

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

BEFORE YOU BEGIN

ALIGNMENT TO THE TENNESSEE CAREER AND TECHNICAL EDUCATION STANDARDS:

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

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

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

PERSONAL FINANCE (5901)

BUSINESS ECONOMICS (5888)

AMERICAN BUSINESS LEGAL (5892)

STATEMENT OF STUDENT PROFICIENCY

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

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

ORGANIZATION OF THIS DOCUMENT

SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA

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

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

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

SECTION III: FOCUS AREA (*optional*)

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

REVIEW

Book Title and ISBN: Foundations of Financial Literacy 9781631261374 Level(s)/Course(s): 5901

Publisher: Goodheart-Willcox Copyright Year: 2018

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

A. In any single course level, materials are designed where there is 80%** alignment to the course standards.	Yes __X__	No _____
B. All materials are appropriate for the designated course level, both in terms of content and in terms of language. For materials spanning multiple course levels and/or grade bands, content is presented at the appropriate grain size (i.e., level of detail) commensurate to expectations in the standard.	Yes __X__	No _____
C. Materials focus equally on the <i>conceptual knowledge</i> as well as the <i>technical skill</i> outlined in the standards.	Yes __X__	No _____
D. Topics do not deviate from the content outlined in the course standards. Topics may go “above and beyond” stated learning expectations, but not in a manner that distracts from the focus on specific knowledge and skills as determined by the standards.	Yes __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 meets almost all standards, with a proper rigor level. Standard 3 is mostly satisfied on pages 552-579 and pages 610-611, but the part of the standard for researching requirements for admission to a postsecondary institution could not be found in the book. In standard 1, the term Personal Finance is not directly defined, but can be concluded from numerous places in the book, such as in pages 14-21.

One drawback that the reviewer noticed is that the textbook does not seem to have thoroughly solved mathematical examples, and only shows the final answers with minimum information on how it was solved, which can lead the student to confusion, especially the weaker students. For example, if we look at page 333, under the “Terms of the Loan”, the book lists an example in which monthly payments are found and shows the payments on figures 12-5 through 12-7 but does not offer an explanation of how the calculations are done.

As another example, on page 352, the book shows a worksheet for the calculation of the average miles per gallon and average price per mile, but the way the worksheet is laid out to reduce the space it takes, makes it confusing initially and it

does not seem that it is suitable for all students to understand it; also the titles of the worksheet and its columns are not sufficiently descriptive, for instance the worksheet would have been more accurate to be titled "Calculating Average Gas Costs".

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

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

PERSONAL FINANCE (5901)

Evidence of 80% Alignment with Standards			
Standard	Yes	No	Evidence (e.g. page numbers and/or examples of inclusion)
1. Define the concept of personal finance and explain the importance of personal financial planning using information sources such as instructional materials, news articles, blogs from reputable sources, personal narratives, and industry publications.	X		The term Personal Finance is not directly defined, but can be concluded from numerous places in the book, such as in pages 14-21. Personal financial planning on pages 32-59
2. Write long-term (over 5 years), mid-term (1 - 5 years), and short-term (a year or less) personal financial goals, defining desired education, career, and earning milestones and saving and spending plans. Evaluate factors that may influence the goals, including family responsibilities, individual values, and economic conditions.	X		Financial planning and goals are addressed in pages 4; 22-23; 35; 130-133; 276-281
3. Develop a chart, table, or graphic to compare characteristics of various careers, such as alignment to personal interest and aptitude, education requirements, available positions, salaries, potential lifetime earnings, and employer benefits. Research and report (orally or in an explanatory text) the requirements for admission to and related costs of attending a specific postsecondary institution and how that will support education, career, and earning goals.	X		The standard is mostly satisfied on pages 552-579 and pages 610-611 The part of the standard for researching requirements for admission to a postsecondary institution is not present in the book.

4. Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education financial aid by completing an application. Identify strategies for reducing the overall cost of postsecondary education, including the impact of scholarships, grants, work study, and other assistance.	X		569-575; 577-579
5. Research multiple viewpoints that support or question the use of student loan debt in paying for postsecondary education. Assess the extent to which the reasoning and evidence presented support the author's claim. Citing specific textual evidence, craft an argumentative essay that either supports or opposes the use of student loan debt, developing both claim(s) and counterclaim(s) fairly.	X		569-575
6. Describe factors affecting take-home pay such as tax withholdings, benefits (e.g., insurance, 401k), and plan payroll deductions. Complete a 1040EZ or 1040A and a W-4 Employee's Withholding Allowance paperwork, and analyze the W-2 Wage and Tax Statement for federal income tax purposes.	X		Pages 67-70 and 190-191
7. Create a personal balance sheet. Determine assets and liabilities and calculate net worth. Using research from local sources (such as newspapers, chambers of commerce, local government, and company websites), create a monthly personal budget. Cite specific textual evidence from findings when calculating earnings of a selected occupation and including accurately estimated household living expenses, taxes, potential savings, and an emergency fund.	X		Pages 32-45; 86-88; 131-132; 200
8. Understand the availability of consumer protection laws, agencies, and resources. Investigate the availability and reliability of resources to assist consumers in making buying decisions (include national, state, and local resources, as appropriate).	X		Pages 249-255 and 291-294
9. Compare and contrast services and products available from financial service providers such as commercial banks, savings and loans, and credit unions. Identify the services that best support the personal financial goals. Craft an argumentative essay supported by evidence about selecting a specific financial account or service to best meet current and/or future financial goals	X		Pages 4; 102-110; 124-125

10. Compare and contrast the various sources and types of consumer credit, such as student loans, auto loans, store credit cards, and payday loans. Draw conclusions about the types of credit best suited for financing and/or purchasing various goods and services, defending claims with specific textual evidence.	X		Pages 106; 216-219; 229-231; 359-361
11. Citing information from at least one of the three major credit reporting agencies, describe credit reports and credit scores. Describe the relationship between consumers and credit reports/credit scores, discussing their importance and citing specific textual evidence from research. Analyze a sample credit report and interpret how the contents may affect the credit score. Explain how the credit score may impact borrowing opportunities and the cost of credit. Summarize specific activities used to maintain a good credit score.	X		Credit reports on pages 221-228
12. Citing evidence found in credit applications, compare and contrast various types of credit and calculate the real cost of borrowing. Explain factors that can affect the approval process associated with each type. Identify typical information and procedures required in the credit application process. Analyze factors associated with the purchase of an automobile and defend a specific buying decision, including: a. Define and understand factors most often included in negotiations (such as cash vs. financing, inclusion of trade-in, etc.). b. Evaluate costs and benefits of different service contract and/or warranty options. c. Compare and contrast available financing options based on consumer characteristics and size of down payment.	X		Types and cost of credit on pages 216-229; 278-279
13. Identify strategies for good use of credit and effective debt management to recognize the warning signs of impending debt problems. Illustrate the long-term consequences of accumulating debt and of filing for bankruptcy. Formulate a plan to eliminate debt and Page 4 determine the impact on a personal budget, citing specific textual evidence to defend elements of the plan.	X		
14. Differentiate the benefits and costs associated with various types of insurance, such as health, life, property, and auto. Describe the risks associated with a lack of appropriate coverage in specific situations.	X		Pages 368-385; 390-409

Determine the role of insurance in personal financial planning to preserve and build wealth.			
15. Conduct assessments of various types of identity theft situations and scams, then determine strategies and present a plan to safeguard and protect against identity theft. Design and present a plan to significantly lower and protect against risks. Determine steps that should be taken by a victim of identity theft to report the incident and re-establish identity.	X		254-255; 626 and 257-258
16. Explain how saving and investing contribute to financial well-being, building wealth, and helping meet personal financial goals. Compare and contrast saving and investment strategies, such as savings accounts, certificates of deposit, stocks, bonds, mutual funds, employer sponsored savings plans, physical assets, and commodities.. Design a diversified saving and investment plan that includes strategies compatible with personal goals. Include time value of money and compound interest calculations in analysis.	X		Pages 106; 128-138; 140-143; 152-167

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

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

METRICS:

A. Materials effectively meet the level of rigor intended in the standards.	Yes __X__	No ____
B. High-quality problems and questions designed to invite exploration and support conceptual understanding are included throughout. A variety of problems, both conceptual and technical, enable students to connect course content and transfer understandings to new situations.	Yes __X__	No ____
C. All materials reinforce literacy and mathematics instruction in career and technical education environments. Texts are of an appropriately challenging Lexile level; mathematics problems push students to apply quantitative reasoning to specific technical situations.	Yes __X__	No ____
D. Materials support the development of fluency, including regular opportunities to practice knowledge and skills, appropriately apply tools, and use technology.	Yes __X__	No ____
E. 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**SECTION I(3):****POSTSECONDARY AND CAREER READINESS:**

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

METRICS:

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

<p>To be aligned to the standards, all four indicators of Postsecondary and Career Readiness must be marked Yes.</p>	<p align="center">Meet?</p> <p align="center">Yes <u> X </u> No <u> </u></p>
<p>Justification/Notes</p> <p>Materials showcase a diversity of career and postsecondary opportunities for students upon completion of high school, in addition to College and Career Readiness exercises throughout the book. Materials also provide opportunities for students to practice and reflect upon 21st century, the book contains pre-assessment exercises that are readily accessed by phone or tablet by scanning a barcode.</p>	

<p align="center">Were all three non-negotiables in section I met? (Was each component marked "yes"?)</p>	<p align="center">Yes <u> X </u> No <u> </u></p>
--	--

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

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

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

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

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
A. Materials are aligned to relevant national and/or industry standards where appropriate. For example, <i>Mechatronics I</i> materials routinely make reference to and reinforce connections with national industry certification standards from companies like Siemens.	2	The book states that its marerial aligns with the National Standards in K-12 Personal Finance Education published by the Jump\$tart Coalition for Personal Financial Literacy. The book references and aligns its content with applicable industry standards such as the Consuer Product Safty Act (CPSA) on page 469, the Federal Trade Commission Act on page 460, and the Occupational Outlook Handbook by the US Bureau of Labor Statistics on page 563.

<p>B. Materials are aligned to discipline-specific content or pedagogical frameworks frequently used by professionals in associated industries. For example, Differentiating Instruction materials routinely make reference to and reinforce connections with instructional strategies that meet the educational needs of the student, as specified in the standards.</p>	2	<p>The book material is aligned with the K-12 Personal Finance Education by the Jump\$tart Coalition for Personal Finance Literacy</p>
<p>C. Connections are made to discipline-specific professional societies and organizations, and their value is clearly communicated in the materials. For example, <i>School Counseling</i> materials routinely make reference to and reinforce connections with the American School Counselor Association (ASCA).</p>	2	<p>The book references professional regulatory organizations such as OSHA, Department of Labor, and Social Security Administration (page 469), the National Association of Insurance and Financial Advisors, and the National Association of Realtors.</p> <p>The book contains exercises that encourage students to investigate professional organizations such as the "Professional Organizations" exercise on page 579.</p>

Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS	SCORE	JUSTIFICATION/NOTES
--	-------	---------------------

A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.	2	The book material adequately makes connection between knowledge and skills.
B. Materials are vertically coherent with previous courses and these connections are made clear in the materials. The connections are explicit to the other materials in the course.	2	
C. For materials in a series, content progressions reflect the progressions as seen in the standards. These progression connections are clearly indicated in the materials. Any discrepancies in content progressions enhance the required learning in each course and are clearly aimed at helping students meet the standards as written.	2	

Section II(3). TEACHER SUPPORTS	SCORE	JUSTIFICATION/NOTES
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.	0	The reviewer had no access to any teacher support materials
B. Materials include teacher-directed materials that explain the role of the practice activities in the classroom and in students' content development. Problems and activities present opportunities for students to make use of and exhibit the skills as they work on mastery of content.	0	The reviewer had no access to any teacher support materials

C. Opportunities and resources are provided for teachers to conduct independent study to enhance their own understanding and knowledge of course topics. Materials provide avenues to seek and identify quality professional development in a manner that will support student learning.	0	The reviewer had no access to any teacher support materials.
--	---	---

Section II(4). USABILITY	SCORE	JUSTIFICATION/NOTES
A. Materials can be accessed in a variety of formats and media, including but not limited to printed textbooks, digital storage devices, online applications, and cloud-based forums.	2	The printed book was accessed by the reviewer digitally, A companion website with additional exercises is also available. However, there is no evidence that the book material can be accessed by phone or a tablet.
B. Materials are clear and easy to read for students, teachers, and parents. The design and graphics do not distract from the course content and are appropriately placed.	2	The book is written at a suitable language level for students, teachers, and parents.
C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	1	There is no direct indication of including support for weak and advanced students, but the book indirectly supports the wide range of learners, by using a suitable language level, and contains a wide range of activities. However, it does not guide the teacher to classifying assessment

		<p>questions based on student levels.</p> <p>There is a lack of vocabulary assessment questions in the printed book, but the companion website is rich in vocabulary assessment exercises.</p>
D. Materials are culturally and politically sensitive to the full range of potential users, and do not advance unwarranted opinions that are not factually based. All materials strive to present content, not beliefs.	2	<p>The book is professionally written and is culturally and politically sensitive to the full range of users.</p>

Please note any concerns with sensitivity below:

Section II(5). ASSESSMENTS	SCORE	JUSTIFICATION/NOTES
A. Materials include aligned assessments at regular intervals throughout the text(s), or as supplements to the primary instructional materials. Aligned assessments may include end-of-chapter quizzes, unit test modules, and practice exams.	1	<p>The book contains end-of-lesson and end-of-chapter assessments. However, as indicated before, there is a lack of vocabulary assessment exercises.</p> <p>There are many additional exercises on the companion website.</p>

B. Materials offer ideas and guidance on measuring student progress throughout the duration of the aligned course(s). Formative, interim, and summative assessment strategies are all presented to inform instructional strategy and improvement.	1	Although there are many exercises in the book and on the companion website, there was almost no indication that the materials offer ideas and guidance on measuring student progress. It must be noted that the reviewer had no access to teacher support materials.
C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	2	Many additional interactive assessment exercises are available on the companion website, such as vocabulary games and matching activities.

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.

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

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