**TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT,**

**BUSINESS AND MARKETING ELECTIVES**

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| **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)** |
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| **REVIEW** |
| Book Title and ISBN: iCEV, Bus, Mkt, Fin, IT & Media Site – Business Economics 978-1-161459-596 Level(s)/Course(s): 5898 – Business Economics  Publisher: CEV Multimedia, Ltd. Copyright Year: 2018 |
| **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. |

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| **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:** | |
| |  |  |  | | --- | --- | --- | | 1. In any single course level, materials are designed where there is 80%\*\* alignment to the course standards. | **Yes \_\_X\_\_** | **No \_\_\_\_\_\_** | | 1. 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 \_\_X\_\_** | **No \_\_\_\_\_** | | 1. Materials focus equally on the *conceptual knowledge* as well as the *technical skill* outlined in the standards. | **Yes \_\_X\_\_** | **No \_\_\_\_\_** | | 1. 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 \_\_X\_\_** | **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**  This media side does not meet the mandatory 80 percent alignment to course standards in Business Economics. | |

\*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.

**BUSINESS ECONOMICS (5898)**

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| **Evidence of 80% Alignment with Standards** | | | |
| **Standard** | **Yes** | **No** | **Evidence (e.g. page numbers and/or examples of inclusion**) |
| 1. The student will develop and apply concepts related to human relations, safety, career development, communications and leadership skills for a global workplace. The student will: 1.1 Demonstrate sensitivity to personal, societal, corporate, and governmental responsibility to community and global issues. 1.2 Demonstrate the interpersonal, teamwork, and leadership skills needed to function in diverse business settings, including the global marketplace. 1.3 Communicate effectively as writers, listeners, and speakers in diverse social and business settings. 1.4 Apply the critical-thinking and soft skills needed to function in students’ multiple roles as citizens, consumers, workers, managers, business owners, and directors of their own futures. 1.5 Analyze and follow policies for managing legal and ethical issues in organizations and in a technology-based society. 1.6 Investigate the life-long learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling. 1.7 Assess personal skills, abilities, aptitudes, and personal strengths and weaknesses as they relate to career exploration and apply knowledge gained from individual assessment to research and develop an individual career plan. 1.8 Examine the goals and principles of Future Business Leaders of America. 1.9 Investigate online and office safety procedures and pass a written safety examination with 100% accuracy. 1.10 Demonstrate parliamentary procedure through office staff/chapter organizational meetings. 1.11 Apply appropriate typography concepts to industry documents. | **X** |  | 1.0  Workplace Etiquette (All Segments);; Activity – Etiquette Dos and Don’ts  Workplace Issues (The Workplace Segment, Employer Responsibility Segment, Employee Safety Segment, and Workplace Policies Segment); Student Handout-Employer Rights and Responsibilities in the Workplace, Student Handout-Employer Rights and Responsibilities in the Workplace, Activity – Defining Workplace Policies and Procedures, Activity-Facts and Opinions in Occupational Safety Practices, Activity-Federal Laws for Safety, Activity-Sexual Harassment or Not, Project-Creating an Employee Handbook, Project-Determining Health Practices in the Workplace, Project-In Your Own Words OSHA in the Workplace, Project-Strategies to Address Violations, Project-Wellness Practices in the Workplace  Safe Working Environment (All Segments); Activity-OSHA Handbook, Project-Safety & Security Hunt, Project-Safety Program  Exploring Careers: Business Management & Administration (All Segments); Project-Career Exploration Journal Administrative Support, Project-Career Exploration Journal Business Information Management, Project-Career Exploration Journal Career Plan, Project-Career Exploration Journal General Management, Project-Career Exploration Journal Human Resources Management, Project-Career Exploration Journal Overview  Employability Skills (All Segments); Activity-Work Habits: Good vs. Bad, Project-Personal Skills  Leadership Styles (All Segments); Activity-Parts of a Leader, Project-Historical Leaders, Project-Leadership Video  1.1  Citizenship Basics (All Segments); Activity-Citizenship: What’s It to You, Activity-Laws & Regulations, Activity – My Responsibility, Project-Environmental Protection Plan, Project – Serving the Community, Project-Volunteering  1.2  Teamwork & Collaboration (All Segments); Activity-Team Roles, Activity-Multidisciplinary Team, Project-Work-Related Problem Solving  Employability Skills (All segments); Activity-Work Habits: Good vs. Bad, Project-Personal Skills  1.3  Listening 101 (All Segments); Activity-Bus Driving Listening Teacher Instruction Sheet, Activity-Draw What You Hear Teacher Instruction Sheet  Written Communication Practices (All Segment); Activity-Letter, Activity-Timed Essay, Activity-Analytic Essay, Project-Informative Pamphlet  Communication Styles (All Segments); Activity-Effective Nonverbal Communication Skills, Activity-Find It, Project-Model Communication  1.4  Employability Skills (All Segments); Activity-Critical & Creative, Activity-Problem Solving, Activity-Skills Flashcards, Activity-Work Life Balance, Project-Interacting with Mangers, Project-Personal Skills  Decision Making (All Segments); Project-Decisions Made, Project-Future Decisions  Teamwork & collaboration (All Segments); Activity-Multidisciplinary Team, Activity-Team Roles, Project-Work Related Problem Solving  1.5  Business Ethics (All Segments); Activity-Legal Dilemmas, Project-Ethics at Work Teacher Instruction Sheet, Project-Law & Regulations Teacher Instruction Sheet  Ethics in Business (All Segments); Activity-Ethical Dilemmas, Activity-Ethics Role Play, Activity-Ethics Role Play Teacher Instruction Sheet, Activity-What Does Integrity Mean to You? Project- Code of Ethics, Project- Laws and Regulations, Project-Unethical Case Study  1.6  Employability Skills (All Segments); Activity-Continuing Education  1.7  Formulas for Career Success: Career Testing & Investigation (All Segments); Activity-Factors of Career Choices, Activity-What I Want in a Career, Project-Career Investigation, Project-Career Testing, Project-Personal Profile  1.8  CTSOs: Enhancing the Student Experience (Slides 9-22 and 34-37); Activity-Describe the Benefits; Project-Information Brochure  1.9  Safe Working Environment (All Segments); Activity-OSHA Handbook, Project-Safety & Security Hunt, Project-Safety Program, Assessment, Assessment Answer Key, Workplace Issues (Employee Safety Segment and Workplace Policies Segment); Assessment IV-Employee Safety, Assessment IV-Employee Safety Answer Key  1.10  Parliamentary Procedure Guidelines (All Segments); Project- Career Meetings, Project-Mock Meetings, Project-Watch and Learn  1.11  Written Communication Practices; Student Handout-Typography in Documents, Project-Writing Guide |
| 1. Students will analyze the basic economic systems in relation to scarcity, choice, and opportunity costs. The student will: 2.1 Apply the concepts of basic economics. 2.2 Differentiate between economic systems. 2.3 Analyze economic problems and goals of society. 2.4 Analyze the economic problem of scarcity. 2.5 Assess the importance of natural resources and their relationship to economic decision making. | **X** |  | 2.0  Economic Concepts (All Segments)  Consumer Economic Systems (All Segments)  2.1  Economic Concepts (All Segments); Student Handout-Impacts of Division of Labor, Activity-Economic Continuum, Activity-Good or Services, Activity-Goods or Services Answer Key, Activity-Impact of Productivity, Activity-Measuring Economic Impact, Activity-Personal Glossary, Activity-supply, Demand, and Price, Activity-Utility Defined, Activity-Utility Defined Answer Key, Project-Class Debate, Project-Class Debate Teacher Instruction Sheet, Project-Current Economics Events, Project-Our Own Country  2.2  Economic Systems (All Segments); Activity-Private Enterprise, Project-Timeline  Political & Economic Systems (All Segments); Activity- Global Comparison, Project-Political and Economic Systems.  2.3  Consumer Economic system (All Segments); Activity-Consumer Debate Teacher Instruction Sheet, Activity-Economic Contribution, Activity-Economic Contribution Answer Key, Activity-Elastic Demand, Activity-Elastic Demand Answer Key, Activity Opportunity Cost Teacher Instruction Sheet, Activity-Supply and Demand  Teacher Instruction Sheet  2.4  Economic Utilities (Slides 33-34); Activity-Natural Resources & Economics  2.5  Economic Utilities (Slides 33-34); Activity-Natural Resources & Economics |
| 1. Students will analyze the role of business in a free enterprise system. The student will: 3.1 Connect concepts as they apply to the role of business in a free enterprise system. 3.2 Analyze types of business organizations. 3.3 Apply the concepts of buying and selling of stock. 3.4 Analyze effects of competition and monopoly on a free enterprise system. 3.5 Apply the concepts of production. 3.6 Analyze characteristics of marketing. 3.7 Differentiate between factors of production. 3.8 Explain the phenomena in terms of the law of supply and demand. 3.9 Formulate and analyze knowledge/understanding of elasticity of demand. 3.10 Analyze the role of unions in the economy. | **X** |  | 3.0  Competition & Free Enterprise (All Segments); Activity-Business Roles Project-Business Competition  3.1  Competition & Free Enterprise (All Segments); Activity-Business Roles Project-Business Competition  3.2  Business Ownership & Registration (Types of Business Ownership Segment); Activity-Business Ownership, Activity-Partnership  Organizational Structures (All Segments); Project-Organizational Structures  3.3  Business Ownership & Registration (Slides 43-62)  3.4  Competition & Free Enterprise (Alternative Market Structures); Project-Monopoly  3.5  Business Characteristics (Marketing, Production & Distribution Segment), Activity-Production  3.6  Business Characteristics (Marketing, Production & Distribution Segment), Activity-Marketing  3.7  Business Characteristics (Marketing, Production & Distribution Segment), Activity-Production  3.8  Supply & Demand (All Segments); Activity-Supply and Demand Vocabulary, Activity-Supply and Demand Vocabulary Answer Key, Project-Supply and Demand Teacher Instruction Sheet  3.9  Supply &Demand (All Segments); Project-Supply and Demand Teacher Instruction Sheet  3.10  Government's Role in Business (Slides 37-55); Activity-Collective Bargaining, Project-Labor Organizations & Unions |
| 1. Students will analyze the role of the individual in a free enterprise system. The student will: 4.1 Connect concepts as they apply to the individual’s role in a free enterprise system. 4.2 Apply concepts demonstrating the elements of personal and fiscal responsibility. 4.3 Critique and analyze types of savings plans. 4.4 Investigate and analyze the appropriate use of credit. 4.5 Differentiate between the most common forms of insurance and formulate a personal needs assessment. | **X** |  | 4.0  Competition & Free Enterprise (All Segments)  4.1  Competition & Free Enterprise (Free Enterprise in the United States Segment); Activity-Socialism vs. Communism vs. Free Enterprise  4.2  Creating a Personal Budget (All Segments); Activity- Money Personalities, Activity-New Worth; Project-Your Monthly Budget; Project-Planning for Your Financial Future  4.3  Saving & Investment Strategies (All Segments); Activity- Sales Vehicles, Activity-Investment Vehicles, Projects- Regulations of Saving & Investment, Project-Saving & Investment Plan  4.4  Introduction to Credit (All Segments); Activity-Credit Comparison, Activity-Credit Evaluation, Project-What is Credit?  4.5  Insurance: The Basics (All Segments); Project-Insurance Company Review |
| 1. Students will analyze the role of government in a free enterprise system. The student will: 5.1 Connect concepts related to government’s role in a free enterprise system. 5.2 Formulate and analyze the components of gross national product (GNP), gross domestic product (GDP) and national income. 5.3 Investigate and differentiate the types of taxes. 5.4 Analyze the concept of governmental distribution of wealth. 5.5 Analyze cause/effect of inflation and recession. 5.6 Investigate and analyze the impact of the American financial structure, including banking and monetary policy. 5.7 Investigate and analyze governmental policies and their economic consequences at the national, state and local levels | **X** |  | 5.0  Political & Economic Systems (All Segments); Project- Political Economic Systems  5.1  Political & Economic Systems (Introduction Segment); Project- Political Economic Systems  5.2  Economic Concepts (Slides 55-61)  5.3  Taxes & Government (Types of Taxes Segment); Activity-Local taxes, Activity- Tax Filing Fact Sheet, Project-Tax Forms, Project-Wrap Up  Taxes & Tax Calculations (Types of Taxes Segment); Activity-Paycheck Taxes, Activity-Paycheck Taxes Answer Key  5.4  Political & Economic Systems; Student Handout-Distribution of Wealth, Activity-Global Comparison, Project-Political & Economic Systems  5.5  Inflation (All Segments); Activity-Effects of Inflation, Project-Inflation Then & Now  5.6  Government's Role in Business (Banking & Monetary Policy Segment); Activity-Banking & Monetary Policy  5.7  Government's Role in Business (Introduction Segment); Activity- Government Policies & Economics Consequences |
| 1. Students will analyze economic concepts. The student will: 6.1 Connect concepts as they apply to international economics. 6.2 Investigate and analyze the effect of world trade on the United States economy. 6.3 Utilize business economic concepts to determine advantages/disadvantages of International trade, including the global impact. 6.4 Develop a logical argument for/against protective trade barriers. 6.5 Investigate the purpose of foreign aid. 6.6 Analyze the cause and effect of reliance on foreign aid. | **X** |  | 6.0  Economic Concepts (All Segments)  6.1  Economic Concepts (All Segments)  6.2  Political & Economic Systems (All Segments); Activity-Global Comparison  Economic Concepts (Global Economics & Trade Segment); Project-Our Own Country  6.3  U.S. & International Trade (All Segments); Project-Economic Integration, Project-World Trade  Economic Concepts (Global Economics & Trade Segment); Project-Our Own Country  6.4  International Trade & Tariffs (All Segments); Activity-Antitrust Laws, Project-International Trade Agreements, Project77. - Trade Barriers |
| 1. Students will analyze careers in business economics. The student will: 7.1 Analyze and synthesize opportunities for careers related to business economics. 7.2 Analyze current employment trends for careers related to business economics across industries. | **X** |  | 7.0  Exploring Careers; Business Management & Administration (All Segments)  7.1  Exploring Careers; Business Management & Administration (All Segments)  7.2  Exploring Careers; Business Management & Administration (Overview Segment); Activity-History of Careers, Project-Career Exploration Journal Business Information Management, Project-Career Exploration Journal Career Plan, Project-Career Exploration Journal General Management |
| 1. Students will identify market structures/forms of competition found in the U.S. economy. The student will: 8.1 Analyze, compare and contrast perfect competition and monopolistic competition. 8.2 Analyze, compare, and contrast oligopoly and monopoly. 8.3 Connect government regulation to the creation of natural monopolies. | **X** |  | 8.0  Competition & Free Enterprise (All Segments)  8.1  Competition & Free Enterprise (Alternative Market Structures Segment); Activity-Venn Diagrams  8.2  Competition & Free Enterprise (Alternative Market Structures Segment); Activity-Venn Diagrams  8.3  Competition & Free Enterprise (Alternative Market Structures Segment); Project-Monopoly |

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| **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:** | |
| |  |  |  | | --- | --- | --- | | 1. Materials effectively meet the level of rigor intended in the standards. | **Yes \_\_X\_\_** | **No \_\_\_\_\_** | | 1. High-quality problems and questions designed to invite exploration and support conceptual understanding are included throughout. A variety of problems, both conceptual and technical, enable students to connect course content and transfer understandings to new situations. | **Yes \_\_X\_\_** | **No \_\_\_\_\_** | | 1. All materials reinforce literacy and mathematics instruction in career and technical education environments. Texts are of an appropriately challenging Lexile level; mathematics problems push students to apply quantitative reasoning to specific technical situations. | **Yes \_\_X\_\_** | **No \_\_\_\_\_** | | 1. Materials support the development of fluency, including regular opportunities to practice knowledge and skills, appropriately apply tools, and use technology. | **Yes \_\_X\_\_** | **No \_\_\_\_\_** | | 1. Domain-specific vocabulary and industry terminology are frequently used to explain topics, or to make connections to key workplace activities. | **Yes \_\_X\_\_** | **No \_\_\_\_\_** | | |
| **To be aligned to the standards, all five indicators of Rigor must be marked Yes.** | **Meet?**  **Yes \_\_X\_\_ No \_\_\_\_\_** |
| **Justification/Notes** | |

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| **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:** | |
| |  |  |  | | --- | --- | --- | | 1. Technical skills are promoted within the context of applicable industries and work environments. They are *not* presented in isolation or without meaningful connections to aligned careers. | **Yes \_\_X\_\_** | **No \_\_\_\_\_** | | 1. Materials showcase a diversity of career and postsecondary opportunities for students upon completion of high school, including all applicable levels of postsecondary training (i.e., technical schools, community colleges, four-year universities, etc.). | **Yes \_\_X\_\_** | **No \_\_\_\_\_** | | 1. Connections to relevant certifications and other credentials are clearly explained, and their value in industry is communicated where appropriate. | **Yes \_\_X\_\_** | **No \_\_\_\_\_** | | 1. 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 \_\_X\_\_ No \_\_\_\_\_** |
| **Justification/Notes** | |

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| **Were all three non-negotiables in section I met?**  **(Was each component marked “yes”?)** | **Yes \_\_X\_\_ No \_\_\_\_\_** |

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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. |

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| **Section II(1). ADDITIONAL ALIGNMENT CRITERIA** | **SCORE** | **JUSTIFICATION/NOTES** |
| 1. Materials are aligned to relevant **national and/or industry standards** where appropriate. For example, *Mechatronics I* materials routinely make reference to and reinforce connections with national industry certification standards from companies like Siemens. | **2** 1 0 | There are numerous references that are relevant to both national and industry standards such as ethical issues and safety. |
| 1. Materials are aligned to discipline-specific **content or pedagogical frameworks** frequently used by professionals in associated industries. For example, Differentiating Instruction materials routinely make reference to and reinforce connections with instructional strategies that meet the educational needs of the student, as specified in the standards. | 2 **1** 0 | The standards are aligned to the discipline however there are not many differentiating materials. |
| 1. Connections are made to discipline-specific **professional societies and organizations**, and their value is clearly communicated in the materials. For example, *School Counseling* materials routinely make reference to and reinforce connections with the American School Counselor Association (ASCA). | **2** 1 0 | There is an entire unit on Career Technical Student Organizations that encourage students to become involved in organizations that directly align with their selected Career clusters. |

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| **Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS** | **SCORE** | **JUSTIFICATION/NOTES** |
| 1. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards. | **2** 1 0 | The connections are within the course and knowledge and skills are appropriate and follow a natural progression on the materials. |
| 1. Materials are vertically coherent with previous courses and these connections are made clear in the materials. The connections are explicit to the other materials in the course. | 2 1 **0** | The courses included in this curriculum are not really connected with other courses. There are standalone courses. |
| 1. For materials in a series, content progressions reflect the progressions as seen in the standards. These progression connections are clearly indicated in the materials. Any discrepancies in content progressions enhance the required learning in each course and are clearly aimed at helping students meet the standards as written. | 2 **1** 0 | Some instances of the progressions are noted. It is not done always. |

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| **Section II(3). TEACHER SUPPORTS** | **SCORE** | **JUSTIFICATION/NOTES** |
| 1. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies. | **2** 1 0 | The materials include numerous resources to reinforce the materials. Some include PowerPoints, lesson plans, pacing guides, activities, vocabulary, videos and assessments. |
| 1. Materials include teacher-directed materials that explain the role of the practice activities in the classroom and in students’ content development. Problems and activities present opportunities for students to make use of and exhibit the skills as they work on mastery of content. | **2** 1 0 | There are numerous activities that help to further develop the content. The project allows students to demonstrate the mastery of the content. |
| 1. Opportunities and resources are provided for teachers to conduct independent study to enhance their own understanding and knowledge of course topics. Materials provide avenues to seek and identify quality professional development in a manner that will support student learning. | 2 1 **0** | I did not see any resources or opportunities that allowed teacher to enhance their knowledge of the course topics. |

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| **Section II(4). USABILITY** | **SCORE** | **JUSTIFICATION/NOTES** |
| 1. Materials can be accessed in a variety of formats and media, including but not limited to printed textbooks, digital storage devices, online applications, and cloud-based forums. | **2** 1 0 | Materials can be accessed via the email. The possibility also exists for teachers to print copies of the activities and assessments. |
| 1. Materials are clear and easy to read for students, teachers, and parents. The design and graphics do not distract from the course content and are appropriately placed. | **2** 1 0 | The material is very well organized. The graphics enhance the lessons and do not distract. |
| 1. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students. | 2 1 **0** | There was no differentiation included in the materials. |
| 1. Materials are culturally and politically sensitive to the full range of potential users, and do not advance unwarranted opinions that are not factually based. All materials strive to present content, not beliefs. | **2** 1 0 | All content was presented in an unbiased manner. |

Please note any concerns with sensitivity below:

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| **Section II(5). ASSESSMENTS** | **SCORE** | **JUSTIFICATION/NOTES** |
| 1. Materials include aligned assessments at regular intervals throughout the text(s), or as supplements to the primary instructional materials. Aligned assessments may include end-of-chapter quizzes, unit test modules, and practice exams. | 2 **1** 0 | There were assessments included that periodically assessed the students. However, the assessments could have involved more coverage of all the content. |
| 1. Materials offer ideas and guidance on measuring student progress throughout the duration of the aligned course(s). Formative, interim, and summative assessment strategies are all presented to inform instructional strategy and improvement. | 2 1 **0** | There were no materials that offered ideas and guidance on measuring student progress. |
| 1. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency. | 2 1 **0** | No proof of differentiation for included. |

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| **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. |

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

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| **III. FOCUS AREA:** | **NOTES** |
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