**This percentage is a guide. Reviewers should not attempt to compute percentages based on counting pages or counting lessons. Reviewers will use their professional judgment to determine how students are meant to spend their time to determine focus and provide evidence for their decision.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
<p>A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, <i>Mechatronics I</i> materials routinely make reference to and reinforce connections with national industry certification standards from companies like Siemens.</p>	1	There are mentions of industry standards like OSHA and other careers in the text.
<p>B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. For example, Differentiating Instruction materials routinely make reference to and reinforce connections with instructional strategies that meet the educational needs of the student, as specified in the standards.</p>	2	This anatomy text was written with the medical professions in mind. It connects to diseases, disorders, and case studies to extend students knowledge of standards.
<p>C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, <i>School Counseling</i> materials routinely make reference to and reinforce connections with the American School Counselor Association (ASCA).</p>	0	There are no obvious connections to professional societies throughout the book.

Additional Comment Section II(1):

Although the text does not connect as much to specific industries it does a very good job of connecting to careers in each chapter.

Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS	SCORE	JUSTIFICATION/NOTES
<p>A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.</p>	2	This text does a great job of allowing students opportunity to apply their knowledge to skills in the medical professions.

<p>B. Materials are vertically coherent with previous courses and these connections are made clear in the materials. The connections are explicit to the other materials in the course.</p>	<p>2</p>	<p>This text builds upon the basic knowledge that students will have learned in their previous health science courses.</p>
<p>C. For materials in a series, content progressions reflect the progressions as seen in the standards. These progression connections are clearly indicated in the materials. Any discrepancies in content progressions enhance the required learning in each course and are clearly aimed at helping students meet the standards as written.</p>	<p>2</p>	<p>This is not a series but does build upon the knowledge that students should have mastered in previous health science courses.</p>

<p>Section II(3). TEACHER SUPPORTS</p>	<p>SCORE</p>	<p>JUSTIFICATION/NOTES</p>
<p>A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.</p>	<p>2</p>	<p>First the length of the chapters in this book are very applicable for a high school student. Each chapter also includes a very simple lab, vocabulary- and medical terminology. Teachers also have access to online resources.</p>
<p>B. Materials include teacher-directed materials that explain the role of the practice activities in the classroom and in students' content development. Problems and activities present opportunities for students to make use of and exhibit the skills as they work on mastery of content.</p>	<p>2</p>	<p>There are several types of materials teachers can access to build and assess student knowledge; both online and in text.</p>

<p>C. Opportunities and resources are provided for teachers to conduct independent study to enhance their own understanding and knowledge of course topics. Materials provide avenues to seek and identify quality professional development in a manner that will support student learning.</p>	<p>0</p>	<p>There were no obvious professional development opportunities provided with this text.</p>
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Section II(4). USABILITY	SCORE	JUSTIFICATION/NOTES
A. Materials can be accessed in a variety of formats and media, including but not limited to printed textbooks, digital storage devices, online applications, and cloud-based forums.	2	Text can be on 3 platforms; ebook, online, and an editable online course.
B. Materials are clear and easy to read for students, teachers, and parents. The design and graphics do not distract from the course content and are appropriately placed.	2	All materials are aligned with chapters appropriately.
C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	1	There are several activities that teachers could use but no obvious mentioning of these being used to scaffold for students that are below grade level or advanced.
D. Materials are culturally and politically sensitive to the full range of potential users, and do not advance unwarranted opinions that are not factually based. All materials strive to present content, not beliefs.	2	

Please note any concerns with sensitivity below:

I did not see any material that would be considered 'insensitive' toward any potential users.

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
A. Materials include aligned assessments at regular intervals throughout the text(s), or as supplements to the primary instructional materials. Aligned assessments may include end-of-chapter quizzes, unit test modules, and practice exams.	2	Each section includes a review with additional assessment materials available.

<p>B. Materials offer ideas and guidance on measuring student progress throughout the duration of the aligned course(s). Formative, interim, and summative assessment strategies are all presented to inform instructional strategy and improvement.</p>	<p>1</p>	<p>There are no obvious connections for teachers to recognize various assessment strategies to measure student progress. There are however several types of assessments that teachers could use.</p>
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	<p>1</p>	<p>Although accommodations are not mentioned in the text there are a variety of assessments available. These assessments could easily be modified for diverse learning styles.</p>

Please use the space below to leave any additional notes about Section II not previously captured:

SECTION III (optional): FOCUS AREA

Use this section to capture qualitative observations on an additional area of focus, if presented in the materials. A sample focus area for the Health Informatics program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

<p>III. EXAMPLE: FOCUS IN Health Information Systems</p>	<p>NOTES</p>
<p>A. Materials include coverage of major parameters most frequently reported in health databases.</p>	<p><i>[Insert reviewer evaluation here.]</i></p>
<p>B. Materials draw clear connections between policy and procedures and the legal ramifications of health informatics.</p>	<p><i>[Insert reviewer evaluation here.]</i></p>

III. FOCUS AREA:	NOTES

Appendix A, Career and Technical Education: Programs of Study by Course