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

**ENTREPRENEURSHIP 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)**  **ENTREPRENEURSHIP (5934)**  **BUSINESS & ENTREPRENEURSHIP PRACTICUM (5936)** |
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| **REVIEW** |
| Book Title and ISBN: Entrepreneurship: Building a Business - 9780021377671 Level(s)/Course(s): \_9-12/Entrepreneurship\_\_\_\_  Publisher: \_\_McGraw-Hill School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Copyright Year: \_\_\_2016\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **STATEMENT OF STUDENT PROFICIENCY** |
| Entrepreneurship is an applied knowledge course that begins with the discovery process of generating new business ideas. Students research local, national, and international social and economic trends and analyze the feasibility of their own proposed businesses, both from a market demand and revenue-producing standpoint. Based on their entrepreneurial endeavors, students will prepare, write, and revise a business plan. In preparation for the business plan, students will conduct market research, study ownership structures, evaluate risks, examine startup costs, determine essential vendors, and identify sources of capital and financing options  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 is a great resource that provides a variety of instructional tools throughout for continuous practice. | |

\*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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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).. |  |  |  |
| 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?” |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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). |  |  |  |
| 1. Distinguish between price and non-price competition; provide five non-price examples of competition for customers. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 1. Identify the functions of labeling. Cite examples of how and why changes have been made to product labels over the course of history. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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 |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |

**ENTREPRENEURSHIP (5934)**

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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 the term entrepreneur and describe the key components of the entrepreneurial startup process (the entrepreneur, the environment, the opportunity, startup resources, and the new venture organization). Prepare an informative text to explain each component and identify the risks and rewards encountered in an entrepreneurial endeavor, highlighting the advantages and disadvantages of owning a business versus working for someone else. | X |  | Pgs. 7; 20-24; 33-36 |
| 1. Evaluate the role of entrepreneurship in the U.S. economy, and describe the expansion and growth of entrepreneurship in the current decade. Draw evidence from informational texts to examine how business cycles, economic indicators (i.e., interest rates, inflation, and unemployment) and free enterprise system characteristics such as profit motive, private property, and competition impact entrepreneurial decision making. | X |  | Pgs. 15-18 |
| 1. Research the backgrounds and business ventures of successful entrepreneurs to draw conclusions about the personal traits, experiences, and behaviors associated with entrepreneurship, including professional values and specific skills. Compare findings to personal strengths to assess potential for becoming a successful entrepreneur by completing an entrepreneurial characteristics assessment and self-evaluation. Using the results of the self-assessment, identify areas of strengths and weaknesses and choose characteristics to develop. Prepare a written plan to further educational attainment, develop new skills, or seek work experience to develop identified skills. | X |  | Each chapter concludes with a section labeled “Entrepreneurs in Action” which provides students with a glimpse of an entrepreneurial experience. |
| 1. Building on the research in Standard 3, select a well-known entrepreneur and summarize his/her strongest entrepreneurial characteristics, major business venture, and the problem the entrepreneurship sought to address with his/her venture. Analyze and cite any unique contributions to the U.S. economy or culture associated with the entrepreneur’s endeavors. Make connections between information gathered during research and personal reflection from Standard 3. | X |  | Students should be able to gather additional information from the information provided in the “Entrepreneurs in Action” section of the textbook. |
| 1. Review news media and labor projections to identify current and projected trends in social and/or economic development, including but not limited to: web-based businesses, customer privacy, green businesses, social entrepreneurship, and more. In teams or individually, compile a list of potential ideas that have commercial potential not currently being met by existing businesses. | X |  | Pgs. 53-56 |
| 1. Analyze domestic and international opportunities for entrepreneurial ventures. Use the International Trade Statistics Yearbook of the United States, or other reliable sources, to research and locate the best global markets for a given product. Identify financial export assistance programs that U.S. government agencies and investment corporations offer; prepare a mock application for assistance following procedures and requirements. | X |  | Pgs. 82-84 |
| 1. Examine different examples of business codes of ethics. Synthesize principles from the research, highlighting ethical problems typical for entrepreneurs such as conflicts of interests, bribes, and patent/copyright infringement. Create a written code of ethics for the proposed business. | X |  | Pgs. 558-564 |
| 1. Explore the growth of social responsibility in capitalism by reviewing news reports and journal articles about social entrepreneurship ventures. Create an informative text to define the term “conscious capitalism” and summarize how it is a growing business model for entrepreneurship. | X |  | Pgs. 552-557 |
| 1. Write, review, and revise a business plan for a potential entrepreneurial endeavor. The plan should include: an executive summary, company description, vision and mission statements, industry overview, market analysis, marketing plan, operations plan, and financial plan. Use resources such as the Small Business Administration (SBA), Service Corps of Retired Executives (SCORE), chambers of commerce, business incubators, and glencoe.com to locate and critically evaluate business plan templates. | X |  | Pgs. 113-122 |
| 1. Construct a market research project for the identified endeavor. Develop a research question, then determine, develop and conduct the appropriate research (primary research, secondary research, scientific method) to achieve the desired analysis. Summarize results of the research in recommendations in the business plan overview and market analysis. | X |  | Pgs. 135-138 |
| 1. Develop a customer profile with a detailed description of the potential target market for the proposed business based on demographic, geographic, psychographic, and behavioral information. Assess the viability of the profile for the proposed business by determining number of customers, reachability, and desire for product. Include these findings in the business plan’s overview and market analysis section. | X |  | Pg. 142 |
| 1. Prepare a brief outline of the proposed business’ marketing plan including pricing, promotion, and service/product planning in the development of customer relationships. Explain multiple pricing, promotions, and product selection strategies for the proposed business. Summarize how one or all of these strategies can directly impact a customer’s experience. | X |  | Pgs. 225-235 |
| 1. Enhance the marketing plan with a proposal for attracting early adopters to the proposed product or service. Include ideas for preopening with the following objectives: establishing image, advertising methods, customer contact and interaction, generating appeal, and follow-up. Make a claim about the correct proportions of the marketing mix, supporting claim with data and evidence and addressing counterclaim(s) about alternative methods. | X |  | Pgs. 225-235 |
| 1. Compare and contrast the different ownership options for the proposed business. Identify the legal regulations required for the type of ownership selected. Prepare a sample partnership agreement or Doing Business As (DBA) document that outlines the division of assets, rights, and responsibilities of each owner. | X |  | Pgs. 153-157; 159-164 |
| 1. Investigate channel management and distribution methods for the proposed product or service. Research possible manufacturers; study distribution considerations of the product or service, (including transportation, storage, handling, and packaging for products or staffing, training, and evaluation for services); cite justification for the channel management decisions, such as cost-saving benefits to the business’ bottom line. Prepare a sample service contract with a potential vendor for first year of business. | X |  | Pgs. 229-235 |
| 1. Examine startup costs, operating costs, overhead, and personal expenses by researching and developing a financial statement based on models obtained from public records or business websites. Contact local lending institutions regarding requirements for business loans and needed documentation such as personal income statement, tax records, credit reports, loan history, and personal investment. Prepare financial statements and charts and graphs for the proposed business plan, including but not limited to: a. Estimated start-up costs b. Projected Income Statement c. Projected Balance Sheet d. Cash Flow Create a pro forma projection of a. – d. above. Establish length of view, i.e. first year, 3- year, 5-year timelines. Generate a breakeven analysis. | X |  | Pgs. 448-454 |
| 1. Investigate potential sources of startup capital needed to secure financing (e.g. equity financing, personal savings, angel investors, partnerships, venture capitalists, and debt financing) and list advantages and disadvantages of each. Visit or research local banks, entrepreneurship centers, or incubators to determine the most common reasons investors decline to invest in order to ensure business plan addresses typical concerns. | X |  | Pgs. 448-454 |
| 1. Prepare a “pitch” to explain the business to a potential investor, including breakdown of necessary financing and requested terms. Justify requested funding, using financial figures with appropriate data and evidence from coursework. Evaluate potential financing offers that may be different from requested terms. Based on the evaluation, choose to either accept or not accept the proposal. For example, based on startup costs needed and future valuation, pitch a request for $100,000 to a potential investor in return for a 25% stake in the proposed business. Then evaluate whether or not to accept a counteroffer of a proposed $100,000 for a 50% stake. | X |  | Pgs. 448-454 |

**BUSINESS AND ENTREPRENEURSHIP PRACTICUM (6159)**

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| **Evidence of 80% Alignment with Standards** | | | |
| **Standard** | **Yes** | **No** | **Evidence (e.g. page numbers and/or examples of inclusion**) |
| 1. A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas: a. Application of academic and technical knowledge and skills (embedded in course standards) b. Career knowledge and navigation skills c. 21st Century learning and innovation skills d. Personal and social skills |  |  |  |
| 1. Research a small business or business venture in an industry/market/location of choice, including but not limited to the local region. Produce an in-depth profile, case study, or similar analysis of the chosen company. Companies could range from local businesses to web startups to expansions of existing businesses into new products or markets. Cite specific textual evidence from the company’s literature, conduct interviews, and/or analyze press coverage (if available) to summarize the following: a. The mission and history of the organization b. Headquarters and organizational structure c. Products or services provided d. Marketing/branding strategy e. Profit model f. Website and contact information. |  |  |  |
| 1. Complete an authentic job application as part of a career search or work-based learning experience. Participate in a mock interview. Prior to the interview, update a personal resume, research tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedure. Upon completion of the interview, write a thank you letter to the interviewer in a written or email format. |  |  |  |
| 1. Investigate the current climate for entrepreneurship and business acquisition in the U.S. and abroad. Synthesizing the most recent information on interest rates, consumer spending, market competition, regulation, investment activity, and other economic data, identify the potential constraints and opportunities for starting a business in a selected market of interest. Draw conclusions based on the research and compile into a memo, executive summary, or mock proposal highlighting where to compete, how much to invest, and which consumers to target. |  |  |  |
| 1. Independently or in teams, conduct a market research project to determine the viability of an original business idea or the recommendations to improve the marketing activities of an existing business. Demonstrate the ability to design simple surveys, retrieve secondary data from print and online sources, tabulate results, write analyses, and make decisions based on evidence. If possible, consult or collaborate with local area professionals to determine the viability of original business ideas. Compile findings and future directions in a professional print or online document. |  |  |  |
| 1. Building on standards from Entrepreneurship and Business Management, individually or in teams, develop a new or modify an existing business plan for the proposed startup/business venture. Include at minimum the following components: a. Executive summary b. Business description Page 4 c. Plan of operations, including human capital considerations d. Industry analysis e. Competitor analysis f. Marketing plan g. Financial plan h. Any relevant appendices, cover sheets, letters of support, or references Compile the business plan in a print or online format that could be shared with potential funders, partners, or other stakeholders. |  |  |  |
| 1. In preparation for the launch of the new business/venture, identify potential mentors and sources of support in the community (both financial and in-kind services), such as clients, customers, funders, grant-making entities, or community organizations. Practice pitching the business idea to mentors and various audiences. Seek feedback and recommendations on presentation and proposal details. Analyze the feedback and recommendations to justify any changes to the business plan, citing evidence from the initial presentation. Upon revision, revise the business plan, documenting all changes made. |  |  |  |
| 1. Based on the research and revisions conducted in the previous standard, develop and deliver a formal presentation as part of a bid for startup capital, investors, or public backing. The presentation could be delivered in a variety of formats depending on capacity and constraints: for example, as an in-person pitch before an audience of potential funders; or as a video recording uploaded to a website such as Kickstarter. Self-reflect on initial success based on feedback from the audience or pledges of support, depending on approach. |  |  |  |
| 1. As a supplement to the formal presentation, conduct a preliminary break-even/profit-loss analysis for the first year of the startup’s operations or a business acquisition. Determine the long-term financial goals of the company; make projections for 1, 5, and 10 years ahead. Drawing on knowledge and skills learned in previous courses, design metrics for tracking financial goals and develop an internal reporting system for monitoring progress. |  |  |  |
| 1. Expanding on the marketing strategy drafted in the revised business plan, conduct the necessary analysis (i.e., produce a target customer profile, release a survey, etc.) and implement the marketing strategy in line with plan goals. Seek avenues for increasing product/service visibility, such as promoting the company on social media, partnering with another business in a promotional tie-in or cross-selling activity, sponsoring a non-profit event or offering incentives such as samples, games prizes, and loyalty programs. |  |  |  |
| 1. Critique the business plan of another team or classmate, annotating the plan with recommendations and suggested edits. Cite specific examples in the text to support recommendations. |  |  |  |
| 1. Reflect on potential ethical and legal challenges associated with the proposed business idea. For example, for a hypothetical clothing line startup that intends to source materials from overseas, determine how the company will ensure that labor laws are followed at all points along the supply chain. Examine a variety of perspectives surrounding the issue(s) then develop an original analysis explaining the impact of the issue on those involved, using persuasive language and citing evidence from the research. Other potential issues include copyright infringement, customer privacy and data usage concerns, and safety of employees and consumers. |  |  |  |
| 1. Create a portfolio, or similar collection of work, that illustrates mastery of skills and knowledge outlined in the previous courses and applied in the practicum. The portfolio should reflect thoughtful assessment and evaluation of the progression of work involving the application of steps of the entrepreneurial or business acquisition process. The following documents will reside in the student’s portfolio: a. Career and professional development plan b. Resume c. List of responsibilities undertaken through the course d. Examples of business plan and supporting materials developed and used during the course e. Sources of support, including mentors, financial, in-kind, and other f. Description of technology used, with examples if appropriate g. Periodic journal entries reflecting on tasks and activities h. Feedback from instructor and/or supervisor based on observations |  |  |  |
| 1. Upon completion of the practicum, develop a technology-enhanced presentation showcasing highlights, challenges, and lessons learned from the experience. The presentation should be delivered orally, but supported by relevant graphic illustrations, such as sample survey results, excerpts from the business plan or market data on the target users. Prepare the presentation in a format that could be presented to both a business and a lay audience. Seek opportunities to submit the business plan and/or presentation to local or national contests, career and technical student organization (CTSO) competitive events, or other opportunities to increase the potential for success of the business idea. |  |  |  |

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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: There are various activities at the end of each chapter which promote a literacy component along with real world/21st century skills. There are also projects available for teachers to choose from along with rubrics for grading.** | |

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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: There are sections labeled at the end of each chapter titled “College/Career Readiness”. Within these sections, there are real world related questions and scenarios available for students to answer.** | |

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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 | The standards are very aligned and references are also made to real-world skills. |
| 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 |  |
| 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 | DECA practice is located throughout the textbook, business case studies and Entrepreneurs in Action sections which highlights entrepreneurs through interviews. |

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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 | There is also a review of skills and knowledge students should have learned during their general marketing courses. |
| 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 |  |
| 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 |  |

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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 | There are very detailed lesson plans and instructions in the Teacher’s Edition. |
| 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 | Teachers can view the entire Instruction Manual at the beginning of the teacher’s edition to get a full layout of instructional plans and ideas on how to teach each chapter and section. |
| 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 | There are professional development activities teachers are able to complete online with mini clip videos inclusive of teaching strategies to strengthen skills for all learners. |

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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 | There are online resources available through their “connected” companion site. There are also podcast activities included. |
| 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 |  |
| 1. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students. | 2 1 0 | There are sections in the Teacher’s Edition labeled “Universal Access” which a useful tool for teachers to appeal to diverse learners. |
| 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 |  |

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 | The textbook also offers questions to be used for standardized test practice. |
| 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 | The summative assessments can be found on the online resource within “connect-ED”. |
| 1. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency. | 2 1 0 | The sections labeled “Universal Access” help teachers assist students in gaining a general understanding of the concepts presented for different types of 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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