

**TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT**  
**Section II Reviews**

Publisher: Cengage

Book: Century 21 Computer Skills and Applications,  
 Lessons 1-90

Level(s)/Course(s): Keyboarding (0710)

Year: 2010

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	with use of additional resources which are referenced and explained in the book

<p>C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.</p>	2	end of unit projects
<p><b>Additional Notes:</b> additional materials and programs are provided in the textbook</p>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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	
<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>	2	
<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>	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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>	2	

<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>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>2</p>	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	<p>Microtype 6</p>
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	skillbuilder activities, end of unit projects, pre and post assessment tools
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Cengage

Book: Century 21 Jr. Computer Applications with Keyboarding

Level(s)/Course(s): Keyboarding (0610)

Year: 2014

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	

<p>C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.</p>	2	
<p><b>Additional Notes:</b></p>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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	
<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>	2	<p style="text-align: center;">previous courses for 7th and 8th grade students 6th grade students-for the most part this is their first keyboarding class</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>	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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>	2	

<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>	2	
<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>	2	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	2	microtype
<p>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.</p>	2	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	2	
<p>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.</p>	2	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	Teachers can modify assignments based on accommodations.

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Cengage  
 Level(s)/Course(s): Keyboarding (0710)

Book: Computer Applicaitons with Keyboarding  
 Year: 2014

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

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- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	1	Connects material that businesses use in general, rarely does the content

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		specifically mention professional societies and organizations.
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	Students may need to review prior lessons to complete current lessons.

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	1	Teacher materials were not made available, but additional guidance is made available in the teachers manual.

<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>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>2</p>	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	<p>If Micro Type Pro is purchased.</p>
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Cengage  
 Level(s)/Course(s): Early Childhood Education Careers I

Book: Computer Skills and Applications  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

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Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
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B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	2
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	1	Mentions some career needs but could be more specific.

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	Course material builds on prior knowledge in an appropriate order. Some students may need to review prior sections to complete additional assignments.
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	If purchased separately.

<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>Included in teacher edition.</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>2</p>	

<p><b>Section II(4). USABILITY</b></p>	<p><b>SCORE</b></p>	<p><b>JUSTIFICATION/NOTES</b></p>
<p>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.</p>	<p>2</p>	<p>If Micro Type is purchased separately.</p>
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>1</p>	<p>No special versions for ELL or low level learners were made available; however, the reading level of this material is written on a level that can be used by most students.</p>
<p>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.</p>	<p>2</p>	

**Please note any concerns about sensitivity:**

<b>Section II(5). ASSESSMENTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: FOCUS AREA**

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III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Cengage  
 Level(s)/Course(s): Keyboarding (0610)

Book: Microsoft Office 2013 Illustrated Series  
 Year: 2014

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

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B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	0	There are no specific references, this text is

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		inclusive of Office functions only.
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	This text comes in two volumes, first and second course. Second Course is an addition to the first course and should only be used for a Computer Applications II class.
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.	2	This text comes in two volumes, first and second course. Second Course is an addition to the first course and should only be used for a Computer Applications II class.
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.	2	Students may need to review previous lessons to complete current assignments.

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
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<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>	0	No teacher materials were provided.
<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>	2	
<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>	2	

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<p>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.</p>	2	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	2	
<p>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.</p>	2	

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### Section II Reviews

Publisher: Cengage  
 Level(s)/Course(s): Keyboarding (0610)

Book: Microsoft Office 2013 Shelly Cashman Series  
 Year: 2014

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B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
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A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	1	Teacher Materials were not available to the evaluator.

<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>	2	
<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>	2	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	2	
<p>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.</p>	2	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	0	
<p>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.</p>	2	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	<p>The textbook comes in two volumes. The introductory volume is a complete text that should be used for an entire semester. The advanced volume should only be needed if the students are already efficient in Microsoft Office 2013.</p>
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Cengage

Book: Microsoft Office 2013: Illustrated Introductory, First Course, 1st Edition; Microsoft Office 2013: Illustrated, Second Course, 1st Edition

Level(s)/Course(s): Computer Applications

Year: 2014

<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>
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*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	

<p>C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.</p>	2	
<p><b>Additional Notes:</b> case studies-application</p>		

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	case studies
<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>	2	1st course and 2nd course
<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>	2	each unit begins with an overview of the principles for that lesson

Section II(3). TEACHER SUPPORTS	SCORE	JUSTIFICATION/NOTES
<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>	2	additional materials

<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>independent challenges and visual workshops</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>2</p>	<p>independent challenges , learners of all levels engaged</p>

<p><b>Section II(4). USABILITY</b></p>	<p><b>SCORE</b></p>	<p><b>JUSTIFICATION/NOTES</b></p>
<p>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.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

**TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT**  
**Section II Reviews**

Publisher: Cengage

Book: Microsoft Office 2013: Introductory, 1st Edition;  
Microsoft Office 2013: Advanced, 1st Edition

Level(s)/Course(s): Computer Applications

Year: 2014

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

<b>Section II(1). ADDITIONAL ALIGNMENT CRITERIA</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	extensive end of chapter activities

C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.	2	
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	Introduction and Advanced

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>each chapter is centered around a practical problem to be solved using critical thinking</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>2</p>	

<p><b>Section II(4). USABILITY</b></p>	<p><b>SCORE</b></p>	<p><b>JUSTIFICATION/NOTES</b></p>
<p>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.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	<p>addresses all learning styles/abilities</p>
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	outline/options for assessments
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: CEV Media  
 Level(s)/Course(s): Career Exploration

Book: Career Exploration  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	1	There were some connections made in the specific career cluster chapters, but in other

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		sections it was difficult to locate many other connections made.
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	N/A to this course, as there are no prior required courses to this one.
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.	1	Content progression seems a little muddled. May be wiser to have a progression where students focus on finding a career and then use this information to assist them in the others skills such as resume writing or business ethics so they can focus this towards their chosen career.

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	1	Some supports are given such as projects and vocabulary lists, but could

		not find a pacing guide or many lab activities.
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.	1	Activities given do allow opportunities for students to practice skills learned in content. However, there is not much explanation for teachers on how to use the activities within the classroom.
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.	0	Could not find opportunities for teachers to enhance their knowledge. Although there are many avenues for students, teacher's options do not seem existent.

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
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	Materials are accessible online and digital storage/cloud type device.
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	Materials are easy to read and can be zoomed in or out for students to adjust as needed. Graphics seem to be updated and appropriate for material.

<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>0</p>	<p>Do not see any material to help in differentiation for advanced or below level students. Also do not see any option for translation of any materials for ELL students.</p>
<p>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.</p>	<p>2</p>	<p>Materials seem to cover a vast variety of areas, especially in the career clusters. For every career cluster, there are videos included for many different career options within the cluster.</p>
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	<p>2</p>	<p>Assessments are given throughout each section which are directly aligned with the information in the PowerPoint and notes, including a pre-assessment as well as an end of section assessment.</p>

<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>While there are assessments given throughout each section, the only type of question offered seems to be multiple choice questions for each assessment.</p>
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	<p>0</p>	<p>No accommodations seem to be given for the assessments given.</p>

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: CEV Media  
 Level(s)/Course(s): Career Exploration

Book: Career Exploration  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>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>1</p>	<p>Although it's not there directly, I think teachers will be able to easily transfer needed PD.</p>

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>1</p>	<p>No print version, but multiple formats and media available through online.</p>
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>1</p>	<p>Could use more modification options for teachers, although this is a basic-level course.</p>
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	1	Would be useful to be more direct in accommodations.

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

**TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT**  
**Section II Reviews**

Publisher: CEV Media  
 Level(s)/Course(s): Career Exploration

Book: iCEV Career Exploration Site  
 Year: Not listed

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	FCCLA, FBLA, FEA and many other organizations are discussed.

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>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>2</p>	

Section II(4). USABILITY	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	<p>1</p>	<p>No written text.</p>
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>1</p>	<p>Would like to see some ELL addressed with multilingual options.</p>
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b> The strictly digital method of this delivery requires the use of some kind of projector (or Smart-board) to make it effective. This could put undue stress on systems who cannot afford such technology.</p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	'Lesson Plan' gives a good indication of how the lesson should be broken down and delivered.
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: CEV Media  
 Level(s)/Course(s): Keyboarding (0610)

Book: ICEV Computer Applications  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	This text contains indept research on career paths and

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		how they relate to computer applications.
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>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>2</p>	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	<p>This course is an online course requiring student and teacher passwords. Electronic devices capable of connecting to the internet are required.</p>
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>1</p>	<p>Teachers may select modules proper for student levels.</p>
<p>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.</p>	<p>2</p>	

**Please note any concerns about sensitivity:**

<b>Section II(5). ASSESSMENTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	<p>Multiple assessments are available to choose from.</p>
<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>2</p>	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	<p>2</p>	<p>Teachers have the option between multiple assessments.</p>

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: CEV Media  
 Level(s)/Course(s): Computer Applications

Book: Information Technology/Computer Applications  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	utilizing additional resources
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	utilizing additional resources

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	teacher connection and reference
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	Excellent! Easy to follow, keeps students engaged (variety)

<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>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>2</p>	<p>multimedia lessons-industry professionals-real world experience</p>

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	<p>online-curriculum</p>
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: CEV Media  
 Level(s)/Course(s): Nutrition Across the Lifespan

Book: Nutrition Across the Lifespan  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	This textbook references domain-specific terminology that is expressed by professionals in the industry. There are chapters where certain content is discussed then at the end, an industry professional is interviewed

		about the content within that section. Students will be able to see why they are learning certain content.
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.	1	Discipline-specific societies are briefly mentioned throughout the textbook. There could be more in-depth views of each one but a teacher will be able to use what is listed for the course.
<b>Additional Notes:</b>		

Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS	SCORE	JUSTIFICATION/NOTES
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	This textbook sets connections with knowledge and skills by utilizing culinary techniques and methods as part of the curriculum. This is subject material that I have yet to see in other Nutrition textbooks and this should have a huge impact on students.
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.	2	Connections made to supplemental material is very explicit. They directly

		work with the lesson within each chapter and standard.
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.	2	I feel the textbook flows very well with the standards. The curriculum may not be in order of the standards but the teacher should be able to identify each standard that is in the textbook.

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	This textbook is a teacher's dream as far as the supports that are offered. There are materials designated for student success and teacher ease.
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.	2	Materials given completely support the teacher in any problem or activity that he/she may do that is suggested by the curriculum.
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.	2	I feel that if teachers utilize this textbook, it will allow them to understand basic concepts of nutrition through lifespan. If a teacher wishes to expand on the knowledge given,

		this textbook is an excellent reference point.
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<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
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	
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	
C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	1	Could be better for EL students because I am unaware of any translations available for those students. I believe that teachers will be able to help any student that has a difficulty learning or needs a more rigorous course with this textbook. The teacher will be able to modify to fit the needs of his or her students.
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	This textbook is very neutral on all cultural and political viewpoints.

**Please note any concerns about sensitivity:**

<b>Section II(5). ASSESSMENTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	
<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>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	<p>1</p>	<p>Textbook could improve on the assessment accommodations for diverse learners. Teachers should be able to make any modifications with the given tests though.</p>

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: CEV Media  
 Level(s)/Course(s): Nutrition Across the Lifespan

Book: Nutrition Across the Lifespan  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
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- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	Great industry connections
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	1	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	1	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	Outstanding resources for each lesson topic

<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>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>2</p>	

<p><b>Section II(4). USABILITY</b></p>	<p><b>SCORE</b></p>	<p><b>JUSTIFICATION/NOTES</b></p>
<p>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.</p>	<p>2</p>	<p>Videos, print resources, interviews all great tools for use!</p>
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>0</p>	<p>Not available to my knowledge</p>
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	1	Formal assessments present, yes, but could use more formative/summative samples.
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	0	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: CEV Media  
 Level(s)/Course(s): Nutrition Across the Lifespan

Book: Nutrition Across the Lifespan  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	Materials align well with content and frameworks. Many of the lessons are career and industry based. Ex: Would Your Restaurant Kitchen Pass Inspection, Introduction to Culinary Techniques &

		Methods, and Marketing and the Food Industry
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.	1	There is some mention of professional organizations in the lesson 'A Job Defined: Dietitian', but it is not heavily discussed.
<b>Additional Notes:</b>		

Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS	SCORE	JUSTIFICATION/NOTES
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	Materials provide a vast amount of knowledge for students and activities to develop/use various skills.
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.	2	Materials build upon the lessons in the IHS course. Ex: Safety Lessons on HACCP and Food Industry Safety are included in the materials for this course.
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.	2	Materials progress and build from standard to standard. Ex: Career lessons start with an introduction to career clusters and human services and lead

		into discussion of a career as a dietitian.
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<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	Lesson plans are included for each lesson along with vocabulary sheets and variety of other support materials.
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.	2	Many practice activities with instructions are provided for the teacher.
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.	1	There are vast amounts of lessons and materials which the teacher could use to expand their knowledge. There aren't professional development opportunities mentioned, however teachers can use online resources in problems occur.

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
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<p>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.</p>	<p>1</p>	<p>Materials are online and can be printed if desired.</p>
<p>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.</p>	<p>2</p>	<p>All lessons provide students with videos and/or presentations for viewing. Materials are easy for student use.</p>
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>1</p>	<p>Materials do not necessarily allow for easy use with all learners.</p>
<p>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.</p>	<p>2</p>	<p>Materials are culturally and politically sensitive.</p>
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	<p>2</p>	<p>Assessments are provided for each section of the lessons and at the end of the lesson.</p>

<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>2</p>	<p>A variety of activities can be used for different types of assessment.</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>Assessments can be altered to accommodate diverse learners.</p>

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: CompuScholar  
 Level(s)/Course(s): Web Design Foundations

Book: KidCoder: Web Design  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).	0	There is one specific activity/lesson that involves industry certification and career roles, but there is no mention of those things in the lessons throughout the curriculum.
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	2

<p>C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.</p>	1	<p>The curriculum reinforces alignment to professional organizations such as the W3C when appropriate.</p>
<p><b>Additional Notes:</b></p>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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	
<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>	2	
<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>	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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>	2	

<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>	2	
<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>	2	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	2	
<p>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.</p>	2	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	1	<p>There is a link to the Microsoft Language Portal that allows the user to translate keywords and terms into any language, but there is no option to view lessons in their entirety in a different language.</p>

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	
<b>Please note any concerns about sensitivity:</b>		

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	
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.	2	
C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	0	There is an assessment tied to each lesson but there are no accommodations for diverse learners.

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: CompuScholar  
 Level(s)/Course(s): Web Design Foundations

Book: KidCoder: Web Design  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).	2	
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>	2	
<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>	2	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	1	<p>No printed textbook. For the context of this course, a printed textbook is not needed.</p>
<p>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.</p>	2	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	2	
<p>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.</p>	2	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: CompuScholar  
 Level(s)/Course(s): Web Design Foundations

Book: KidCoder: Web Design-R1005  
 Year: 2013

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).	2	Supplemental Lesson 8: Web Development Roles discusses various industry certifications.
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	1	Although career opportunities and industry certifications are

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		discussed, professional societies are not.
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	Each lesson contains an application project/s.
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.	2	The web development lessons progress in a sensible manner, starting with html and css, and ending with JavaScript.
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.	2	Standards are thoroughly covered. In addition, teachers have the option to go deeper and enrich the experience for more advanced students.

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	The course is already planned in a logical manner with custom course configuration options. Quizzes, videos, and

		multiple activities are included with each lesson.
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.	2	The teacher menu includes a gradebook, tutorials, professional development, technical support, and course configuration options.
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.	2	The professional development section provides ample opportunity for teachers to enhance their content knowledge.

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
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	There is not a print version available, but this is an online course. The course is composed of text sections, photos, videos, and activities.
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	There are pictures throughout the course lesson, but they enhance not distract.

<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>2</p>	<p>Content goes beyond standards, allowing students the opportunity to provide enrichment for advanced students. Of course, activities can be scaffolded down for lower level students.</p>
<p>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.</p>	<p>2</p>	<p>Culturally or politically sensitive topics are not discussed.</p>
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	<p>2</p>	<p>Activities and quizzes are included with each lesson.</p>
<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>2</p>	<p>Activities and projects provide formative assessment, while the built-in exams serve as summative assessment.</p>

C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	2	Assessments are made up of activities, projects, quizzes, and exams.
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**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

<b>III. FOCUS AREA:</b>	<b>NOTES</b>
Materials showcase methods for increasing compatibility on multiple user platforms, including mobile devices. Materials cover responsive design principles using advanced CSS techniques.	Both advanced CSS techniques and increasing compatibility on multiple use platforms (i.e. responsive design) are covered.
Materials draw clear connections between programming skills required to code for responsive design and the career opportunities available to students who master them.	Responsive design is covered.



Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		discussed, but professional societies are not.
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	Every lesson contains activities, and most all lessons contain application projects.
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.	2	Lessons progress in sensible, vertically coherent manner.
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.	2	Standards are thoroughly covered. In addition, teachers have the option to go deeper and enrich the experience for more advanced students.

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	The course is already planned in a logical manner with custom course configuration options. Quizzes, videos, and multiple activities are included with each lesson.

<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>	2	<p>The teacher menu includes a gradebook, tutorials, professional development, technical support, and course configuration options.</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>	2	<p>The professional development section provides ample opportunity for teachers to enhance their content knowledge.</p>

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	2	<p>There is not a print version available, but this is an online course. The course is composed of text sections, photos, videos, and activities.</p>
<p>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.</p>	2	<p>There are pictures throughout the course lesson, but they enhance not distract.</p>
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	2	<p>Content goes beyond standards, allowing students the opportunity to provide enrichment for advanced students. Of course, activities can be</p>

		scaffolded down for lower level students.
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	Culturally or politically sensitive topics are not discussed.
<b>Please note any concerns about sensitivity:</b>		

<b>Section II(5). ASSESSMENTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
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	Activities and quizzes are included with each lesson.
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.	2	Activities and projects provide formative assessment, while the built-in exams serve as summative assessment.
C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	2	Assessments are made up of activities, projects, quizzes, and exams.

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

<b>III. FOCUS AREA:</b>	<b>NOTES</b>
Materials use Java to teach AP computing and programming concepts. The course begins with the basics, and gradually builds to more complex programming assignments.	This textbook would work well for either the AP classroom or Programming and Logic 2.

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: CompuScholar  
 Level(s)/Course(s): Programming & Logic I

Book: Teen Coder: Java Programming (abridged)  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).	2	Supplemental Lesson 1: Software Development Careers discusses various industry certifications.
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	1	Career opportunities and industry certifications are

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		discussed, but professional societies are not.
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	Every lesson contains activities, and most all lessons contain application projects.
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.	2	Lessons progress in sensible, vertically coherent manner.
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.	2	Standards are thoroughly covered. In addition, teachers have the option to go deeper and enrich the experience for more advanced students.

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	The course is already planned in a logical manner with custom course configuration options. Quizzes, videos, and multiple activities are included with each lesson.

<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>	2	<p>The teacher menu includes a gradebook, tutorials, professional development, technical support, and course configuration options.</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>	2	<p>The professional development section provides ample opportunity for teachers to enhance their content knowledge.</p>

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	2	<p>There is not a print version available, but this is an online course. The course is composed of text sections, photos, videos, and activities.</p>
<p>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.</p>	2	<p>There are pictures throughout the course lesson, but they enhance not distract.</p>
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	2	<p>Content goes beyond standards, allowing students the opportunity to provide enrichment for advanced students. Of course, activities can be</p>

		scaffolded down for lower level students.
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	Culturally or politically sensitive topics are not discussed.
<b>Please note any concerns about sensitivity:</b>		

<b>Section II(5). ASSESSMENTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
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	Activities and quizzes are included with each lesson.
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.	2	Activities and projects provide formative assessment, while the built-in exams serve as summative assessment.
C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	2	Assessments are made up of activities, projects, quizzes, and exams.

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

<b>III. FOCUS AREA:</b>	<b>NOTES</b>
This course starts with teaching core computing and programming concepts, and gradually builds to more complex programming assignments.	
Supplemental Lesson 1: Software Development Careers specifically focuses on various IT and coding jobs, as well as the skills and education required to achieve them.	

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: CompuScholar  
 Level(s)/Course(s): Programming & Logic I

Book: Teen Coder: Java Programming (Abridged)  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).	2	
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>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>2</p>	

Section II(4). USABILITY	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	<p>1</p>	<p>No printed textbook. For the context of this course, a printed textbook is not necessary.</p>
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: CompuScholar  
 Level(s)/Course(s): Programming & Logic I

Book: Teen Coder: Windows Programming  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).	2	Supplemental Lesson 3: Software Development Careers discusses various industry certifications.
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	1	Career opportunities and industry certifications are

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		discussed, but professional societies are not.
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	Every lesson contains activities, and most all lessons contain application projects.
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.	2	Lessons progress in sensible, vertically coherent manner.
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.	2	Standards are thoroughly covered. In addition, teachers have the option to go deeper and enrich the experience for more advanced students.

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	The course is already planned in a logical manner with custom course configuration options. Quizzes, videos, and multiple activities are included with each lesson.

<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>	2	<p>The teacher menu includes a gradebook, tutorials, professional development, technical support, and course configuration options.</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>	2	<p>The professional development section provides ample opportunity for teachers to enhance their content knowledge.</p>

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	2	<p>There is not a print version available, but this is an online course. The course is composed of text sections, photos, videos, and activities.</p>
<p>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.</p>	2	<p>There are pictures throughout the course lesson, but they enhance not distract.</p>
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	2	<p>Content goes beyond standards, allowing students the opportunity to provide enrichment for advanced students. Of course, activities can be</p>

		scaffolded down for lower level students.
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	Culturally or politically sensitive topics are not discussed.
<b>Please note any concerns about sensitivity:</b>		

<b>Section II(5). ASSESSMENTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
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	Activities and quizzes are included with each lesson.
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.	2	Activities and projects provide formative assessment, while the built-in exams serve as summative assessment.
C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	2	Assessments are made up of activities, projects, quizzes, and exams.

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

<b>III. FOCUS AREA:</b>	<b>NOTES</b>
This course starts with teaching core computing and programming concepts, and gradually builds to more complex programming assignments.	Course layout and content are superb. Aesthetics are mediocre. I'd prefer a more modern looking design.
Supplemental Lesson 3: Software Development Careers specifically focuses on various IT and coding jobs, as well as the skills and education required to achieve them.	

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: CompuScholar  
 Level(s)/Course(s): Programming & Logic I

Book: Teen Coder: Windows Programming  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).	2	
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>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>2</p>	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>1</p>	<p>Not a printed textbook. For the purpose of this course, I don't feel like a printed textbook is necessary.</p>
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES



<p>C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.</p>	1	Connections are made where appropriate but not regularly.
<p><b>Additional Notes:</b></p>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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	
<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>	2	
<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>	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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>	2	

<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>	2	
<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>	2	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	2	
<p>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.</p>	2	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	1	<p>There is a link to the Microsoft Language Portal for keywords and terms but no options for different language options within each lesson.</p>
<p>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.</p>	2	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	1	<p>There are assessments for each lesson but nothing directly used for diverse learners.</p>

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: CompuScholar  
 Level(s)/Course(s): Programming & Logic I

Book: TeenCoder: Java Programming (Abridged)  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).	0	There is one lesson that addresses career path and specific industry certifications, but no ties-ins within each lesson.
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	2

<p>C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.</p>	1	Connections are made where appropriate, though not regularly.
<p><b>Additional Notes:</b></p>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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	
<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>	2	
<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>	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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>	2	

<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>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>2</p>	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>1</p>	<p>A link to the Microsoft Language Translator but that only allows for translation of keywords and terms. There are no options for alternate lessons in different languages.</p>
<p>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.</p>	<p>2</p>	

**Please note any concerns about sensitivity:**

<b>Section II(5). ASSESSMENTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
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	
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.	2	
C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	1	There is an assessment for each lesson but nothing that addresses diverse learners.

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: CompuScholar  
 Level(s)/Course(s): Programming & Logic I

Book: TeenCoder: Windows Programming  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).	0	There is one supplemental lesson that deals with career exploration and industry certification specifically, but no mention of those things elsewhere.
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	

<p>C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.</p>	<p>1</p>	<p>Connections are made occasionally and where appropriate.</p>
<p><b>Additional Notes:</b></p>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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>	<p>2</p>	
<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>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>	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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>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>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>2</p>	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>1</p>	<p>There is a link to the Microsoft Language Portal where users can translate terms and keywords into another language, but no tools that offer alternate lessons.</p>
<p>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.</p>	<p>2</p>	

**Please note any concerns about sensitivity:**

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	1	There is an assessment for each lesson but nothing for diverse learners specifically.

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: EMC  
 Level(s)/Course(s): Information Technology Foundations

Book: Computers: Understanding Technology  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).	2	
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>	2	
<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>	2	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	2	
<p>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.</p>	2	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	2	
<p>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.</p>	2	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: EMC  
 Level(s)/Course(s): Information Technology Foundations

Book: Computers: Understanding Technology  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).	2	
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>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>2</p>	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>1</p>	
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	1	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: EMC  
 Level(s)/Course(s): Information Technology Foundations

Book: Computers: Understanding Technology 5th Edition  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).	1	Career opportunities are mentioned often. Industry certifications are not.
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	1	Although career opportunities are discussed, professional societies are not.

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	Connections are consistently made between knowledge and application throughout the textbook.
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.	2	This is a first level course.
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.	2	Standards are thoroughly covered. This book provides an excellent overview of various IT industries, which is just what the standards aim to accomplish.

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	A well-written textbook, interactive online material, video activities, discussion prompts, and exam view all serve to support teachers.

<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>Detailed instructor courseware is included complete with ExamView Assessment.</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>2</p>	<p>There are many information call-out boxes, articles, and research assignments that provide students and teachers with the opportunity to go beyond the textbook.</p>

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	<p>The book is available in both print and electronic versions. In addition, interactive activities, slide presentations, videos, and flash cards supplement the textbook.</p>
<p>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.</p>	<p>2</p>	<p>The textbook is easy to read and attractive. Images, callouts, and tech articles are appropriately placed.</p>
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>2</p>	<p>Broad arrays of assessments provide support for all learners. It would be nice, though, if the ebook had Lexile options.</p>

<p>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.</p>	2	<p>Although ethical dilemmas are presented to students, the book does not discuss culturally and politically sensitive issues.</p>
<p><b>Please note any concerns about sensitivity:</b></p>		

<b>Section II(5). ASSESSMENTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	2	<p>Tests, quizzes, flash cards, and activities are provided for all sections of the book.</p>
<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>	2	<p>In addition to quizzes and exams; activities, videos, group discussion prompts, debate topics, and ELA writing prompts provide numerous ways for measuring student progress.</p>
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	<p>Quizzes, tests, writing and discussion prompts, activities, and article activities all capture different measures of student proficiency.</p>

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

<b>III. FOCUS AREA:</b>	<b>NOTES</b>
A. Materials showcase methods for increasing compatibility on multiple user platforms, including mobile devices. Materials cover responsive design principles using advanced CSS techniques.	This is a survey course. Web design and coding are both covered, but not to the point of covering advanced CSS techniques.
B. Materials draw clear connections between programming skills required to code for responsive design and the career opportunities available to students who master them.	Responsive design is actually discussed in the textbook.

**TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT**  
**Section II Reviews**

Publisher: Goodheart-Wilcox  
Level(s)/Course(s): Career Exploration

Book: Discovering Careers  
Year: 2014

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	The majority of the text builds knowledge in a manner that most learning styles are addressed and the materials are appropriate the meet the needs of most students.

<p>C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.</p>	2	
<p><b>Additional Notes:</b></p>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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	
<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>	2	<p>This course feeds into most other courses and scaffolds with many other classes.</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>	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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>	1	

<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>1</p>	<p>Much of the way this class is laid out requires the use of varied sources and cannot be from a single textbook.</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>1</p>	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>1</p>	<p>I would like to see a cloud based format for storage of projects, worksheets and other student work. Applications that would work in conjunction with varied LMS would also be a benefit.</p>
<p>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.</p>	<p>1</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>1</p>	<p>There is discussion about this in the introduction but not as much as I would like to see throughout the text. English as a second language students would benefit from an alternate</p>

		language text, possibly an electronic version.
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	
<b>Please note any concerns about sensitivity:</b>		

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	Online pre and post assessments.
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.	2	
C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	1	Would like to see language options in assessment options.

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Career Exploration

Book: Discovering Careers  
 Year: 2014

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	Great connections made throughout the book that are career specific!

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	Great connections between knowledge needed to obtain jobs and skills needed to obtain jobs, especially in unit 3!
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.	2	N/A as this course is more of a stand-alone. There isn't necessarily a course that is required prior to this.
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.	2	Good progression from picking a career choice to preparing for the career and job interviews to finally staying successful once the job is received!

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	Several types of support available to teachers on the resource CD as well as in the textbook and online.

<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>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>2</p>	<p>Many ideas given for students to seek opportunities to practice for job searching and career success.</p>

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	<p>Available in print textbook form, online and mobile.</p>
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>2</p>	<p>Information given at front of teacher textbook on ideas for adjusting the materials for diverse learners of all types.</p>
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

<b>Section II(5). ASSESSMENTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	2	Pre and post test available online, as well as several options for assessment types and lengths via ExamView!
<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>	2	Various types and levels of assessment questions available at the end of chapters and units as well as some throughout readings.
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Career Exploration

Book: Discovering Careers  
 Year: 2014

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

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- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	1	Pacing guides for a variety of course lengths would strengthen the text.

<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>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>1</p>	<p>Needs to be stronger - there is nothing specifically noted to aid teachers in finding PD opportunities.</p>

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Introduction to Social Health

Book: Exploring Life & Career  
 Year: 2017

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	1	There is not much reference to child development theories, but there are not specific theories that are required in this course's standards. However it would be helpful to be able to introduce those

		theories in this unit such as Piaget or Maslow.
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.	2	Referenced in questions and research, also referenced in some chapter readings.
<b>Additional Notes:</b>		

Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS	SCORE	JUSTIFICATION/NOTES
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	This is the first course in the pathway, so this is N/A to this area.
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.	2	Content progresses as well as possible with so many different subject areas in one textbook!

Section II(3). TEACHER SUPPORTS	SCORE	JUSTIFICATION/NOTES
<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>	0	<p>There are barely any extra support materials available for this book! No teacher resource CD, ExamView, PowerPoints, etc. Only what is in the textbook is what is given to teachers to use for support. Even when looking at the online resources, there is very little in terms of support materials for teachers!</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>	0	<p>Again, there is very little to teachers in the form of materials. Many of the items in the textbook are simply review questions and some projects for students.</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>	0	

Section II(4). USABILITY	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	<p>Textbook is available in printed form and online/mobile version.</p>

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	Graphics are up to date and relevant to the subjects.
C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	2	Chart with recommendation on modifications for different types of learners included in the textbook.
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	
<b>Please note any concerns about sensitivity:</b>		

<b>Section II(5). ASSESSMENTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
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.	0	Some vocabulary review on the online edition and review questions in the book, but otherwise there is not much in the form of exam or test review.
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.	1	Review questions included in each section as well as and the end of units. No quizzes or tests offered.

C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	1	Again, there is not a wide variety of assessments available. Mostly just vocabulary or review questions.
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**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Introduction to Social Health

Book: Exploring Life and Career  
 Year: 2017

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	1	Pacing Guide would be helpful. Materials provided are well done.

<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>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>1</p>	<p>A resource list like the one provided for students would be a nice inclusion. I think teachers will be able to cull this out, but direct inclusion would be a good addition.</p>

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>1</p>	<p>Would be helpful to be included specifically throughout the text, although the chart in the front lists general accommodations for a number of learners.</p>
<p>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.</p>	<p>2</p>	

**Please note any concerns about sensitivity:**

<b>Section II(5). ASSESSMENTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	
<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>2</p>	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	<p>2</p>	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Nutrition Across the Lifespan

Book: Guide to Good Food  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	1	There could be more of this throughout the text.

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	1	Knowledge presented is not necessarily “progressive” but rather a presentation of skills/facts. However, I believe this is due to the nature of the course where content is not always building on previous standards taught.

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>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>1</p>	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>1</p>	
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	1	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES
Career readiness	Text has excellent references to potential careers available to students seeking to further their knowledge in this content area. Great career spotlights.
Common Core	Text makes excellent suggestions on how to incorporate common core knowledge such as math, reading, language arts through activity suggestions for each chapter.

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Nutrition Across the Lifespan

Book: Guide to Good Food  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

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, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).</p>		
<p>B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.</p>	2	<p>The materials provided are aligned to discipline-specific content as specified in the standards. For example, Standard 1 (Safety and Sanitation) is covered in Chapter 6 'Safeguarding Health' with topics such as:</p>

		<p>foodborne illness, food contamination, bacterial illnesses, steps to food safety, safety when eating out, safety in the kitchen, and preventing chemical poisonings, cuts, burns and fires, falls, electric shock, and choking. Another example, Standard 6, which deals with nutritional guidelines for each stage of the life span is covered in Chapter 4 'Nutrition and Fitness Through the Life Span' with topics starting at pregnancy and lactation and going through late adulthood while also giving information about special diets, nutrition and health care, and food and drug interactions.</p>
<p>C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.</p>	<p>2</p>	<p>Chapter 26 'Investigating Careers' and Chapter 27 'Career and Job Success' make reference to various professional societies and organizations related to the nutrition field. For example, a chart of organizations for professionals in the food</p>

		industry is provided on page 467.
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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	<p>Various items in the provided materials build student knowledge of a topic while also providing the opportunity to build skills related to that topic. For example, Chapter 12 'Recipes and Work Plans' provides knowledge about a variety of topics (choosing a recipe, recipe substitutions, cooking terms, microwave recipes, measuring ingredients, and using a time-work schedule). After/along with learning the knowledge, students also have the opportunity to develop their skills in these areas.</p>

<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>The materials provided builds and expands upon knowledge from IHS and builds the knowledge needed before NS&amp;DT.</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>The material allows the instructor to progress from one standard to another building on previous learning.</p>

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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>The materials provide the instructor with in hand resources and online resources for use when planning, conducting labs, developing projects, and other classroom activities.</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>The materials provide many opportunities for teacher-directed lessons and opportunities for students to use/develop their skills. For example, page 269 has an activity in which the students would prepare two white sauces using different methods. The teacher would have first provided</p>

		students with knowledge about grain foods, etc. and then they would give the students opportunities to develop skills while making the whites sauces and comparing/contrasting what happens when using different techniques, etc.
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.	2	Various resources (websites, etc.) are provided which could be used by the teacher to conduct further research on their own in order to develop their knowledge of topics, etc.

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
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	Both hands on and online resources are provided to teachers.
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	The materials are pleasing to read and contain appropriate graphics.
C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	2	Materials are provided which can be used for differentiated learning.

<p>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.</p>	<p>2</p>	<p>Materials present the content needed to cover the standards and are culturally and politically sensitive.</p>
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	<p>2</p>	<p>ExamView is provided and can be used as the teacher feels the need. Questions can be used and/or adjusted to fit the teacher's needs.</p>
<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>2</p>	<p>Materials are provided which can be used for formative and summative assessment purposes.</p>
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	<p>2</p>	<p>The assessment tools can be adjusted to fit diverse learners.</p>

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Nutrition Across the Lifespan

Book: Guide to Good Food  
 Year: 2015

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

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- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

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, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).</p>		
<p>B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.</p>	2	<p>All materials that are aligned with this textbook utilize specific content that is used by professionals as well as anyone who wishes to become a healthier person. There are a wide range of topics included that include how to ensure the</p>

		safety of others using appliances in the kitchen, how to buy food and store it properly, preparation of foods, and more.
<p>C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.</p>	1	In the Teacher's Edition, there are a couple of pages that show what other resources are available for teachers and students to use to help support the curriculum. There is also a section dedicated to publications that can be utilized in the classroom. The textbook could go a step further and show how these professional societies and organizations can be used as a tool in the classroom or for individual use.
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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	Students will be able to take what they have learned in the classroom and apply their knowledge in a real life scenario or utilize skills

		in a lab. This textbook gives a great fundamental beginning for students who are interested in the Dietetics and Nutrition Career Cluster of Human Services.
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.	2	
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.	2	

Section II(3). TEACHER SUPPORTS	SCORE	JUSTIFICATION/NOTES
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	This textbook offers a wide variety of assessments, projects, vocabulary, and other forms of activities. The ExamView Assessment is a great assessment tool that is offered for teachers to use in the classroom for summative or formative assessments. There is a website that the teacher can use for additional supports as well as a

		student workbook that coincides with the textbook. These are great resources for a teacher and great companion work for the student.
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.	2	The materials that are given work great with the curriculum within the textbook. The labs that are given in the student workbook will allow students to utilize skills that are learned in the classroom setting.
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.	1	This textbook allows a teacher to have the fundamental knowledge of nutrition. If a teacher chooses to seek additional professional development that focuses on this subject matter, this textbook will help enhance that experience.

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
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	As stated before, there is a website that teachers can utilize as well as ExamView

		Assessment, printed student workbook, and online PowerPoint lectures.
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	
C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	2	<p>Teachers will be able to take the content within the textbook and modifications for their students. The textbook does not have different editions for different types of learners but a teacher will be able to decrease or increase the work load of an individual student in his or her classroom.</p> <p>What is most exciting about this textbook is in the beginning of the Teacher's Edition, there is a section devoted to how to instruct this material to students with various needs. They gave examples such as learning disabled, cognitive disorders, behavioral</p>

		disorders, academically gifted, ELL, and physical disabilities. This is one of the first times I have seen this within a textbook and this is any teacher's dream. This saves in planning time because teachers will be given examples on how to adapt any lesson to fit the needs of their students.
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	
<b>Please note any concerns about sensitivity:</b>		

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	The ExamView Assessment CD is a great asset for all teachers. Instead of spending hours making a test, this CD allows teachers to pick and choose what type of test to give students or allow the system to make an assessment. A teacher can create a pop-quiz or a

		prompt that wants students to write an essay.
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.	2	
C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	2	The beginning of the Teacher's Edition gives examples on how to change the curriculum, projects, assignments, etc. to reflect the diverse learners in the classroom.

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Lifespan Development

Book: Lifespan Development  
 Year: 2014

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	1	
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.	2	Great progression of textbook with the course, which is particularly important with a course such as Lifespan which is progressive itself!

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>1</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>1</p>	

<p><b>Section II(4). USABILITY</b></p>	<p><b>SCORE</b></p>	<p><b>JUSTIFICATION/NOTES</b></p>
<p>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.</p>	<p>2</p>	<p>Many options for access other than the traditional textbook!</p>
<p>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.</p>	<p>2</p>	<p>Good sized text in the textbook. Also love the zoom option on the online book!</p>
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>1</p>	<p>There is lacking in support of ELLs especially-a translation on the online textbook option would be great.</p>
<p>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.</p>	<p>2</p>	<p>Great job staying unbiased with some difficult topics in this book!</p>
<p><b>Please note any concerns about sensitivity:</b></p>		

<b>Section II(5). ASSESSMENTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	2	
<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>	1	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	1	<p>Again, the ELL options need to be expanded. Even more simply phrased or paraphrased assessments would be helpful for those students.</p>

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Lifespan Development

Book: Lifespan Development  
 Year: 2014

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	ample lesson activities

<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>	2	
<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>	2	<p>suggestions for research resources available.</p>

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	2	
<p>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.</p>	2	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	2	
<p>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.</p>	2	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	each chapter contains assessment questions as checkpoints
<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>	1	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	1	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Lifespan Development

Book: Lifespan Development  
 Year: 2014

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>	2	
<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>	2	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	2	
<p>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.</p>	2	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	1	Not enough supports for below grade level.
<p>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.</p>	2	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

**TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT**  
**Section II Reviews**

Publisher: Goodheart-Wilcox  
Level(s)/Course(s): Lifespan Development

Book: Lifespan Development  
Year: 2014

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

<b>Section II(1). ADDITIONAL ALIGNMENT CRITERIA</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>	2	
<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>	2	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	2	
<p>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.</p>	2	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	2	
<p>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.</p>	2	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>		

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

<b>III. FOCUS AREA:</b>	<b>NOTES</b>

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Principles of Machining I

Book: Machining Fundamentals  
 Year: 2014

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).	2	
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	1	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	Power Points and other ancillary materials support the text very well.

<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>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>2</p>	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>1</p>	
<p>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.</p>	<p>1</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	1	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Principles of Machining I

Book: Machining Fundamentals  
 Year: 2014

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).	2	The book references industry standards such as NIMS, and ISO standards throughout the book.
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	1	The book makes reference to several societies associated with machining, such as the

<p>Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.</p>		<p>American Iron and Steel Institute (p. 487), Society of Automotive Engineers (p. 594) and the American Society of Mechanical Engineers (p. 46), but does not mention anywhere in the text the National Tooling and Machining Association for instance.</p>
<p><b>Additional Notes:</b></p>		

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>	<p>2</p>	
<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>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>	

Section II(3). TEACHER SUPPORTS	SCORE	JUSTIFICATION/NOTES
<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>1</p>	<p>The instructor resources supplied with the book contain lesson planning and work books for each chapter and other resources. The resources include technical terms and vocabulary for each chapter. Instructional strategies are also discussed in the instructor resources.</p> <p>The book contains lab applications within the context of the chapters. For example, in chapter 24 CNC Milling, the book shows how to mill a sample part and the required tools and features (figure 24-7 on page 436), but the book falls short in providing projects for the students. No projects are provided in any of the chapters of the</p>

		<p>book. In addition to that, no questions in the book nor in its support materials ask for designing parts, nor for writing CNC programs.</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>1</p>	<p>This point is discussed in the instructor resources in Chapter 00 Introduction under the title "Improving Instruction", but the document does not show a formative strategy. The lesson plan documents for each chapter do not explain the role of the practice activities in student development. For example, the book and its support materials do not classify the questions and problems into levels, nor do they distinguish between advanced problems and regular questions, nor do they mark any question as a lab, practical, theory, or drill question, etc. In conclusion, the book and its support materials contain numerous exercises in them, but they do not</p>

		provide guidance to the teacher on which questions/problems are considered advanced, or lab, or drill exercises.
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.	2	

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	
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	
C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	2	
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	
<b>Please note any concerns about sensitivity:</b>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	1	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	1	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES
Focus in Precision Engineering	<p>Additive manufacturing techniques and 3D printing in the form of fused deposition modeling are introduced in the book in chapter 26. In addition to that, the book introduces Precision processes and advanced technologies such as precision grinding in chapter 20. Other Rapid prototyping techniques such as stereolithography are discussed in section 26.4. Laser beam drilling and electron beam machining are introduced in chapter 32.</p> <p>The book includes figures that display different applications of new and advanced techniques such as figures 26-16, figure 26-17, and 26-21.</p>
CNC Programming	<p>The book introduces detailed examples on CNC programs in different chapters, but there are no questions in the book nor in its support materials that ask for writing CNC programs or to design parts.</p>

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Principles of Machining II

Book: Machining Fundamentals  
 Year: 2014

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).	2	The book references industry standards such as NIMS, and ISO standards throughout the book.
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	1	The book makes reference to several societies associated with machining, such as the

<p>Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.</p>		<p>American Iron and Steel Institute (p. 487), Society of Automotive Engineers (p. 594) and the American Society of Mechanical Engineers (p. 46), but does not mention anywhere in the text the National Tooling and Machining Association for instance.</p>
<p><b>Additional Notes:</b></p>		

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>	<p>2</p>	
<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>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>	

Section II(3). TEACHER SUPPORTS	SCORE	JUSTIFICATION/NOTES
<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>	1	<p>The instructor resources supplied with the book contain lesson planning and work books for each chapter and other resources. The resources include technical terms and vocabulary for each chapter. Instructional strategies are also discussed in the instructor resources. However, instructional strategies are only shown in the support document for Chapter 00, but do not thoroughly cover this point.</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>	1	<p>The book contains lab applications within the context of the chapters, for example, in chapter 24 CNC Milling, the book shows how to mill a sample part and the required tools and features (figure 24-7 on page 436), but the book falls short in providing projects for the students. No projects are provided in any of the chapters of the</p>

		book. In addition to that, no questions in the book nor in its support materials ask for designing parts, nor for writing CNC programs.
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.	2	

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	
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	
C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	2	
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	
<b>Please note any concerns about sensitivity:</b>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	1	<p>This point is discussed in the instructor resources in Chapter 00 Introduction under the title “Improving Instruction”, but the document does not show a formative strategy. The lesson plan documents for each chapter do not explain the role of the practice activities in student development. For example, the book and its support materials do not classify the questions and problems into levels, nor do they distinguish between advanced problems and regular questions, nor do they mark any question as a lab, practical, theory, or drill question, etc. In conclusion, the book and its support materials contain</p>

		<p>numerous exercises in them, but they do not provide guidance to the teacher on which questions/problems are considered advanced, or lab, or drill exercises.</p>
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	<p>1</p>	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES
Precision Engineering	<p>Additive manufacturing techniques and 3D printing in the form of fused deposition modeling are introduced in the book in chapter 26. In addition to that, the book introduces Precision processes and advanced technologies such as precision grinding in chapter 20. Other Rapid prototyping techniques such as stereolithography are discussed in section 26.4. Laser beam drilling and electron beam machining are introduced in chapter 32.</p> <p>The book includes figures that display different applications of new and advanced techniques such as figures 26-16, figure 26-17, and 26-21.</p>
CNC Programming	<p>The book introduces detailed examples on CNC programs in different chapters, but there are no questions in the book nor in its support materials that ask for writing CNC programs or to design parts.</p>

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Introduction to Human Studies

Book: Succeeding in Life and Career  
 Year: 2017

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>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>2</p>	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES
21st Century Skills	Great application ideas provided for each chapter/content area.
Common Core	Great suggestions on how to implement common core skills during the teaching of the course with this text.

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Introduction to Human Studies

Book: Succeeding in Life and Career  
 Year: 2017

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>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>1</p>	<p>The listing of various professional organizations is a nice edition. PD opportunities are not specifically listed, although it is not difficult to make connections for needed resources.</p>

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>1</p>	<p>The general overview in the beginning of the TE is good, but it would be better to have specific accommodations listed throughout.</p>
<p>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.</p>	<p>2</p>	

**Please note any concerns about sensitivity:**

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	1	<p>Could be more specific, although licensed teachers should be able to do this without much difficulty.</p>

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Introduction to Human Studies

Book: Succeeding in Life and Career  
 Year: 2017

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

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, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).</p>		
<p>B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.</p>	2	<p>I feel that this textbook aligns to discipline specific content very well. There are several examples throughout the book that closely relate to occupations and professionals within the industry. Intro to Human Studies covers such a</p>

		<p>large variety of knowledge and this textbook maintains to follow the standards that the State of Tennessee requires.</p>
<p>C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.</p>	<p>2</p>	<p>In the beginning of the textbook, there is an offering of additional resources that coincides with Trade, Health, Professional, and Safety Organizations. From what I have seen, no other textbook offers that information for students or teachers to utilize in the classroom. If a student was questioning something related to counseling, the teacher will be able to use this section of the textbook to find additional information for the student. That is very valuable for teachers who rely on additional information and professional documents.</p>
<p><b>Additional Notes:</b></p>		

Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS	SCORE	JUSTIFICATION/NOTES
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	It is so crucial in the Career Technical Education world that textbooks understand the importance of skills and knowledge. Overall, I feel that this textbook embraces that. There are activities that require students to be hands on while utilizing other core subjects.
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.	2	
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.	2	Though the textbook is not in order of the standards, a teacher will be able to correctly plan lessons for his or her students.

Section II(3). TEACHER SUPPORTS	SCORE	JUSTIFICATION/NOTES
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	The materials that are listed in the Teacher's Edition is great. Optional discussion ideas are listed on the side which is great for drop-in evaluations. A teacher can utilize those for higher order thinking questions or questions in general for his

		<p>or her students. The questions at the end of the chapter really capture what is going on in the lesson and caters to all types of students in the classroom. I feel a teacher in Tennessee would appreciate the additional teacher supports that are given within this textbook.</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>1</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>1</p>	<p>This textbook does not offer opportunities for teachers to attend Professional Developments. But I do feel that this textbook offers enough information and resources where a teacher can have a base of knowledge of any subject that is offered within this curriculum to continue to a PD opportunity.</p>

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	
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	
C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	2	A lot of textbooks don't offer the opportunity to learn for all students in the classroom. I feel that this textbook allows a teacher to differentiate the learning experience for all students in the classroom.
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	
<b>Please note any concerns about sensitivity:</b>		

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	

<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>2</p>	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	<p>2</p>	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Introduction to Human Studies

Book: Succeeding in Life and Career  
 Year: 2017

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	For the most part, the materials align very well with the standards of the course. For example, Standard 1 refers to human growth and Maslow's Hierarchy of Needs. Chapter 1 covers Maslow's

		and Chapter 10 covers growth and development.
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.	1	Chapters 1-3 cover career preparation very well, but with little mention of specific professional organizations. Professional organizations are discussed in Chapter 3, but none are mentioned specifically.
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	Unit Five, Wellness and Nutrition, provides a vast amount of knowledge on various topics and also puts that knowledge to work by students demonstrating skills related to food preparation in Chapter 16.
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.	2	This is the first course in the Dietetics and Nutrition POS. The material in this text will aid in the knowledge

		needed for the courses which follow.
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.	2	There is a natural progression in the units of work. For example, in Unit Two, the material covered progresses from understanding what goals and resources are to the management of various types of resources.

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	Materials include the student text, instructor's edition, and a variety of online resources. Some of these include daily lesson plans, lessons for the lab, projects, etc. Each section of the chapters also begin with a key terms section to develop vocabulary.
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.	2	The instructor's resources provide the teacher with reproducible masters and teaching visuals, which will aide in the learning process.

<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>1</p>	<p>Teachers can use the various online resources to enhance their own understanding of the course topics. A variety of activities are provided at the end of chapters, which could be used by teachers to develop their knowledge of specific topics. I am not aware of and professional development available.</p>
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<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	<p>The online companion website provides the opportunity for students to print graphic organizers, review terms with flash-cards, and quiz themselves on topics.</p>
<p>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.</p>	<p>2</p>	<p>The text is clear and easy for students to read and interpret.</p>
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>2</p>	<p>Study on the Go allows students to use a mobile device to review vocabulary with e-flash cards, interactive games, and quizzes. These items could</p>

		also be used for differentiated instruction.
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	The materials are culturally and politically sensitive.
<b>Please note any concerns about sensitivity:</b>		

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	The materials include online quizzes, end of section reading review, activities throughout the chapter which can be used for assessment, and the ExamView Assessment Suite for testing.
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.	2	A variety of assessment tools are provided, which provide the teacher with tools for formative and summative assessment.

C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	2	The assessment tools can be differentiated to accommodate various learners.
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**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

**TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT**  
**Section II Reviews**

Publisher: Goodheart-Wilcox

Book: Succeeding in Life and Career Foundations in Human Studies

Level(s)/Course(s): Introduction to Human Studies

Year: 2017

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	All of the materials are discipline appropriate.

<p>C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.</p>	<p>1</p>	<p>Did not see an abundance of reference connections to professional organizations as I would have personally preferred.</p>
<p><b>Additional Notes:</b></p>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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>	<p>2</p>	
<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>Starts at the beginning and makes topics very simplified for an introductory course.</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>	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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>1</p>	<p>Could include more projects and a wider variety of instructional strategies.</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>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>2</p>	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>1</p>	<p>Digital issue available?</p>
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>1</p>	<p>Would love to see leveled passages possible with ReadWorks program.</p>
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	1	List of various assessments could be lengthier.
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	1	Could include projects based on multiple intelligence's.

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Teaching as a Profession I

Book: Teaching  
 Year: 2016

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>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>1</p>	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>1</p>	
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>1</p>	
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>		
<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>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>		

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Fundamentals of Education

Book: Teaching  
 Year: 2016

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	1	

<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>	2	
<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>	2	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	2	
<p>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.</p>	2	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	1	
<p>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.</p>	2	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	1	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

**TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT**  
**Section II Reviews**

Publisher: Goodheart-Wilcox  
Level(s)/Course(s): Fundamentals of Education

Book: Teaching  
Year: 2016

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

<b>Section II(1). ADDITIONAL ALIGNMENT CRITERIA</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	1	
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.	1	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>	2	
<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>	1	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	2	
<p>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.</p>	2	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	1	
<p>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.</p>	2	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Teaching as a Profession I

Book: Teaching  
 Year: 2016

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	1	
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.	1	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>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>1</p>	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>1</p>	
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Fundamentals of Education

Book: Teaching  
 Year: 2016

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>	2	
<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>	2	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	2	
<p>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.</p>	2	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	2	
<p>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.</p>	2	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Early Childhood Education Careers I

Book: Working with Young Children  
 Year: 2016

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).	2	
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	1	limited connections to other courses in a progressive manner
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	1	

<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>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>1</p>	<p>limited amount of opportunities for instructor to advance professional development that increases student learning.</p>

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>1</p>	
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>1</p>	
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	1	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	1	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: Goodheart-Wilcox  
 Level(s)/Course(s): Early Childhood Education Careers I

Book: Working with Young Children  
 Year: 2016

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).	2	
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>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>1</p>	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: McGraw Hill  
 Level(s)/Course(s): Early Childhood Education Careers I

Book: Childcare Today  
 Year: 2016

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).	2	
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	1	limited reference to professional organizations

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	Teachers have access to a variety of lesson pacing suggestions and practical application ideas for students

<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>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>2</p>	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	<p>Text content available in ConnectED. this gives varying opportunities for students to access the content.</p>
<p>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.</p>	<p>2</p>	<p>Content flows well.</p>
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>2</p>	<p>Suggestions and lessons are given for differentiated learners.</p>
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

<b>Section II(5). ASSESSMENTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	2	
<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>	2	Assessments are available and can be customized
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: McGraw Hill  
 Level(s)/Course(s): Early Childhood Education Careers I

Book: Childcare Today  
 Year: 2016

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).	2	
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	2
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	2	

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	1	
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.	1	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	

<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>1</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><b>Section II(4). USABILITY</b></p>	<p><b>SCORE</b></p>	<p><b>JUSTIFICATION/NOTES</b></p>
<p>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.</p>	<p>1</p>	
<p>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.</p>	<p>1</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>0</p>	
<p>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.</p>	<p>1</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	0	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: McGraw Hill  
 Level(s)/Course(s): Nutrition Across the Lifespan

Book: Food for Today  
 Year: 2016

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child	0	None provided

Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.		
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	
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.	2	
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.	2	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	Great activity recommendations for each unit.

<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>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>2</p>	

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>1</p>	<p>No supplemental materials were made available.</p>
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	2	

**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: McGraw Hill  
 Level(s)/Course(s): Nutrition Across the Lifespan

Book: Food For Today  
 Year: 2016

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	This textbook is specifically aligned to discipline content that is utilized within the professional scope. Within this textbook, there are references to nutrition, health and wellness, meal planning, kitchen basics, art of cooking,

		and global foods. There is such a variety of options for curriculum that a teacher can use in the classroom.
C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.	1	Professional societies and organizations are briefly described and mentioned throughout this textbook.
<b>Additional Notes:</b>		

<b>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	This textbook is very 'skills focused.' I am very pleased with the amount of opportunities for the students to use what they have learned in the classroom and put the information to action. All the chapters in the book require some sort of action behind the curriculum which enhances the mastery level of the standard.

<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>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>	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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>I love all the offerings of this textbook. There are applications that the teacher can assign to increase math comprehension skills as well as increase ELA knowledge. Vocabulary, projects, Real-World Skills questions, food labs, and writing activities are just a small portion of what is available for teachers and students.</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>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>2</p>	<p>This is the first time I have seen a listing in a textbook that offers additional professional development for teachers. On page 2B of the Teacher's Edition, there is a section devoted to professional development opportunities. They are virtual opportunities but that is still a great opportunity for teachers in Tennessee.</p>
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<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	<p>There is a website available for teachers to use for any classroom support materials and resources.</p>
<p>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.</p>	<p>2</p>	
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>1</p>	<p>Teachers will be able to utilize what is available in this textbook and create lessons for the diverse learners in the classroom.</p>

<p>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.</p>	2	
<p><b>Please note any concerns about sensitivity:</b></p>		

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
<p>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.</p>	2	<p>There are several types of assessments offered for teachers within the Teacher's Edition textbook. A teacher will be able to use any of the writing assignments listed in the textbook and use as a summative or formative assessment. There are options for quiz questions that can be asked.</p>
<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>	2	
<p>C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.</p>	1	<p>A teacher will have to make some modifications considering the wide varieties of diverse learners but this will not be a</p>

		difficult task for the classroom teacher.
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**OPTIONAL- SECTION III: 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 Web Design program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

III. FOCUS AREA:	NOTES

## TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT

### Section II Reviews

Publisher: McGraw Hill  
 Level(s)/Course(s): Nutrition Across the Lifespan

Book: Food for Today  
 Year: 2016

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*

Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:

- 2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.
- 1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion.
- 0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, materials routinely make reference to and reinforce connections with national industry certification standards from agencies such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Metalworking Skills (NIMS).		
B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. Such as, the engineering design process, quality assurance and testing model, or theories of child development, as specified in the standards.	2	The text and materials are very well aligned with specific content for this course. For example, Standard 3 discusses the GI System and the text covers the topic very well in Chapter 5.

<p>C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, materials routinely make reference to and reinforce connections with the Council for Professional Recognition, Child Development Associate (CDA) Credential, Association for Computing Machinery, American Welding Society, etc.</p>	<p>1</p>	<p>Career Skills are covered in an appendix in the back of the text, however there isn't much mention of professional organizations, etc.</p>
<p><b>Additional Notes:</b></p>		

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>	<p>2</p>	<p>Chapters provide a vast amount of knowledge to the students and also provide opportunities for developing their skills. For example, Chapter 42 'The Art of Baking' provides a set of activities to develop Real-World Skills on page 664. Another example, Chapter 34 'Meats', as with other chapters too, concludes with a light and healthy recipe for students to prepare and use their skills they have developed.</p>
<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>The materials provide a connection to the previous course and build upon the</p>

		knowledge gained in that course.
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.	2	The materials provided progress well through the standards and provide opportunities for further knowledge and skill development.

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	2	The materials provide teachers with content and academic vocabulary for each chapter, various projects to develop academic skills, many laboratory applications/recipes, etc., lesson planning tools, and mini video clips for lessons.
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.	2	Many of the activities provided online in the teacher resources are created to allow students to develop their knowledge while also developing their skills.

<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>1</p>	<p>The vast amount of resources provide teacher with many opportunities to enhance their own understanding of course topics, however there isn't any mention found of professional development offered.</p>
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<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p>2</p>	<p>Materials can be accessed in printed text and digital text. There are also graphic organizers, mini video clips, online study tools, and a variety of review activities available.</p>
<p>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.</p>	<p>2</p>	<p>The materials are well designed with colorful pictures throughout chapters as needed. Chapters are also divided in a way which allows student reading to flow smoothly from one topic to another.</p>
<p>C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.</p>	<p>2</p>	<p>Materials allow for differentiation as needed. Activities are given for ELLs and ideas are provided for</p>

		accommodating various students.
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	Materials are culturally and politically sensitive.
<b>Please note any concerns about sensitivity:</b>		

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	A variety of reteaching activities are provided if needed. Enrichment activities, graphic organizers, rubric evaluations, and homework activities are also provided. The assessment tools provide teachers with the ability to create unique quizzes and various tests.
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.	2	A variety of formative and summative assessment tools/activities are provided.

C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	2	The assessment tools allow teachers to create unique assessments for various learners.
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