\*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 22 standards listed below, 18 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. Investigate occupations that make up legal services. Demonstrate an understanding of each occupation by accurately articulating the following:   a. Job description  b. Roles and responsibilities of the position  c. Essential knowledge and skills needed for the career  d. Comparison of similar careers available in state, federal, and military legal systems  e. Educational, training, and certification requirements  f. Licensure and credentialing requirements |  |  |  |
| 1. Articulate important historical events and milestones (such as European influences) impacting the evolution of the current legal system in the United States. Include a description of the evolution of the modern legal system to address terrorism, cybercrimes, and hate crimes. Use a timeline or other graphic to illustrate the major developments from the colonial period to today, citing specific textual evidence from research. |  |  |  |
| 1. Compare and contrast requirements and duties for the executive and legislative branches, and examine the function of the judicial system as it relates to both branches. Include an explanation of the function of the system of checks and balances. |  |  |  |
| 1. Create an artifact illustrating the role of the courts at the local, county, state, and federal levels including an explanation of procedural law at each level. |  |  |  |
| 1. Create a graphic organizer to illustrate the structure of the relationships among key players in the legal system (including law enforcement organizations, legal service providers, corrections agencies, and security agencies) in the handling of crimes and of those who commit them. |  |  |  |
| 1. Summarize the six types of laws (criminal, civil, administrative, statutory, common, constitutional), and discuss the purpose of each. Develop a graphic organizer to draw connections among sample laws for each type, relevant legal concepts such as burden of proof, and applicable defenses and punishments. |  |  |  |
| 1. Explore the history of the first amendment and the five basic freedoms it covers: religion, speech, press, assembly, and petitions. Research current issues related to each freedom and the protections guaranteed to citizens. Create a scenario or campaign that applies the protections to students in a school setting for one of the freedoms. Review case law that applies to the scenario or campaign and write a case brief summarizing the issues, the rule of law, the action, and the holding. |  |  |  |
| 1. Interpret the Bill of Rights as it applies to the defendant. Create an artifact that summarizes each amendment and gives an example of its application. Choose one amendment and compose a short article that explains how the amendment ensures a fair trial. |  |  |  |
| 1. Outline the individual protections provided by the Fourth Amendment and illustrate in an informative narrative what can be considered a “reasonable expectation of privacy.” Explore landmark cases such as New Jersey v. T.L.O. and Katz v. U.S., and discuss in groups the expectations by students of privacy on school property with respect to search and seizure. |  |  |  |
| 1. Summarize the Exclusionary Rule and explain in an oral argument or written narrative how it applies to the Fourth Amendment (Mapp v. Ohio) and the Fifth Amendment (Miranda v. Arizona). Describe the relationship of the fruit of the poisonous tree doctrine to the exclusionary rule (Silverthorne Lumber Co. v. United States). |  |  |  |
| 1. Collect codes of ethics from professional organizations in legal services including Tennessee Rules of Professional Conduct, Tennessee Code of Judicial Conduct, and Federal Code of Conduct and examine areas of commonality. Synthesize principles from the codes of ethics to create a personal code of ethics. |  |  |  |
| 1. Examine real-world situations that involve ethical dilemmas and the application of correct professional conduct as highlighted in recent news articles. Craft an argumentative essay making a claim about the importance of ethics and professional standards for persons working in legal services, citing examples from case studies to argue for the relevance of professional codes of conduct. |  |  |  |
| 1. Analyze how the influence of diverse cultures and customs impacts the field of legal services. Describe the importance of cultural differences when making decisions within the context of criminal, civil, and immigration law. |  |  |  |
| 1. Differentiate between the various agencies in the Law and Public Safety sector at the local, state, and national levels by describing their jurisdiction, roles and responsibilities, and governing bodies. Identify conflicts in jurisdiction that may arise when multiple agencies work together, citing examples from case studies, interviews, or news articles. |  |  |  |
| 1. Distinguish between the two major sources of crime statistics: the Federal Bureau of Investigation’s (FBI) Uniform Crime Reporting Program (known as UCR/NIBRS) and the National Crime Victimization Survey (NCVS) of the Bureau of Justice Statistics (BJS). Explain how modern criminal justice agencies are utilizing statistics from both sources, comparing and contrasting the characteristics of the data sets in an informative artifact. |  |  |  |
| 1. Define criminal law and criminology. Research the major behavioral science theories describing criminal behavior. Identify theorists and elaborate on their major contributions to the field; include emerging theories sourced from contemporary scholarship. Apply a specific theory to explain a notable crime. |  |  |  |
| 1. Examine the differences and similarities between the concepts of crime, victimization, and criminal behavior. Define each term in relation to the others and identify examples of the concepts in case studies. |  |  |  |
| 1. Compare and contrast civil and criminal law. Research and create an outline of the specific areas of civil law including a short description of each area along with an example of a typical case. Explain the purpose of tort law including a discussion of intentional tort, negligence, and strict liability. Survey cases then categorize them according to type of tort. |  |  |  |
| 1. Using the cases surveyed in standard 21, create a chart that illustrates the application of Tennessee Rules of Evidence and Federal Rules of Evidence. Choose one case and create a case brief to summarize the issues, the rule of law, the action, and the holding. Provide a legal memo with a student opinion of the case. |  |  |  |
| 1. Analyze the history of immigration law including the Immigration and Nationality Act of 1953 and the Immigration Reform and Control Act of 1986. Research and explain the doctrine of preemption as it relates to state immigration laws, and debate the constitutionality of Tennessee immigration laws as they relate to federal immigration laws. |  |  |  |
| 1. Research immigration law and describe three main categories: family-based immigration, employment-based immigration, and humanitarian immigration. Explain the relationship of federal and state immigration law. |  |  |  |
| 1. Survey and explain the relationship of immigration court to the other court systems; include a discussion of the immigration court system’s unique characteristics. Create a public awareness campaign to help immigrants understand information about employment based petitions, family based petitions, visas, adjustment of status, asylum, and removal/deportation. Include information about specific cases that result in immigration court proceedings. |  |  |  |
| **Additional comments on the standards alignment with the materials:** | | | |
| **Materials meet 80% Alignment with section 1: Standards?**  This means that at least 18 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. |  |