\*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*.

|  |  |  |  |
| --- | --- | --- | --- |
| **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 23 standards listed below, 19 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. Review career research from the Foundations of Law course, complete one or more career aptitude surveys, analyze the results, and relate in an essay how personal career aptitudes align with Legal Services careers comparing the range of skills, competencies, and professional traits required. |  |  |  |
| 1. Evaluate factors that contribute to effective communication between professionals and their clients, including demonstrating sensitivity to privileged conversations, language barriers, cultural differences, and individuals with special needs. Compare effective practices appropriate for an office, police station, or classroom setting. |  |  |  |
| 1. Using the Tennessee Criminal Statutes Blue book and Federal Criminal Statutes, prepare an informative narrative describing the range of sentencing options in criminal trials at the federal and state levels. Describe the roles of the judge and jury in the decision-making process for each of the options noted. |  |  |  |
| 1. Illustrate the options for alternative sentencing in criminal case convictions and identify the length of sentences available for alternative sentencing in Tennessee. Argue the pros and cons of indeterminate sentencing; research current sentencing trends in Tennessee and their perceived or documented effects on prisoner behavior. |  |  |  |
| 1. Explore the origins of parole, probation, intermediate sanctions and community corrections. Define each term and explain the interrelationship of the concepts, addressing both law enforcement and social issues in criminal justice. Investigate data resources available through government and nonprofit sources on issues related to parole, probation, and intermediate sanctions; review data available from the Bureau of Justice Statistics and analyze trends and success rates in the overall community supervision population. |  |  |  |
| 1. Evaluate Tennessee legislative activity over the past decade with respect to juvenile offenders. Evaluate major legislation passed and analyze what these trends signify for the local justice system. Write a persuasive essay on restorative practices for juveniles and its impact on recidivism. |  |  |  |
| 1. Summarize landmark Supreme Court decisions that have addressed issues of racial discrimination and sentencing. Explore the effects of at least one decision on the sentencing outcome of a criminal case. |  |  |  |
| 1. Using a timeline, analyze Supreme Court decisions that have had the greatest influence over wide areas of procedure, eligible crimes, acceptable evidence, and method of execution in capital punishment cases. |  |  |  |
| 1. Create a graphic organizer depicting types of civil cases including, but not limited to divorce and family, personal injury or TORT claims, breach of contract, property disputes, and landlord and tenant disputes. Include the most common decisions reached in each of the cases along with a description of punitive and compensatory damages. |  |  |  |
| 1. Interpret the elements of a wrongful death lawsuit. Compare and contrast pecuniary injuries such as the loss of support, services, lost prospect of inheritance, and medical and funeral expenses. Discuss how a court determines fair and just compensation for the injuries that resulted from the decedent’s death. |  |  |  |
| 1. Define what constitutes an appeal, who can file it, and at what point it can occur; explain the right to an appeal and which court decisions, at what level, are eligible for appeal. Differentiate between a traditional, interlocutory, and appeals. |  |  |  |
| 1. Construct a diagram to demonstrate the appeals process in the state or federal court system, include the roles of the appellant and appellee, the role of the appellate brief, and the stages of review. Review the components of an appellate brief and draft an outline for a brief based on a fact based scenario. |  |  |  |
| 1. Outline the medical, community, and crime control models of corrections used in the U.S. since 1900, identifying recurring trends and major reform movements in the 21st century. |  |  |  |
| 1. Determine the offense with the highest percentage of convicted criminals currently incarcerated in Tennessee’s prison system. Calculate the average sentence length and analyze trends in incarceration rates in Tennessee over the past decade. |  |  |  |
| 1. Calculate the costs associated with investigating, arresting, prosecuting, sentencing, and housing someone who has committed a felony. |  |  |  |
| 1. Prepare a chart of the federal and state prisons and county jails in Tennessee, detailing special services or populations served and the level of security at each. Choose one institution (such as the women’s state prison or the federal prison) and compare and contrast services provided at that institution to those provided at other prison facilities. |  |  |  |
| 1. Diagram the structure of the juvenile detention system in Tennessee; explore efforts underway in the state to address the problem of disproportionate confinement. |  |  |  |
| 1. Search for interview transcripts, video documentation, or other published primary and secondary sources detailing first-hand testimony of contemporary prison culture and determine how it is affected by the size and security level of the prison or the types of crimes committed by inmates. Cite example cases whose decisions affected the rights incarcerated individuals. Describe basic prisoner rights protected by the Constitution |  |  |  |
| 1. Investigate the Rules of the Tennessee Corrections Institute related to correctional facilities inspection and summarize some of the minimum standards for local jails and detention facilities, addressing categories such as security, discipline, administration, medical services, and food services. |  |  |  |
| 1. Differentiate at least three issues county correctional facilities in Tennessee are currently facing; correlate contributing factors for each issue and debate a range of policy changes that could potentially mitigate current areas of concern. Example topics could include state reimbursement issues and support for individuals with mental health conditions. |  |  |  |
| 1. Analyze legal considerations of domestic cases including marriage, divorce, child custody, and abuse. Draft a divorce decree outlining division of property and debt, alimony, child custody and support. File an answer with at least one affirmative defense to fault grounds for divorce. |  |  |  |
| 1. Investigate items that are considered personal property and determine the characteristics of items that would deem them real property. Analyze case studies related to real and personal property differentiating between both types of properties within each case study. |  |  |  |
| 1. Role play an original sales presentation for an estate plan to a fictional couple. Include components such as wills, trusts, beneficiary designations, power of attorney, and medical directives in the presentation while persuading the couple to include each of the components in their estate plan. |  |  |  |
| **Additional comments on the standards alignment with the materials:** | | | |
| **Materials meet 80% Alignment with section 1: Standards?**  This means that at least 19 boxes in this section were marked “YES.” If 5 or more “No” boxes are marked, then this program does not pass. | Yes | No |  |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |  |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |  |
|  |  |

|  |
| --- |
| **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.”** |

|  |  |  |  |
| --- | --- | --- | --- |
| **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). |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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. |  |  |  |

|  |
| --- |
| **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.* |

|  |  |
| --- | --- |
| **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. |  |