\*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*.

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| **SECTION I**  **Alignment to Standards**  *Materials must meet 80% of indicators in Section I*  **Students and teachers using the materials as designed devote the majority of time in each level to the course standards.\*** | | | |
| *Of the 24 standards listed below, 20 indicators must be marked “yes” as having aligned to mastery the standard in order for the textbook to pass section I.* **Use an “x” in the selected “yes” or “no” column. Avoid using the actual word “yes” or “no”** | | | |
| **Evidence of 80% Alignment to Standards** | | | |
| **Standard** | **Yes** | **No** | **Evidence/Notes** |
| 1. Explore the history and development of the four areas of the Criminal Justice system-law enforcement, legal services, corrections, and private security. Create an annotated timeline that includes the development of each area and the development of the technology used in each area. |  |  |  |
| 1. Design a diagram of the interrelatedness of the four areas of the Criminal Justice system. Include :    1. A list of careers supporting each area    2. A brief description of each career    3. An analysis of the challenges and responsibilities of each area |  |  |  |
| 1. Examine the chain of command as it pertains to law enforcement leadership and officer responsibilities differentiating the leadership qualities and roles at each level. Identify and distinguish the impact of police sub-cultures. Produce a policy and procedure manual in which the roles and leadership expectations are outlined for each position and include a section outlining the characteristics and benefits of teamwork, leadership, and citizenship that apply to community, workplace and school settings. |  |  |  |
| 1. Evaluate the impact of ethics, confidentiality, character and credibility on law enforcement careers. Justify the importance of personal traits such as integrity, respect, responsibility, confidentiality, and ethical behavior in the workplace and the impact they can have on career success. |  |  |  |
| 1. Describe the law enforcement/public safety agency role in saving lives and the protection of lives and property. Anticipate how this role can cause stress for an officer and why physical fitness and proper nutrition are critical for officers and emergency responders. |  |  |  |
| 1. Compare and contrast the fundamental features of civil and criminal issues within law enforcement. Connect each feature to actions an officer might use in the line of duty. Include a discussion of civil and criminal issues for officers related to their social media use/misuse. |  |  |  |
| 1. Outline local, state, and federal law enforcement in the United States that includes for each level: 2. Description 3. List of agencies 4. Responsibilities 5. Role in emergency preparedness response and recovery |  |  |  |
| 1. Define communication and explain the differences in verbal and non-verbal communication. Describe the specific skills required of law enforcement officials in order to effectively communicate and interact with all individuals, including those with limited English proficiency, demonstrating sensitivity to cultural differences and other potential barriers to communication. Research the Americans with Disabilities Act (ADA) guidelines for law enforcement and demonstrate effective communication practices with persons of different ages and characteristics. Create a training artifact outlining the plan to be used by new criminal justice employees. |  |  |  |
| 1. Analyze and practice asking significant questions to clarify various points of view. Demonstrate the use of inductive and deductive reasoning and questioning to solve predictable and unpredictable work-related problems. |  |  |  |
| 1. Demonstrate a variety of appropriate and effective methods of communicating with the public, including techniques such as professional demeanor, active listening, empathy, projecting a conﬁdent tone of voice, paraphrasing, and the proper use of nonverbal body language. Identify different types of non-verbal communication skills such as body language and micro expressions. Demonstrate these skills in a peer interview setting. Articulate changes in body language and micro expressions in a brief observation report. |  |  |  |
| 1. Research de-escalation techniques and their application in various settings. Demonstrate the techniques using role-play. Create a list of possible school based conflicts and discuss how de-escalation techniques could be applied to each. |  |  |  |
| 1. Analyze critical thinking and problem solving skills used to manage emergency situations. In a simulated emergency response situation, utilize written, electronic, and verbal communication skills while applying critical thinking and problem resolution. |  |  |  |
| 1. Identify and differentiate the members of a court work group including, but not limited to: judge, prosecutor, defense attorney, bailiff, clerk, and jury. Analyze the similarities, differences, and interactions between local, state, and federal court systems, and develop an organizational chart of all work groups within the court systems required to conduct a criminal trial and a civil trial. Create a visual depiction of the stages of a criminal trial that includes the roles and authority of the workgroups in each stage. |  |  |  |
| 1. Analyze various pre-trial activities including:    1. Pretrial motions    2. Jury selection    3. Plea bargaining    4. Bail bonds    5. Arraignments/initial appearance    6. Grand jury    7. Preliminary hearings |  |  |  |
| 1. Communicate in a clear and coherent narrative, the importance of physical and testimonial evidence, chain of custody, and witness testimony. Explain how evidence is obtained, and the issues surrounding admissibility. |  |  |  |
| 1. Compare and contrast the burden of proof strategies used by the prosecution and defense. Survey court transcripts and identify strategies used by the prosecution and defense pointing out strategies and their relationship to the verdict. |  |  |  |
| 1. Examine the crime control and due process models of criminal justice and how they relate, examining their application to the concepts of crime, victimization, and criminal behavior along with the powers and restrictions that pertain to law enforcement. Address the significance of the Broken Windows Theory as it relates to criminal behavior. |  |  |  |
| 1. Explore the rights of the accused guaranteed by the United States Constitution in Amendments 1, 4, 5, 6, 7, 8 and 14. Review and defend landmark cases and determine effects on law enforcement policy, and corrections policy (search and seizure, exclusionary rule, Miranda, and rights of incarcerated individuals). Create a flow chart to depict the processing of an offender through the criminal justice system citing laws, procedures, and policies that protect the offender’s rights. |  |  |  |
| 1. Summarize the evolution of corrections in America from the Colonial Period to the current century. Create an annotated timeline or infographic that identifies milestones in the industry that led to today’s corrections institutions. ) Explore various types of punishments legislated by the Public Safety Act of 2016. Research state data to determine sentencing rates related to: 2. Imprisonment 3. Fines 4. Probation 5. Graduated sanctions 6. Community corrections 7. Capital Punishment 8. Alternative program |  |  |  |
| 1. Evaluate the sentencing guidelines for misdemeanors and felonies in Tennessee. Illustrate sentencing practices using Tennessee Department of Correction data for the top three most commonly occurring offenses in at least three misdemeanor and three felony classes. |  |  |  |
| 1. Research community sanctions used as sentencing options. Describe each and examine their roles as they relate to rehabilitation and recidivism. Organize the information into a visual, oral and/or written presentation citing examples from actual cases. |  |  |  |
| 1. Compare and contrast prisons and jails along with the working environment of each. Evaluate prison management systems and corrections officers’ obligations under the law. Include a discussion of deliberate indifference and prisoners’ rights. |  |  |  |
| 1. Evaluate reasons why the juvenile system separated from the adult legal system. Explain the structure and processes of the juvenile detention system including arrest procedures, intake, pretrial diversion and transfer to adult court. Develop an argumentative essay on the efforts underway in the state to address the problem of graduated sanctions, and evaluate the effectiveness of such efforts to date by developing appropriate claim(s) and counterclaim(s). |  |  |  |
| 1. Research landmark juvenile cases and the rights of juveniles. Use research findings to communicate the similarities and differences between the juvenile justice system and the adult system. Discuss pros and cons of each system in a classroom debate or an oral presentation. |  |  |  |
| **Additional comments on the standards alignment with the materials:** | | | |
| **Materials meet 80% Alignment with section 1: Standards?**  This means that at least 20 boxes in this section were marked “YES.” If 5 or more “No” boxes are marked, then this program does not pass. | Yes | No |  |
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| **SECTION II**  **RIGOR**  *Each level’s instructional materials reflect high expectations for all students. They follow faithfully the level of rigor intended in the standards and support student learning through high-quality presentation of content and challenging application. In order to pass section II each of the following metrics must be met with a “yes.”* **Use an “x” in the selected “yes” or “no” column. Avoid using the word “yes” or “no”** | | | |
| **METRICS:** | | | |
| |  |  |  |  | | --- | --- | --- | --- | |  | **YES** | **No** | **Evidence/Notes** | | 1. Materials effectively meet the level of rigor intended in the standards. |  |  |  | | 1. 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 situations. |  |  |  | | 1. All materials reinforce literacy and mathematics instruction in career and technical education environments. Texts are of an appropriately challenging Lexile level; mathematics problems push students to apply quantitative reasoning to specific technical situations. |  |  |  | | 1. Materials support the development of fluency, including regular opportunities to practice knowledge and skills, appropriately apply tools, and use technology. |  |  |  | | 1. Domain-specific vocabulary and industry terminology are frequently used to explain topics, or to make connections to key workplace activities. |  |  |  | | | | |
| **Additional comments on rigor of materials:** | | | |
| **Materials meet all 5 metrics in section II: Rigor**  This means that each of the 5 boxes were marked “yes” in section II. | **YES** | **NO** |  |
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| **SECTION III**  **POSTSECONDARY AND CAREER READINESS**  *Materials promote multiple 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 presented 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 with occupational requirements.* **Use an “x” in the selected “yes” or “no” column. Avoid using the word “yes” or “no.”** | | | |
| **METRICS:** | | | |
| |  |  |  |  | | --- | --- | --- | --- | |  | **Yes** | **No** | **Evidence/Notes** | | 1. 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. |  |  |  | | 1. 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.). |  |  |  | | 1. Connections to relevant certifications and other credentials are clearly explained, and their value in industry is communicated where appropriate. |  |  |  | | 1. Materials provide opportunities for students to practice and reflect upon 21st century (or “soft”) skills. |  |  |  | | | | |
| **Justification/Notes** | | | |
| **Materials meet each of the 4 metrics for Postsecondary and Career Readiness.**  **This means ALL 4 metrics are marked “yes” in section III.** | **Yes** | **No** |  |
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| **SECTION IV**  **ADDITIONAL CRITERIA AND INDICATORS OF QUALITY** |
| *Materials must meet all non-negotiable criteria in Section I, II, and III to be aligned to the course standards and receive state approval.*  *Section IV includes additional criteria for alignment to the course standards as well as indicators of quality. Section IV will not disqualify a text from being approved on the state adoption list. This section provides districts with additional information to use during their decision-making process.* **Use an “x” in the selected “yes” or “no” column. Avoid using the word “yes” or “no.”** |

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| **Alignment to industry standards** | **Yes** | **No** | **JUSTIFICATION/NOTES** |
| 1. Materials are aligned to relevant **national and/or industry standards** where appropriate. For example, *Mechatronics I* materials routinely make reference to and reinforce connections with national industry certification standards from companies like Siemens. |  |  |  |
| 1. 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. |  |  |  |
| 1. Connections are made to discipline-specific **professional societies and organizations**, and their value is clearly communicated in the materials. For example, *School Counseling* materials routinely make reference to and reinforce connections with the American School Counselor Association (ASCA). |  |  |  |

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| **SEQUENCE AND PROGRESSION OF STANDARDS** | **Yes** | **No** | **JUSTIFICATION/NOTES** |
| 1. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards. |  |  |  |
| 1. 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. |  |  |  |
| 1. 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. |  |  |  |

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| **TEACHER SUPPORTS** | **Yes** | **No** | **JUSTIFICATION/NOTES** |
| 1. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies. |  |  |  |
| 1. 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. |  |  |  |
| 1. 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. |  |  |  |

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| **USABILITY** | **Yes** | **No** | **JUSTIFICATION/NOTES** |
| 1. 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. |  |  |  |
| 1. 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. |  |  |  |
| 1. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students. |  |  |  |
| 1. 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. |  |  |  |

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| **ASSESSMENTS** | **Yes** | **No** | **JUSTIFICATION/NOTES** |
| 1. 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. |  |  |  |
| 1. 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. |  |  |  |
| 1. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency. |  |  |  |

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| **SECTION V *(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.* |

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| **III. EXAMPLE: FOCUS IN Health Information Systems** | **NOTES** |
| 1. Materials include coverage of major parameters most frequently reported in health databases. |  |
| 1. Materials draw clear connections between policy and procedures and the legal ramifications of health informatics. |  |