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

**MARKETING MANAGEMENT PROGRAM OF STUDY**

**MARKETING CAREER CLUSTER**

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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:  **INTRODUCTION TO BUSINESS & MARKETING (5905)**  **MARKETING MANAGEMENT I (5931)**  **MARKETING MANAGEMENT II: ADVANCED STRATEGIES (5932)**  **ADVERTISING AND PUBLIC RELATIONS (5936) RETAIL OPERATIONS (2222)** |
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| **REVIEW** |
| Book Title and ISBN: \_\_\_iCEV Marketing & Management I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level(s)/Course(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_9-12 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Publisher: \_\_\_\_CEV Multimedia, LTD \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Copyright Year: \_\_\_\_\_\_\_2018\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **STATEMENT OF STUDENT PROFICIENCY** |
| Marketing is a study of marketing concepts and principles used in management. Students will examine the challenges, responsibilities, and risks managers face in today's workplace. Subject matter includes finance, business ownership, risk management, marketing information systems, purchasing, promotion, and human resource skills.  Note to reviewers: *All materials reviewed as part of this application must align to the statement of student proficiency provided above.* |

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| **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 textbook does meet the mandatory 80 percent alignment to course standards in Business Communications. | |

\*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.

**INTRODUCTION TO BUSINESS & MARKETING (5905)**

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| **Evidence of 80% Alignment with Standards** | | | |
| **Standard** | **Yes** | **No** | **Evidence (e.g. page numbers and/or examples of inclusion**) |
| 1. Explore careers in each of the Business Management & Administration, Finance, and Marketing pathways. For each of these career clusters, research the job descriptions and typical activities of major professions such as chief executive officer, accountant, real estate agent, advertising specialist, branch manager, wealth management/trust officer, and more. Produce a career pathways chart or other graphic detailing the aptitudes and training required for careers of interest. For example, outline the typical skills and training required to become a human relations manager, including personal aptitudes, postsecondary credentials, and licensing. Upon completion of the chart, conduct a self-assessment of aptitudes, interests, and personality aligned to careers; then devise a tentative career plan to reach employment goals based on the research conducted. |  |  |  |
| 1. Conduct a job market search for one of the careers selected in the preceding standard by browsing print and online job boards and vacancy announcements. Consider factors such as local industry needs, projected annual openings, and prospects for growth when researching specific occupations. Synthesize findings to create a report comparing three or more job openings within the selected career, based on the following criteria: (1) education/certification requirements, (2) recommended years of experience, (3) salary and benefits, and (4) expected roles and responsibilities outlined in the vacancy announcement. |  |  |  |
| 1. Research the management skills required of individuals in order to be productive members of society. Identify the specific skills related to time management, organizational planning, teamwork, and professionalism necessary for success in the workplace. |  |  |  |
| 1. Research the development of self-esteem and self-image in individuals. Create a list of factors that promote and hinder the development of positive self-esteem and self-image. Formulate a plan to build/improve self-esteem in a class project or school based project. |  |  |  |
| 1. Compare and contrast skills for communicating professionally in business as well as informally in everyday social interactions. Differentiate between verbal and nonverbal communication. List specific techniques for effective communication and evaluate how different cultures attach different meanings to communication techniques. |  |  |  |
| 1. Define the term business, and research the four major functions of business: (1) production and procurement, (2) marketing, (3) management, and (4) finance and accounting. As part of a short research project and presentation, select a product and trace its development through each of the four functions, detailing who is involved at each stage. For example, deliver a presentation explaining how the iPhone goes from raw materials to final packaged product available for sale. |  |  |  |
| 1. Identify the factors of production (i.e., natural, labor, capital, and entrepreneurial). Drawing on case studies, textbooks, or similar resources, discuss the concept of opportunity cost in the context of business operations, and explain how businesses make decisions based on scarcity of resources. |  |  |  |
| 1. Summarize the foundational economic principles of supply and demand. Distinguish between an economic good and an economic service, and draw conclusions about how the law of supply and demand influences what goods and services businesses will produce using limited resources. Using a range of goods and services as evidence, write a brief informative text illustrating this relationship and the implications for consumers and the economy at large. |  |  |  |
| 1. Research and describe the four stages of a business cycle (recession, depression, recovery, and peak). Using a graphic organizer, label each stage of the business cycle and plot the generally accepted economic activities occurring at each stage. |  |  |  |
| 1. Compare and contrast the three primary types of business ownership: sole proprietorship, partnership, and corporation. Research a local business in the community and compile a profile detailing the type of ownership, history and background of founding, and description of products or services offered. In an informative narrative, highlight any changes the business has made to its operations in response to market and population shifts, infrastructure development (i.e., interstates, public transportation), inventions, expansion opportunities, and other market factors. |  |  |  |
| 1. Drawing on resources such as the Tennessee Department of Labor and Workforce Development, the Tennessee Department of Economic and Community Development, and local Chambers of Commerce or Development Districts, investigate the current economic situation in the county and compare it to the economic situation of the state. Write a report on the findings, citing evidence from sources researched. Findings can include the unemployment rate, business growth/decline, occupation growth/decline, population changes, government operating budget, etc. Include an analysis on how economic conditions affect employment and product consumption, and draw conclusions about the implications of such conditions on the creation, expansion, and relocation of businesses. |  |  |  |
| 1. Draw on a range of print and digital sources, such as articles, videos, and textbooks, to create a timeline or similar narrative detailing the evolution of business in the U.S. Annotate the timeline to explain the impact that various technological innovations (e.g., the steam engine, sewing machine, assembly line, telephone, automobile, computer, internet) have had on consumer buying behavior over time. For example, the invention of the sewing machine created mass production and surplus of goods requiring advertising. Formulate a written argument concerning how emerging technologies continue to transform business and present new challenges and opportunities to business owners. |  |  |  |
| 1. Cite the advantages and disadvantages of a market economy, a command economy, and a mixed economy. Discuss the relationships between consumers, business, and government in various economic systems, and analyze differences in the rights and responsibilities of these actors in countries where these distinctive systems exist. |  |  |  |
| 1. Explain the purpose of a business plan, and list the four major parts typically included (business description, management plan, marketing plan, and financial plan). Describe the importance of developing a business plan when seeking out potential investors or lenders. In preparation for a future career as an owner or entrepreneur, develop an original business philosophy detailing one’s beliefs for how a business should be run. |  |  |  |
| 1. Define and furnish examples of foundational financial concepts and terminology, including but not limited to financial statements, revenue, expenses, assets, liabilities, equity, net worth, profit, and net loss. Demonstrate financial literacy and quantitative reasoning when discussing these concepts in the context of business operations (for example, when interpreting a business’s financial plan). Apply basic numeracy skills to understand financial phenomena such as interest and savings. |  |  |  |
| 1. Differentiate between fixed and variable expenses on a business’s balance sheet. Select three of the expenses listed, draw conclusions as to their importance to the business, and analyze cost-cutting strategies a company might take to minimize expenses in each of the chosen categories. |  |  |  |
| 1. Prepare a mock purchase order, invoice, and/or sales receipt (including shipping and taxes) for a sample product/package. Explain the elements that comprise the financial document and be able to identify any mistakes and miscalculations in order to assist a mock client. |  |  |  |
| 1. Plan a budget for an upcoming community service project or career and technical student organization (CTSO) event. Create a comprehensive budget narrative to accompany the budget, including both a written statement and a summary worksheet listing all expenses, justifying each cost with evidence for why it is needed to successfully complete the project. Detail estimated and actual costs as well as differences in cost in terms of dollars and percentages. |  |  |  |
| 1. Define the term marketing, and describe the seven functions of marketing (distribution, financing, marketing information management, pricing, product/service management, promotion, and selling). Citing examples of prominent or local companies’ marketing campaigns, argue for the importance of marketing as part of a business’s strategy to increase revenue. |  |  |  |
| 1. Describe the components of the marketing mix (i.e., price, product, promotion, and place). Investigate the launch of a new product or service; research how the company employed the marketing mix to aid in the launch; then create a presentation highlighting successes, challenges, and lessons learned. Additionally, critique the company’s strategies and suggest alternative ideas for future campaigns, following the principles of the marketing mix. |  |  |  |
| 1. Define advertising and list types of media that business use to reach potential customers. Analyze sample advertisements, describe the purpose of the ads, and evaluate the decision regarding which medium (TV, radio, social media, billboard, magazine, newspaper, or other) was chosen in terms of market reach. |  |  |  |
| 1. Define marketing research and explain the importance of marketing research in making business decisions. Conduct a short research project following the basic marketing research process: (1) define the problem to be researched, (2) design a survey instrument, (3) collect and tabulate data, (4) interpret findings, and (5) make recommendations for solving the identified problem. Draw on data generated from the survey to supply evidence for the proposed recommendations; demonstrate the ability to use and manipulate pivot tables to illustrate different ways of presenting and grouping data. Prepare a chart to be utilized in a mock marketing management meeting, displaying data in a graphic format based on one or more of the tables, and present as evidence alongside recommendations. Example projects include determining the demand for an expanded school lunch menu, or gauging interest in the development of a new neighborhood park. |  |  |  |
| 1. Research the concept of social responsibility and ethics as important components of business. Develop a hypothesis for why businesses must increasingly consider their impact on society when making decisions. Then, attend a local business-sponsored community event or explore case studies illustrating the social responsibilities of today’s businesses. Write a reflection paper summarizing observations; specifically, evaluate how businesses benefit from engaging in responsible business practices, including benefits to the community, the environment, the marketplace, and the business/workplace itself. |  |  |  |

**MARKETING AND MANAGEMENT I: PRINCIPLES (5931)**

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| **Evidence of 80% Alignment with Standards** | | | |
| **Standard** | **Yes** | **No** | **Evidence (e.g. page numbers and/or examples of inclusion**) |
| 1. Define marketing and describe the marketing benefits derived from each economic utility (form, time, place, possession, and information). Discuss how each benefit adds value to products and services. | x |  | In Marketing Concepts this is featured. Also student handouts throughout presentation  Marketing Strategies and Projects also are evident |
| 1. Describe each marketing core function (i.e., channel management, marketing information management, market planning, pricing, product service management, promotion, and selling) and supply examples of how each of these functions support the marketing concept. | x |  | Seven functions of marketing are listed and detailed. Marketing concepts are also on the video |
| 1. Examine the marketing mix; select a product or service and construct a visual representation with details and examples illustrating each of the four P’s (product, place, price, and promotion) of that particular product or service. | x |  | The 4 Ps all segments  In the Activities section it is also featured |
| 1. Analyze the elements of a marketing plan and retrieve sample templates or exemplars from real companies (use local sources or Internet searches of prominent businesses). Discuss common elements of each marketing plan and identify the different objectives that the companies outlined in each plan, citing specific textual evidence. | x |  | Fundamentals of marketing and mass marketing. Project is featured and gives in detail this standard. Under Marketing Planning Paper |
| 1. Explain the concept of market segmentation. Cite textbook(s) and case studies in a discussion of how market segmentation is used as a company strategy to increase its market share. | x |  | This is evident throughout the video and lessons provided. |
| 1. Conduct a SWOT analysis on a company and/or student organization, identifying its most significant strengths, weaknesses, opportunities, and threats. Highlight the techniques or specific results of market segmentation by including demographic, psychographic, and geographic data in the analysis. | x |  | Marketing Segmentation in All Segments SWOT in All segments and projects for SWOT analysis |
| 1. Using the same company as in the SWOT analysis, produce a marketing plan with the objective of increasing the company’s market share by targeting a non-traditional customer. Outline specific marketing strategies, implementation plans, and evaluation standards. Explain the measures that will be used to quantify and/or qualify the results of plan implementation (e.g., employing website metrics to track the response rate for a fundraising campaign).. | x |  | Video shows evidence of fundamentals of marketing and segmentation and SWOT analysis |
| 1. Explain the concept of economy, delineating between micro and macroeconomic principles, and discuss how scarcity and factors of production require nations to make economic choices. Compare and contrast how the various economic systems (traditional, market, command, mixed) try to answer the questions: “What to produce? How to produce it? For whom to produce?” | x |  | Economic Process is featured and a Project of Economic Profile is given with Teacher Instruction Sheet. I was hoping for more detail here. |
| 1. Explain how the following economic indicators are used in a market economy for business analysis and marketing decisions: gross domestic product (GDP), standard of living, inflation rates, interest rates, unemployment rate, productivity rates, stock market reports, and consumer price index (CPI). Demonstrate the ability to retrieve and interpret figures from public websites such as the International Monetary Fund (IMF), World Bank, and the Federal Reserve System in order to assess the overall economic health of nations and markets. | x |  | International Finance and Exchange All segments. Global Banking is featured. Projects and Class Debate that is very good. |
| 1. Produce a graphic illustration of the business cycle (recession, depression, recovery, and peak) and describe what happens to the economy at each stage of the business cycle. Cite examples of businesses that could flourish in each stage of the cycle. | x |  | Business Cycle and Growth Activity real world business cycle. Stages of the Business Cycle and Project-Business Cycles |
| 1. Explain the characteristics of the free enterprise system. Argue for or against the claim that private ownership, competition, risk, and the profit motive benefit society. Critique the arguments of others and cite evidence to develop original claim(s) and counterclaim(s). | x |  | Competition and Free Enterprise All Segments. Business Roles, Activities Socialism vs Communism |
| 1. Distinguish between price and non-price competition; provide five non-price examples of competition for customers. | x |  | Competition and Free Enterprise with Economic systems Project Business Competition |
| 1. Explain the theory of supply and demand by diagramming a recent purchase of both an elastic and non-elastic product. Use the price paid at the time of the purchase as the equilibrium price; show the impact on price due to an increase or decrease in demand or supply. | x |  | Supply and Demand All segments  Teacher Instruction sheet is well detailed  Marketing and Pricing  Project Merchandise Research |
| 1. Explain the role of government in the private enterprise system. Identify federal regulatory agencies and laws that protect workers. Cite textual evidence from news media or textbook(s) to support an identification of examples of events that led to the creation of a specific piece of legislation and how changes in laws impact trade with both domestic and foreign customers. | x |  | Economic concepts they feature slides 47-51 |
| 1. Discuss the concept of U.S. protectionism and cite a recent example from news media in which this principle has been referenced, critiqued, or defended. Identify major trade barriers and trade alliances, such as the North American Free Trade Agreement (NAFTA), and craft an original argument for or against U.S. protectionism. Support reasoning with evidence and make recommendations to maintain or remove sanctions affecting a given industry or country. | x |  | Trade & Environmental Regulations Activity US Trade Partners |
| 1. Understand the impact of international organizations and treaties, including but not limited to the North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), General Agreement on Tariffs and Trades (GATT), and the European Economic Community (EEC). Explain the benefits to nations derived from forming these associations, and discuss whether benefits flow equitably to all countries involved. | x |  | Trade and Environmental All Segments. Activity-US Trade Partners and Activity US Trade Partners Answer Key |
| 1. Conduct a global environmental scan by selecting a country and identifying a high-growth industry within that country. Create a new product customization or adaption not currently on the local market. Support product innovation based on research gathered through the scan. | x |  | Global Marketing Segment, Selecting International Markets Designing Global Marketing Project-Global Market Strategies |
| 1. Describe the major modes of transportation involved in the distribution of goods, including advantages and disadvantages of each, and identify the types of products best suited for delivery via each mode of transportation. | x |  | Distribution Transportation and Storage Activity Transportation Methods |
| 1. Cite examples of how retail institutions’ delivery and distribution channels in other countries differ from those in the United States. Determine how recent technological advancements have impacted the operations of warehouses and distribution centers and illustrate the challenges that still exist in developing countries. | x |  | Distribution and Inventory Methods  This needs more detail but is featured. |
| 1. Explain feature/benefit selling. Break down a selected product into the features and benefits most likely to resonate with a target population, and translate five product features into five customer benefits. | x |  | Sales and Services  Project Sales Presentation.  The selling process slides 8-12 |
| 1. Identify and distinguish between high touch versus low touch selling, conversational marketing, and drip marketing. Select a local business and investigate how they approach these sales techniques. | x |  | The Selling Process and Student Handbook Selling Techniques are also featured |
| 1. Investigate forms of prospecting to include unsolicited calls (cold calls), door to door in person visits, referrals, webinars, seminars, networking, content marketing, and, especially, social media. Create an infographic that reflects identified forms of prospecting and the extent to which each is used, focusing on different types of social mediums used. Discuss maintaining customer relations through different forms of social networking. | x |  | The video feature slides of 24-28 Activity selling examples |
| 1. Role-play the position of sales associate to a fellow classmate posing as a customer. Prepare a mock sales demonstration while taking one’s customer through the following steps: a. Identify the approach b. Determine needs c. Present the product d. Overcome the objections e. Close the sale (using a variety of purchase options: cash, credit, layaway) f. Offer suggestive selling g. Relationship management. | x |  | Sales and Services The Selling Process Segment  Activities and Role play for DECA are featured. |
| 1. Explore customer relationship management strategies by formally or informally interviewing managers or other employees at local businesses. Draft a plan for maintaining and strengthening a company’s relationship with its customers by identifying frequency and types of contacts, value-added services to be offered, and other activities, including social media marketing, aimed at improving customer satisfaction, loyalty, and advocacy. | x |  | Slides 47-50 Project-Customer Relationship Management.  Customer Follow Up All segments  Customer Satisfaction Teacher Instruction Sheet, Project-Customer Service Policies |
| 1. Describe the process of new product and/or service development, including what marketing activities must occur prior to product launch. Design a chart illustrating the key steps (e.g., idea generation, screening, development, testing, introduction, and evaluation of customer acceptance) in new product development. | x |  | Product Life Cycle Product Mix slides  Product planning and development All segments activity and quality control project-product lines |
| 1. Discuss the nature, scope, and importance of branding in product planning. List three different types of brands (Generic, Private, and National). Explain how branding strategies are used to meet sales and company goals, and examine a case study of a successful or failed business attempt at a rebranding effort. Example businesses could include Coke, JCPenney, and Old Spice. | x |  | Branding basics all segments  Band Development Activity Brands vs Goods and Teacher Instruction sheet is well detailed |
| 1. Identify the functions of labeling. Cite examples of how and why changes have been made to product labels over the course of history. | x |  | Product Service Management Packaging and labeling |
| 1. Identify the types of promotion (such as, but not limited to, advertising, direct marketing including social media marketing, sales promotion, personal selling, and public relations) and describe the concept of the promotional mix. Give examples of why all elements of the promotional mix must be coordinated. Identify the major types of advertising media and cite the pros and cons of each. | x |  | Promoting the Product Project-Promoting the Product  Promotional Processes in Marketing Activity  The Promotional Mix All Segments –Advantages and Disadvantages  Lots of details for this standard |
| 1. Identify the main components of a print advertisement. Design an original ad layout incorporating principles of the components most commonly found in print media. | x |  | Producing Print Ads is featured and evident  Components of print media are also evident |
| 1. Using suitable strategies from the promotional mix, create a product promotional campaign for a local business and or student organization that includes the following steps: a. Establish objectives b. Identify the target market c. Design the theme and promotional message d. Select promotional activities, to include plans for promotion through different forms of social media, and provide timeline e. Allocate budget amounts f. Measure results | x |  | Promoting the Product All segments  Promotional processes  Promotional Processes in Marketing types of promotion |
| 1. Research the elements of visual merchandising and explain how artistic elements function in a display design. Illustrate how proper and creative use of visual merchandising can drive sales, citing successful examples. | x |  | Merchandising Design All supplements Project-Artistic Display is also featured basic Merchandising |
| 1. Identify career opportunities in marketing. Using real-time labor market data, research opportunities for job growth in the field. Take a career interest inventory to assess goals and aptitudes, and develop a career plan based on the results. | x |  | Career Success and Career Training  Exploring Careers Marketing All Segments Project Career Exploration journal career plan |
| 1. Using online employment resources, conduct a job search for a marketing position. Choose two postings and create a Venn diagram illustrating the unique qualifications for each job as well as the common qualifications between them. | x |  | Exploring Careers Marketing All Segments  Formulas for Career Success Job Search Activity Job Hunt Activities |
| 1. In preparation for a future career in marketing, sales, advertising, or promotion, develop a professional digital portfolio that can be presented to prospective employers. Content artifacts may include cover letter, resume with technical skills attained, certifications, awards, community service projects, membership in professional organizations, follow-up letter, and samples of project work. | x |  | Exploring Careers Also Resumes All Segments also Activities Sample Resumes Projects |
| 1. Participate in a mock interview with local business partners, mentors, and or through participation in a student organization event. Prior to the interview, prepare a paper that includes the following: tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures. | x |  | New Employee Kit slides  Formulas for Career Success All segments and slides and evidence was provided throughout the video |

**MARKETING MANAGEMENT II: ADVANCED STRATEGIES (5932)**

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| **Evidence of 80% Alignment with Standards** | | | |
| **Standard** | **Yes** | **No** | **Evidence (e.g. page numbers and/or examples of inclusion**) |
| 1. Identify the forms of business ownership (such as sole proprietorship, partnership, and corporation). Compare the advantages and disadvantages of each; explore at least four ways to start a business as part of a class discussion. Cite under what circumstances it would be advantageous for a business to form a limited liability company. |  |  |  |
| 1. Using supporting data obtained from public sources such as the Bureau of Labor Statistics, explain why entrepreneurship is important to the U.S. economy. Compare and contrast the role of the entrepreneur to that of a manager. |  |  |  |
| 1. Distinguish the differences between horizontally organized and vertically organized companies. Explain how self-management teams function and illustrate how a student organization could be organized around particular processes or specializations with teams providing support. |  |  |  |
| 1. Discuss why all three functions of management (planning, organizing and controlling) involve decision making and leadership. Describe the steps that should be included in the decision-making process. |  |  |  |
| 1. Demonstrate effective management skills by role-playing how you would manage a difficult workplace scenario. |  |  |  |
| 1. Identify three motivational management techniques that do not include money and describe the characteristics of the situation in which each may be chosen to motivate employees. |  |  |  |
| 1. Create a company orientation manual, including sections on, but not limited to, the following. a. Hiring b. Compensation c. Scheduling, including vacation, sick, and paid time off Page 3 d. Social media compliance policy e. Handling grievances f. Addressing customer feedback g. Performance assessments, including performance improvement and rewards h. Promotions, transfers, and dismissals i. Ethics in the workplace. |  |  |  |
| 1. Create a six-month marketing plan aimed at increasing business profitability for the work-based learning partner or another local business. Include the following. a. An executive summary with a situational analysis identifying both SWOT (Strengths, Weaknesses, Opportunities, and Threats) and PEST (Political/legal, Economic, Sociocultural, and Technological) factors b. Marketing strategies c. Cost analysis d. Implementation plan e. Marketing audit evaluation instrument |  |  |  |
| 1. Prepare a presentation on a federal statute encompassing consumer or trade laws or business practices (such as the Sherman Antitrust Act, the Robinson-Patman Act, or the Consumer Product Safety Act) that can affect businesses. |  |  |  |
| 1. Write a report on ethical dilemmas that could be encountered when conducting business with international partners. Using media reports and/or case studies, cite examples of how U.S. business practices differ from those of other countries. |  |  |  |
| 1. Cite the differences between centralized buying and decentralized buying; identify benefits and challenges of each. |  |  |  |
| 1. Describe a six-month merchandise plan; identify factors to consider when selecting suppliers and negotiating terms of sale. Based on findings, write recommendations for adding a new product to the company’s inventory. |  |  |  |
| 1. Identify and describe market factors that can affect prices (such as embargos, natural disasters, and overproduction), and cite legal and ethical considerations for price planning, including price fixing and price discrimination, among others. |  |  |  |
| 1. Explain the relationship between pricing and product life cycle. Write an argument supporting either penetration pricing or price skimming as the best pricing strategy to employ when launching a new product. Cite examples from news media or other appropriate texts of how each strategy was used in recent product introductions. |  |  |  |
| 1. Explain how a company’s profit relates to markup. Using the same product, demonstrate the ability to calculate retail percentage markup and markdown in dollars and percentages. |  |  |  |
| 1. Analyze journal articles about effective institutional promotions (e.g. Macy’s Thanksgiving Day Parade), identifying benefits achieved. Research a prominent example of an institutional promotion; name the company sponsor, identify any nonprofit benefactors, and construct an essay highlighting factors that contributed to the launch of the promotion as well as to its continued existence. Address how social media tools have been leveraged to support your selected example. |  |  |  |
| 1. Design an institutional promotions plan for the WBL partner or another local business. Include all elements of the promotional mix. Identify: a. Goals b. Target market c. Message or theme d. Coordination aspects e. Action plan/implementation f. Evaluation instrument |  |  |  |
| 1. Investigate how social media contributes to both the promotional side and personal sales side of marketing efforts in establishing and maintaining customer relationships. Identify different social mediums used for marketing and discuss challenges (such as limited exposure, time constraints, hiring knowledgeable employees for this type of marketing, etc.) associated with each. |  |  |  |
| 1. Describe how a business’ image is created and/or enhanced through architectural displays; explain the importance of interior displays to a business’ overall image. Create a rubric for evaluating the effectiveness of an architectural/interior display. In groups, divide a list of local businesses to visit. Using the rubric, conduct site surveys to evaluate the displays at a minimum of three businesses per group, and then share findings with the class in a presentation. |  |  |  |
| 1. Examine different types of marketing research and define methods for gathering marketing research data; include primary and secondary research methods. |  |  |  |
| 1. Assist in finding a solution to a problem for the WBL partner or another local business using marketing information management. Identify the problem, investigate the problem, and conduct research on potential ways to resolve the problem. Construct and administer a survey of customers or potential customers to determine factors that could be contributing to the problem; include open-ended, forced choice, and rating/ranking survey questions. Present survey findings and recommendations for resolving the problem in a graphic presentation to partner business and peers. |  |  |  |
| 1. Identify the various types of business risk, describing ways in which businesses can manage risk. Provide examples of how risk reduction or prevention can apply to the following areas: a. Employee screening and training b. Safety conditions and safety instructions c. Employee theft d. Shoplifting e. Reduction in workplace threats |  |  |  |
| 1. Cite the differences between and features of property and liability insurance. Obtain three quotes for minimum liability insurance coverage for a business in your area, using square footage and inventory on hand as factors on which to base the quote. |  |  |  |
| 1. Describe the differences between equity capital and debt capital and explain the advantages and disadvantages of each. |  |  |  |
| 1. To evaluate the credit worthiness of a business, lenders rely on the six C’s (character, capability, capital, collateral, coverage, and conditions). Identify and explain the role each of the six criteria play in a lender’s ability to determine overall risk and approve financing |  |  |  |
| 1. Identify the types of financial documents typically included in a business plan. Prepare examples of the following: a. Personal financial statement b. Estimated startup costs c. Projected business income statement for one quarter d. Projected balance sheet after one year |  |  |  |

**ADVERTISING AND PUBLIC RELATIONS (5936)**

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| --- | --- | --- | --- |
| **Evidence of 80% Alignment with Standards** | | | |
| **Standard** | **Yes** | **No** | **Evidence (e.g. page numbers and/or examples of inclusion**) |
| 1. Articulate important historical events and milestones (such as compulsory education, industrial revolution, and transportation improvements) impacting evolution of current advertising industry. Compare and contrast characteristics of the current advertising and public relations industry with those found the past. |  |  |  |
| 1. Research careers within the advertising and public relations industry, and document educational requirements as well as state and national guidelines governing practicing professionals (such as licensing, certifications, training, compliance). Identify potential training programs, schools, and examinations appropriate to obtain required credentials for a specific occupation. |  |  |  |
| 1. Analyze how the elements of the marketing mix (e.g., product, place, price, and promotion) create an image or position for a product or company. Investigate elements of the marketing mix using a specific product example and explain in an informative text how marketers make decisions about these elements based on the people they want to attract as customers. |  |  |  |
| 1. Identify and describe characteristics of classifications of market segmentation (such as demographics, psychographics, and geographics); analyze multiple case studies to draw conclusions and write a narrative explaining the benefits of segmentation for consumer messaging. |  |  |  |
| 1. Research how targeting specific economic, social, or cultural groups can lead to a competitive advantage (e.g. calling attention to a brand’s social awareness efforts may increase sales of a specific product for those consumers who enjoy gourmet ice cream and who also have a preference for environmentally conscious products). Identify product marketing examples that narrowly segment their target audience, citing specific textual evidence from investigation to analyze producers’ purpose in developing specific marketing campaigns. |  |  |  |
| 1. Define and differentiate between the components of the promotional mix (advertising, sales promotion, personal selling, direct marketing, and public relations) citing examples of specific products or services found in local community. |  |  |  |
| 1. Define characteristics and implications for each of the four steps of the AIDA (Attention, Interest, Desire, Action) formula. In groups, select a product and create example consumer engagement strategies that apply to each step. |  |  |  |
| 1. Identify and distinguish between types of advertising media by creating a graphic organizer to compare and contrast the advantages and disadvantages of each type. Develop and defend claim(s) about which types are best suited for certain products, services, institutions, or events, citing authentic examples. For example, pharmaceuticals often utilize print media due to the lengthy disclaimer text that must accompany prescription drug advertising. |  |  |  |
| 1. Distinguish between promotional and institutional advertising by creating examples of each for a local company or nonprofit organization. |  |  |  |
| 1. Write an informative narrative summarizing how media costs are determined, citing specific textual evidence and using domain-specific language. Include factors that affect media rates and methods to compare rates. |  |  |  |
| 1. Identify the elements of a print-based advertisement (such as headline, illustration, copy, signature, or logo) and analyze their relationship to the principles of effective advertising design (e.g., balance, color, proportion). |  |  |  |
| 1. Demonstrate an understanding of effective advertising copywriting and design by creating an ad layout. Write peer reviews critiquing the design, key message, and probable effect on target audience. Develop and strengthen writing by revising and editing layout based on peer feedback. |  |  |  |
| 1. Compare various forms of sales promotion (such as coupons, contests, fashion shows, product samples, rebates, and incentives) and determine methods for measuring results of each. Craft a claim about the return on investment from a particular promotion, providing specific examples of company benefit from perceived consumer value. |  |  |  |
| 1. Explain the value of social media marketing for increasing market reach and customer interaction. Compare and contrast features and benefits of major social media applications (such as social networks, video sharing, and interaction tools as well as mobile marketing, blogs, and other forms of “push” media). Synthesize characteristics and components of each application by creating a decision tree for selecting tools and strategies that will result in effective brand promotion and customer interaction based on product and market characteristics. |  |  |  |
| 1. Create a series of posts to promote a selected product or organization via social media using writing strategies and styles appropriate for the selected tool and immediacy of customer responses. |  |  |  |
| 1. Identify and describe characteristics of essential features of a product website, including visual components, navigation features, and optimization for search engines. Create a rubric to evaluate the effectiveness of a website’s design and interactive features. |  |  |  |
| 1. Interview individuals who have recently completed an online purchase by preparing interview questions that critique the experience, including: documenting overall impressions of the product selection, purchasing experience, and the features that facilitated or hindered the website usage. Deliver a presentation synthesizing customer feedback based on the interviews. |  |  |  |
| 1. Work in a team with identified roles and responsibilities to develop a website for product or brand promotion. Create a flowchart of website elements, consumer interaction points, and decision trees to identify steps in the product review, selection, and purchasing process. Execute the plan by designing, maintaining, and updating the website based on consumer feedback. |  |  |  |
| 1. Explain the need for market research data, including both primary and secondary data. Identify and differentiate types of data available through electronic tracking methods (e.g. warranty registrations, sales records, online surveys, website cookies, and loyalty cards). |  |  |  |
| 1. Design a survey with a focus on product or service improvement; collect survey data, and interpret, analyze, and report key survey findings through charts or graphs. Write an argumentative essay that outlines recommendations for specific improvements, citing evidence found in survey findings. |  |  |  |
| 1. Through the analysis of case studies, discuss the role of public relations in the promotional mix and identify various types of public relations strategies. Differentiate between public relations activities that are controllable and those that are not (e.g., BP’s news coverage after the gulf oil spill versus paid advertisements showing environmentally conscious behavior); include public relations vehicles used internally by companies in the analysis. |  |  |  |
| 1. Through the analysis of case studies (e.g., Tylenol product recalls, Carnival Triumph’s electronic malfunction), examine the role of public relations in crisis management. Develop an explanatory narrative and accompanying timeline describing public relations strategies and tactics that were put in place to address negative publicity during a newsworthy crisis. |  |  |  |
| 1. Develop a press kit for a product or student organization that includes a press release, fact sheet, and at least three strategies for marketing the product or organization to a target audience. Recommend one of the three options presented and substantiate the claim with evidence as to why that strategy would be ideal given the specified audience and context. |  |  |  |
| 1. Using suitable strategies from the promotional mix, create a product promotional campaign which includes the following steps: a. Establish Objectives b. Identify the Target Market c. Design Theme and Promotional Message d. Choose Promotional Activities e. Select Media f. Allocate Budget Amounts g. Measure Results |  |  |  |
| 1. Summarize legal opinions and/or applicable legislation (such as “bait and switch” and use of nutritional labels) and industry self-regulation (including ethical considerations and social responsibility) applicable to the advertising and public relations industry. |  |  |  |
| 1. Explore the implications of marketing to a global consumer; use case studies to evaluate how the customs and traditions of other countries affect American companies’ advertising messages in the global marketplace. Write recommendations for marketing a product in a selected country based on customs and traditions. |  |  |  |

**RETAIL OPERATIONS (5938)**

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| **Evidence of 80% Alignment with Standards** | | | |
| **Standard** | **Yes** | **No** | **Evidence (e.g. page numbers and/or examples of inclusion**) |
| 1. Investigate the origins of retailing in the United States. Research emerging trends in retailing, including the expansion of e-tailing, the growth of mobile marketing, the inclusion of social media, and the embrace of green marketing, among others. Create a timeline citing specific textual evidence outlining the historical evolution of retailing in the U.S. including significant changes in the last decade. Make a prediction about the impact of current technological and cultural shifts on the future of retailing. |  |  |  |
| 1. Identify local retailers and justify their categorization as a merchandise and/or service retailer. Defend the categorization by identifying the definitions, differences and similarities of each. Describe the services that are performed by each type of retailer and propose different methods for maintaining and building the clientele of each. |  |  |  |
| 1. Discuss the importance of customer experience in a retail environment by evaluating characteristics about the experience (online/in-store) that makes a customer loyal to that retailer. Document a list of reasons a customer may enjoy shopping in a specific environment, including specific characteristics that differentiate the experience from other retailers. |  |  |  |
| 1. Using print, online, and/or personal interview sources, develop a career profile for at least three occupations (managerial level or above) found in national or international retail businesses. Capture, at minimum, the following: a. Job description b. Essential knowledge and skills needed for the career c. Program or path of study to reach occupational goals, high school through postsecondary (colleges of applied technology, community colleges, and four-year universities) d. Licensure and credentialing requirements e. Non-educational job requirements such as physical fitness tests, minimum age, and other f. Benefits such a travel, free samples, etc. g. Salaries, bonuses, payment methods (including salary and commissions) h. Employment outlook |  |  |  |
| 1. Research and explain the economic function of retailing in the local, state, national, and global economy. Explore the impact of government regulations on the retail industry, citing specific examples from legislation such as the Food, Drug, and Cosmetic Act or the Consumer Product Safety Act. Develop a claim about a particular trade practice governed by law and draw conclusions about the impact of that practice without laws to govern retailing. For example, explore a trade practice deemed unfair and investigate the impact of the practice on retail operations and the economy prior to legislation banning the practice. |  |  |  |
| 1. Investigate and chart the impact of business cycles on the retail environment using past and present economic data, case studies and information from multiple professional journals and/or news articles. Predict the impact that forecasted economic trends will have on the retail environment and retail opportunities in shifting economies in both short term (1 year or less) and long term (5 years) analysis. |  |  |  |
| 1. Summarize how businesses make and review pricing decisions based on four key market factors: cost and expenses, supply and demand, consumer perception, and competition. Analyze each factor and determine and describe how each relates to pricing goals of earning a profit, gaining market share, and being competitive. |  |  |  |
| 1. Explain the need for both primary and secondary market research data in the retail industry. Identify and evaluate types of data available through electronic tracking methods (e.g. warranty registrations, sales records, online surveys, website cookies, and loyalty cards) and illustrate how this information could be used by the retailer by constructing a pivot chart to draw conclusions about customers from data gathered from one of the above tracking methods. |  |  |  |
| 1. Address a chosen marketing question, including outlining methodology used to gather data by developing a written or electronic survey targeting a local retailer or school-based enterprise. Survey may address topics such as: determining possible new products/services, measuring brand awareness and brand loyalty, determining consumer perception, etc. Analyze data and present findings and recommendations to the class and/or a local business owner using professional presentation techniques. |  |  |  |
| 1. Evaluate the types of risk present in the retail environment including security concerns and construct a plan for a local retailer or school-based enterprise to manage these risks. Analyze the various methods of controlling losses resulting from shrinkage, vendor collusion, and theft. Include cost in the analysis. |  |  |  |
| 1. Research the concept of inventory planning, stock turnover rates, and the buying process. Develop a six-month merchandise plan and open-to-buy for a retail department or product Page 4 category. Prepare a scenario summary accounting for current inventories, current purchases, current expenses, and best and worst case scenarios based on six-month merchandise plan and sales forecast analysis. |  |  |  |
| 1. Explain standard procedure for ordering and invoicing purchases used in the retail industry. Evaluate and compare the basic types of inventory and Point of Sale (POS) systems used in retail and make a recommendation citing research for best suited tracking methods and vendors for a small retailer or school-based enterprise. |  |  |  |
| 1. Calculate retail prices for specific products using cost-plus, mark-up, and mark-down formulas include calculation for overall margin mix. Summarize prices through a detailed explanation of the concept of cost and profits used to establish budgets and prices. |  |  |  |
| 1. Investigate the factors businesses use when selecting a physical location for a retail store. Evaluate the local community and make a claim about an ideal retail location, citing data and evidence from research. Include an analysis of traffic (foot and vehicle) and target markets in the area |  |  |  |
| 1. Compare and contrast the types of retail store layouts and prepare recommendations for when each should be used. Research the use of plan-o-grams to maximize floor space and select an appropriate product and create a plan-o-gram for a retail store or department. Present plan with explanation for peer review to class members. |  |  |  |
| 1. Investigate the aspects of visual merchandising and relate them to developing a store/brand image. Conduct a study of a local retail store’s use of location, layout, and visual merchandising and evaluate the effectiveness of their plan. Make recommendations for improving their use of these elements to attract a specific target market. |  |  |  |
| 1. Construct a marketing plan for a virtual business, school store venue, or career and technical student organization (CTSO) project. Include basic elements such as: a mission statement, SWOT analysis, marketing strategies, product selection, and evaluation process. Describe the marketing mix variables and how they relate to the implementation of the marketing plan. |  |  |  |
| 1. Research the importance of personal selling in the retail environment and explain the impact the sales person has on image, customer service, and profit. Distinguish between the types of selling (inside, outside) to determine how various selling techniques can influence customer-buying decisions. Create a training plan for new sales employees. Incorporate relationship marketing methods and the importance of conveying product value to the customer in the training. |  |  |  |
| 1. Evaluate a retail store’s promotional campaign for increases in sales and customer traffic by developing and utilizing a social media campaign. Research current events and case studies illustrating the use of social media. Create an original social media campaign based on a local retailer or school based enterprise. |  |  |  |
| 1. Research three retailers who are promoting green products or green promotional efforts. Analyze their claims of producing environmentally friendly products or services and develop a presentation supporting or opposing their “green” marketing position. |  |  |  |
| 1. Analyze the staffing needs for a medium size retail store considering departments, security, and hours of operation. Create a staffing schedule for one month to maximize coverage and minimize payroll cost. Calculate daily payroll cost and revise presentation based on findings. |  |  |  |
| 1. Construct the agenda for a sales staff meeting. Relate the elements of a positive working environment and motivational techniques to minimize employee turnover. Develop written human relations policies and guidelines to generate a positive retail work environment. Roleplay workplace situations surrounding the promotion of a positive work environment for presentation in the meeting. |  |  |  |
| 1. Explore legal issues relating to staffing and the impact they have on the business, employees, and customers (minimum wage, medical insurance requirements, equal opportunity, harassment, etc.). Research national and international labor issues (i.e. the demand for a raise of the minimum wage) relating to the retail industry. Write an informative essay exposing the issue, citing evidence from research. |  |  |  |
| 1. Evaluate principles of ethics in retailing. Construct an essay describing an ethical challenge retailers face, such as theft of customer personal information, pressure sales tactics, psychological pricing, justifying charging higher prices for sustainable products, or undocumented product claims. Construct a project management toolkit for managers with steps to take and resources available as a guide to making decisions involving ethical issues. |  |  |  |

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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 \_\_\_\_\_** | **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 \_\_\_\_\_** | **No \_\_\_\_\_** | | 1. Connections to relevant certifications and other credentials are clearly explained, and their value in industry is communicated where appropriate. | **Yes \_\_\_\_\_** | **No \_\_\_\_\_** | | 1. Materials provide opportunities for students to practice and reflect upon 21st century (or “soft”) skills. | **Yes \_\_\_\_\_** | **No \_\_\_\_\_** | | |
| **To be aligned to the standards, all four indicators of Postsecondary and Career Readiness must be marked Yes.** | **Meet?**  **Yes \_\_\_\_\_ 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. | x2 1 0 | Each lesson is multimedia based. It gives reference to companies and businesses and their standards. |
| 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. | x2 1 0 | Content is easy to follow and is rigorous throughout. Throughout it gives alignment with general education. |
| 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). | x2 1 0 | Career and Technical student organizations are featured. |

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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. | x2 1 0 | Each lesson aligns to enhance student understanding. |
| 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. | x2 1 0 | Scope and overviews for each lesson are given and easy to locate and understand. |
| 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. | x2 1 0 | The video and slide series are organized in such a way that it clearly demonstrates to the student and the teacher what is expected. |

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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. | x2 1 0 | Yes-teacher support is present in video and slides |
| 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. | x2 1 0 | Gives overview and objectives for each lesson. Easy to follow |
| 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. | x2 1 0 | Could possibly have more general education connection. But still evident. |

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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. | x2 1 0 | Mostly powerpoint and slides. Online application are evident |
| 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. | x2 1 0 | Easy for students yes. No so sure about parents. Maybe a little learning curve for teachers and parents. |
| 1. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students. | x2 1 0 | Yes |
| 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. | x2 1 0 | Good lessons and clear evidence of this |

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. | x2 1 0 | Materials are aligned and assessments are evident. Good quizzes and tests. |
| 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 x1 0 | lacking here with how to measure student progress and build upon itself with student projects. |
| 1. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency. | x2 1 0 | Yes evident here. |

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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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