

TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT, BUSINESS AND MARKETING ELECTIVES

BEFORE YOU BEGIN

ALIGNMENT TO THE TENNESSEE CAREER AND TECHNICAL EDUCATION STANDARDS:

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

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

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

PERSONAL FINANCE (5901)

BUSINESS ECONOMICS (5888)

AMERICAN BUSINESS LEGAL (5892)

STATEMENT OF STUDENT PROFICIENCY

These courses are for elective credit and supplement learning in the areas of business, marketing, and finance.

Note to reviewers: *All materials reviewed as part of this application must align to the statement of student proficiency provided above.*

ORGANIZATION OF THIS DOCUMENT

SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA

All submissions must meet all of the non-negotiable criteria for each course before passing on to Section II.

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

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

SECTION III: FOCUS AREA (*optional*)

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

REVIEW

Book Title and ISBN: Managing your Personal Finances 9781305076815 Level(s)/Course(s): Personal Finance 5901

Publisher: CEngage Copyright Year: 2018

SECTION I(1):**FOCUS:****Students and teachers using the materials as designed devote the majority of time in each level to the course standards.*****METRICS:**

A. In any single course level, materials are designed where there is 80%** alignment to the course standards.	Yes <u>X</u> _____	No _____
B. All materials are appropriate for the designated course level, both in terms of content and in terms of language. For materials spanning multiple course levels and/or grade bands, content is presented at the appropriate grain size (i.e., level of detail) commensurate to expectations in the standard.	Yes <u>X</u> _____	No _____
C. Materials focus equally on the <i>conceptual knowledge</i> as well as the <i>technical skill</i> outlined in the standards.	Yes <u>X</u> _____	No _____
D. Topics do not deviate from the content outlined in the course standards. Topics may go "above and beyond" stated learning expectations, but not in a manner that distracts from the focus on specific knowledge and skills as determined by the standards.	Yes <u>X</u> _____	No _____

To be aligned to the Tennessee Standards, materials for each level must attend to all four indicators of Focus. All four indicators must be marked Yes.

Meet?
Yes X_____ No _____

Justification/Notes

The book satisfies about 13¼ of the 16 standards (about 83% of the standards). Standards 4 and 5 are not met in the book. Standard 3 is met by about 50% and standard 7 is mostly but not fully met. Personal Finance and Persona Financial planning in Standard 1 are not explicitly addressed but can be justified through numerous exercises and sections.

This is the seventh edition of the book that underwent a series of reviews, a list of reviewers is shown in the front matter of the book. The textbook comes with a Teacher's edition book and a Student Companion website.

A good feature of the material is the inclusion of an advanced search engine, and a digital copy of the book on the companion website.

The textbook language is suitable for the high school level.

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

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

PERSONAL FINANCE (5901)

Evidence of 80% Alignment with Standards			
Standard	Yes	No	Evidence (e.g. page numbers and/or examples of inclusion)
1. Define the concept of personal finance and explain the importance of personal financial planning using information sources such as instructional materials, news articles, blogs from reputable sources, personal narratives, and industry publications.	X		The standard is partially met in the materials. The book does not directly define personal finance and personal financial planning, but there are activities throughout the book that address that.
2. Write long-term (over 5 years), mid-term (1 - 5 years), and short-term (a year or less) personal financial goals, defining desired education, career, and earning milestones and saving and spending plans. Evaluate factors that may influence the goals, including family responsibilities, individual values, and economic conditions.	X		80-89; 346-347
3. Develop a chart, table, or graphic to compare characteristics of various careers, such as alignment to personal interest and aptitude, education requirements, available positions, salaries, potential lifetime earnings, and employer benefits. Research and report (orally or in an explanatory text) the requirements for admission to and related costs of attending a specific postsecondary institution and how that will support education, career, and earning goals.		x	The standard is not fully addressed in the book, about 50% of the standard is addressed on pages 6-10
4. Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education financial aid by completing an application. Identify strategies for reducing the overall cost of postsecondary education, including the impact of scholarships, grants, work study, and other assistance.		X	
5. Research multiple viewpoints that support or question the use of student loan debt in paying for postsecondary education. Assess the extent to		X	

which the reasoning and evidence presented support the author's claim. Citing specific textual evidence, craft an argumentative essay that either supports or opposes the use of student loan debt, developing both claim(s) and counterclaim(s) fairly.			
6. Describe factors affecting take-home pay such as tax withholdings, benefits (e.g., insurance, 401k), and plan payroll deductions. Complete a 1040EZ or 1040A and a W-4 Employee's Withholding Allowance paperwork, and analyze the W-2 Wage and Tax Statement for federal income tax purposes.	X		Pages 36-43; 55-56; 65-78
7. Create a personal balance sheet. Determine assets and liabilities and calculate net worth. Using research from local sources (such as newspapers, chambers of commerce, local government, and company websites), create a monthly personal budget. Cite specific textual evidence from findings when calculating earnings of a selected occupation and including accurately estimated household living expenses, taxes, potential savings, and an emergency fund.	x		The standards is satisfied by about 60% on pages 81-90 and 101-102
8. Understand the availability of consumer protection laws, agencies, and resources. Investigate the availability and reliability of resources to assist consumers in making buying decisions (include national, state, and local resources, as appropriate).	X		611-632
9. Compare and contrast services and products available from financial service providers such as commercial banks, savings and loans, and credit unions. Identify the services that best support the personal financial goals. Craft an argumentative essay supported by evidence about selecting a specific financial account or service to best meet current and/or future financial goals	X		117-127
10. Compare and contrast the various sources and types of consumer credit, such as student loans, auto loans, store credit cards, and payday loans. Draw conclusions about the types of credit best suited for financing and/or purchasing various goods and services, defending claims with specific textual evidence.	X		167-175
11. Citing information from at least one of the three major credit reporting agencies, describe credit reports and credit scores. Describe the relationship between consumers and credit reports/credit scores,	X		195; 197; 186-189

discussing their importance and citing specific textual evidence from research. Analyze a sample credit report and interpret how the contents may affect the credit score. Explain how the credit score may impact borrowing opportunities and the cost of credit. Summarize specific activities used to maintain a good credit score.			
12. Citing evidence found in credit applications, compare and contrast various types of credit and calculate the real cost of borrowing. Explain factors that can affect the approval process associated with each type. Identify typical information and procedures required in the credit application process. Analyze factors associated with the purchase of an automobile and defend a specific buying decision, including: a. Define and understand factors most often included in negotiations (such as cash vs. financing, inclusion of trade-in, etc.). b. Evaluate costs and benefits of different service contract and/or warranty options. c. Compare and contrast available financing options based on consumer characteristics and size of down payment.	X		164-175; 186-197; items required in credit are found on pages 101 and 198
13. Identify strategies for good use of credit and effective debt management to recognize the warning signs of impending debt problems. Illustrate the long-term consequences of accumulating debt and of filing for bankruptcy. Formulate a plan to eliminate debt and Page 4 determine the impact on a personal budget, citing specific textual evidence to defend elements of the plan.	X		Addressed in chapter 10 on pages 221-238 and in the end-of-chapter problems on pages 240 and 241.
14. Differentiate the benefits and costs associated with various types of insurance, such as health, life, property, and auto. Describe the risks associated with a lack of appropriate coverage in specific situations. Determine the role of insurance in personal financial planning to preserve and build wealth.	x		512-526
15. Conduct assessments of various types of identity theft situations and scams, then determine strategies and present a plan to safeguard and protect against identity theft. Design and present a plan to significantly lower and protect against risks. Determine steps that should be taken by a victim of identity theft to report the incident and re-establish identity.	X		5-6; 161; 300; 600-605
16. Explain how saving and investing contribute to financial well-being, building wealth, and helping meet personal financial goals. Compare and	X		129-136; 139; 147-148; 379-400

contrast saving and investment strategies, such as savings accounts, certificates of deposit, stocks, bonds, mutual funds, employer sponsored savings plans, physical assets, and commodities.. Design a diversified saving and investment plan that includes strategies compatible with personal goals. Include time value of money and compound interest calculations in analysis.

Time value of money and compounded interest are found on pages 133-134

SECTION I(2):**RIGOR:**

Each level's instructional materials reflect high expectations for all students. They follow faithfully the level of rigor intended in the standards and support student learning through high-quality presentation of content and challenging application.

METRICS:

A. Materials effectively meet the level of rigor intended in the standards.	Yes <u> X </u>	No <u> </u>
B. High-quality problems and questions designed to invite exploration and support conceptual understanding are included throughout. A variety of problems, both conceptual and technical, enable students to connect course content and transfer understandings to new situations.	Yes <u> X </u>	No <u> </u>
C. All materials reinforce literacy and mathematics instruction in career and technical education environments. Texts are of an appropriately challenging Lexile level; mathematics problems push students to apply quantitative reasoning to specific technical situations.	Yes <u> X </u>	No <u> </u>
D. Materials support the development of fluency, including regular opportunities to practice knowledge and skills, appropriately apply tools, and use technology.	Yes <u> x </u>	No <u> </u>
E. Domain-specific vocabulary and industry terminology are frequently used to explain topics, or to make connections to key workplace activities.	Yes <u> X </u>	No <u> </u>
To be aligned to the standards, all five indicators of Rigor must be marked Yes.	Meet? Yes <u> X </u> No <u> </u>	

Justification/Notes

The content is presented in high quality with appropriate number of figures, pictures, and tables throughout the textbook. The book is organized into six units that include 26 chapters in total. Each chapter is divided into 2-3 sections and each section ends with assessment exercises. The chapters also end with assessment questions and problems. Each of the six units end with a unit project that closes the loop in the learning process.

However, the book has some minor drawbacks for example, it does not contain pre-assessment exercises for the chapters, but overall, the rigor level in the book materials is suitable.

SECTION I(3):

POSTSECONDARY AND CAREER READINESS:

Materials promote multiple pathways to student success beyond high school, highlighting a range of career opportunities aligned with entry and exit points to and from appropriate postsecondary programs. Aligned pathways are presented in a fair and balanced fashion that underscores the need for advanced training beyond high school, but does not privilege one set of credentials over another and is consistent with occupational requirements.

METRICS:

A. Technical skills are promoted within the context of applicable industries and work environments. They are <i>not</i> presented in isolation or without meaningful connections to aligned careers.	Yes <u>X</u> _____	No _____
B. Materials showcase a diversity of career and postsecondary opportunities for students upon completion of high school, including all applicable levels of postsecondary training (i.e., technical schools, community colleges, four-year universities, etc.).	Yes __X__	No _____
C. Connections to relevant certifications and other credentials are clearly explained, and their value in industry is communicated where appropriate.	Yes __X__	No _____
D. Materials provide opportunities for students to practice and reflect upon 21st century (or "soft") skills.	Yes __X__	No _____

To be aligned to the standards, all four indicators of Postsecondary and Career Readiness must be marked Yes.	Meet? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Justification/Notes The book has a thorough and well-planned career readiness preparation as demonstrated in the "Planning a Career In..." subsections that are found throughout the book, for example the subsection Planning a Career In Loan Processing on page 162 lists the different job titles in the career and a description of that career.	

Were all three non-negotiables in section I met? (Was each component marked "yes"?)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
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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, <i>Mechatronics I</i> materials routinely make reference to and reinforce connections with national industry certification standards from companies like Siemens.</p>	<p>2</p>	<p>The book states that its material aligns with two sets of standards:</p> <ul style="list-style-type: none"> - The National Standards of the Jumpstart Coalition for Personal Financial Literacy. - National Business Education Association Standards <p>The book references and aligns its content with applicable industry standards such as the Occupational Outlook Handbook by the US Bureau of Labor Statistics.</p>

<p>B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. For example, Differentiating Instruction materials routinely make reference to and reinforce connections with instructional strategies that meet the educational needs of the student, as specified in the standards.</p>	<p>2</p>	<p>The book material is aligned with National Standards of the Jump\$tart Coalition for Personal Finance Literacy</p>
<p>C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, <i>School Counseling</i> materials routinely make reference to and reinforce connections with the American School Counselor Association (ASCA).</p>	<p>1</p>	<p>Some professional organizations are mentioned scattered in the book. However, there is no evidence of exercises that encourage students to investigate professional and regulatory organizations in the field such as OSHA.</p>

<p>Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS</p>	<p>SCORE</p>	<p>JUSTIFICATION/NOTES</p>
<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>The book material adequately makes connection between knowledge and skills.</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>	
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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>2</p>	<p>Instructor support materials are found on the Instructor’s companion website with the following:</p> <ul style="list-style-type: none"> - lesson plans - projects - solutions to student activities - correlations to both the Jump\$tart and NBEA standards - Test bank - Educator guide - Power point lectures
<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>Numerous materials are included with the book that are directed at teachers as outlined in II(3)-a above.</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>There is a Net Links and a MindTap educator's guide in the companion website that provide additional avenues for instructors.</p>
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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>This is one of the main strengths of the book:</p> <p>The printed book was accessed by the reviewer digitally.</p> <p>In addition to that, there is a companion website for both students and for Instructors.</p> <p>The test banks on the companion website can be loaded in a wide range of platforms that include:</p> <ul style="list-style-type: none"> - Desire2Learn platform - BlackBoard platform - Moodle platform - Canvas platform - Angel platform <p>However, there is no evidence that the book</p>

		material is phone or tablet compatible.
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 book is written at a suitable language level for students, teachers, and parents.
C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	1	There is a rich content of questions on the companion website, and a test bank that is compatible with almost all educational platforms. There is no direct indication of including support for weak and advanced students, but the book indirectly supports the wide range of learners, by using a suitable language level, and contains a wide range of activities. However, it does not guide the teacher to classifying assessment questions based on student levels. There is some lack of interactive questions.

<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>The book is professionally written and is culturally and politically sensitive to the full range of users.</p>
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Please note any concerns with sensitivity below:

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>The book contains end-of-lesson and end-of-chapter assessments.</p> <p>The teacher's companion website includes additional test bank questions on each chapter. The test bank questions are available in formats compatible with many state-of-the-art educational platforms.</p> <p>However, it should be noted that the reviewer does not know if the Teacher's companion website would be available to teachers in the state.</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>Lesson plans, instructor’s manual, and many other tools are available on the companion website.</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>There is a rich content of questions in the companion website. However, there is no evidence of any interactive questions that are aimed at capturing the largest possible spectrum of students such as vocabulary games, and matching exercises, and interactive videos. Interactive exercises can effectively capture attention of students.</p>

SECTION III (optional): FOCUS AREA

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

<p>III. EXAMPLE: FOCUS IN Health Information Systems</p>	<p>NOTES</p>
<p>A. Materials include coverage of major parameters most frequently reported in health databases.</p>	<p><i>[Insert reviewer evaluation here.]</i></p>

B. Materials draw clear connections between policy and procedures and the legal ramifications of health informatics.	<i>[Insert reviewer evaluation here.]</i>
III. FOCUS AREA:	NOTES