**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: \_\_Business Economics \_\_978-1-61459-596-0\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level(s)/Course(s): \_\_\_\_\_5898\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Publisher: \_\_\_\_\_\_\_CEV\_\_Multimedia\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Copyright Year: \_\_\_\_\_\_\_2018\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **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.* |

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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 (Material) meets the mandatory 80 percent alignment to course standards in Business Economics. However, some of the Power Points are too wordy and could be more effective incorporated into a video. | |

\*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 |  | Material meets the requirement for this standard. Workplace etiquette video, Exploring Careers video (multiple careers). Jobs & Careers, Employability Skills PowerPoint (Professionalism, Ethics, Critical Thinking, etc). Activities (Etiquette Do’s & Don’ts, Career Connections, Critical & Creative, etc).  Examples: Giving scenarios and tasking students to list steps to problem solve.  Maintaining Employment (working in teams to resolve issues)  CTSO PowerPoint explaining the goals, purpose, and expectations & duties of being a member, CTSO. Parliamentary Procedures video (innovative & outstanding). Motion timelines activities were very appropriate |
| 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 |  | Material meets the requirement for this standard. Economic PowerPoint. Activities such as Business Cycles, Economic Indicators included rigor, relevant material necessary to meet the criteria. |
| 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 |  | Material meets the requirement for this standard. Competition & Free Enterprise, Business Ownership & Registration, Government’s Role in Business Power Points included easy flow, appropriate-sized font, graphs. Supply & Demand Activity incorporated rigor & relevance to meet this criteria. |
| 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 |  | Material meets the requirement for this standard. Budgeting, Saving & Investment Strategies Power Points |
| 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 |  | Material meets the requirement for this standard: Government’s Role in Business PowerPoint: Taxes (Slides #25-32)  Banking & Monetary Policy (Slides#68-77)  Inflation PowerPoint: GDP (Slides #1-23)  Inflation (Slides #24);  Economic 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 |  | Material meets the requirement for this standard (U.S. & International Trade, International Trade & Tariffs PowerPoints & Activities) |
| 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 |  | Material meets the requirement for this standard (Jobs & Careers PowerPoint & Activities) |
| 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 |  | Material meets the requirement for this standard. Government’s Role in Business PowerPoint (slides 7-8) |

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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**  Material is aligned with the standards and incorporates rigor and relevance throughout. | |

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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**  Material for this course meets the standards to prepare students for post-secondary and careers | |

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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 | Relevant material noted in Lesson Plan under Lesson Links: U.S Department of Labor; U.S. Occupational Safety & Hazard Administration |
| 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 | Material in Lesson Plan does not address differentiated instruction |
| 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 | Relevant material noted in Lesson Plan under Career & Technical Student Organizations: Business Professional of America;  Future Business Leaders of America (FBLA); DECA |

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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 | As noted in Lesson Plan under Horizontal Alignment in core-subject areas of Math, Language Arts, Social Studies, Science |
| 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 | As noted in Lesson Plan stated in the Objectives connections to previous courses are covered (i.e. Workplace Safety covered in all Career Technical course) |
| 1. For materials in a series, content progressions reflect the progressions as seen in the standards. These progression connections are clearly indicated in the materials. Any discrepancies in content progressions enhance the required learning in each course and are clearly aimed at helping students meet the standards as written. | **2** 1 0 | Content progressions reflect the progressions as seen in the standards and are clearly aimed at helping students meet the standards. |

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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 | Material supports teachers in planning as noted in Lesson Plan: Printable Resources, Interactive Activities, Career Connections, Lab Activities, & Projects |
| 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 | Material supports this item: Lab Activities: Business Category & ISO. |
| 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** | No Independent study regarding professional development was found in teacher materials |

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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 | An array of media materials was found (i.e. videos, Power Points, Internet links, etc.) |
| 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 | Material is appropriate, clear and easy to read by the user. |
| 1. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students. | 2 1 **0** | No mentioned of support to diverse-learning abilities or language |
| 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 | Material includes culturally- sensitive instruction and includes examples of a diverse population |

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 | Assessments are given regularly throughout the lesson in a variety of ways (online and hard copy). |
| 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 | Assessments are given but unable to see elements of all listed here |
| 1. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency. | 2 1 **0** | No evidence of accommodations for diverse learners |

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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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