**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: \_\_Glencoe Business and Personal Law\_978-0-02-139722-8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level(s)/Course(s): \_\_\_\_5892\_\_\_\_\_\_\_\_\_\_\_\_\_  Publisher: \_\_\_McGraw Hill\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Copyright Year: \_\_\_\_\_\_2016\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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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 meets the mandatory 80 percent alignment to course standards in Business and Personal Law. | |

\*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.

**AMERICAN BUSINESS LEGAL SYSTEMS (5892)**

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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 Develop 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 lifelong 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 |  | Materials for this standard is explicitly met (examples given in Careers in Law at the end each unit, Ethical Applications, Global Law sections, Academic Connection sections, Bell Ringer Activities; The Writing Connection sections) throughout the text. |
| 1. The student will analyze the Constitution as it relates to American business. The student will: 2.1 Examine the historical background of the United States legal system. 2.2 Analyze the basic principles upon which the Constitution of the United States is based. 2.3 Demonstrate the role of constitutions in preventing abuse of governmental power. 2.4 Analyze the impact of the Constitution, Constitutional Amendments, and federal acts on American business practices. 2.5 Critique the effect of rule of law as it applies to business and employees. | X |  | Material for this standard is explicitly met (i.e The American Constitution, pp. 504-517 & the Declaration of Independence pp. 518-521; |
| 1. The student will analyze ways the Bill of Rights protects the American citizen. The student will: 3.1 Examine the basic freedoms guaranteed by the Bill of Rights. 3.2 Analyze the effect of laws on individual rights and freedoms. 3.3 Investigate the balance between the protection of individual rights and the general welfare of all citizens. | X |  | Material for this standard explicitly met (i.e. Nature of Tort Law (violation of one’s rights, intentionally wrong doing, pp. 55-65. Figure 3.1 Intentional Torts against Persons, p. 57. Employee Rights & Privacy |
| 1. The student will investigate the organizational structure of the executive, legislative, and judicial branches of federal, state, and local governments. The student will: 4.1 Compare and contrast requirements and duties for the executive and legislative branches. 4.2 Examine the process for proposing and passing legislation. 4.3 Examine the function of the judicial system as it relates to the executive and legislative branches. 4.4 Relate the duties and requirements for serving in state and local governments. 4.5 Analyze the function of a system of checks and balances. | X |  | Material for this standard is explicitly met (i.e. The Constitution of the United States, p. 504-517, Declaration of Independence, p. 518-521, Case Studies, |
| 1. The student will connect ethics, law, the court system, and substantive and procedural law. The student will: 5.1 Compare the relationship between ethics and the law. 5.2 Analyze the structure of federal, state, and local courts in the American legal system. 5.3 Connect the role of the juvenile court with the role of other courts within a state, territory, or province. 5.4 Differentiate between substantive and procedural law. | X |  | Material for this standard is explicitly met (i.e. Ethical Character Traits, Relationship between Ethics & the Law, p. 8, Chapter 1,  Figure 1.2 Court Systems in the U.S. p. 17) |
| 1. The student will apply the concepts of contract law. The student will: 6.1 Analyze the essential parts of a contract. 6.2 Analyze the different classifications of contracts. 6.3 Compare requirements of an offer and an acceptance. 6.4 Analyze requirements for valid consideration. | X |  | Material for this standard is explicitly met (i.e. Legal Briefs, p. 78, What is a Contract, pp. 80-93; Elements of a Contract, pp 98-126: How Contracts End, pp 130-150. Figure 4.1 Elements of a Contract p. 83, Apply & Debates, Case Study Practices, Ethics Applications. |
| 1. The student will analyze laws for the protection of the consumer. The student will: 7.1 Identify consumer laws that regulate consumer protection. 7.2 Investigate consumer laws that regulate consumer credit. 7.3 Differentiate the law of sales from various transactions relating to sales | X |  | Material for this standard is explicitly met (i.e. Consumer Protection Laws, pp. 266-269. Figure 12.2: What if You are Denied Credit?, p. 268 |
| 1. The student will examine domestic relations laws. The student will: 8.1 Analyze legal considerations in marriage. 8.2 Analyze legal considerations in divorce. 8.3 Analyze legal considerations in child custody. 8.4 Analyze legal considerations in domestic abuse, child abuse, neglect or other related issues to domestic abuse. | X |  | Material for this standard is clearly met (i.e. Domestic Violence, p. 43; Marriage Laws, p. 440-445’ Divorce /Child Custody, p. 448, Figure 20-1 Divorce Settlement, p. 449  Case Study, p. 450: Apply & Debate, p. 451 |
| 1. The student will analyze the functions of commercial paper, insurance, secured transactions, and bankruptcy. The student will: 9.1 Apply correct procedures for borrowing money with secured transactions. 9.2 Evaluate criteria used in making wise decisions when purchasing on credit. 9.3 Analyze types of negotiable instruments, including commercial paper. 9.4 Relate the purchase of insurance to specific individual needs. 9.5 Examine bankruptcy laws. | X |  | Material in this text clearly meets this standard: (i.e. Negotiable Instruments, pp. 226-232; Banking Basics, p. 234-239, Global Law: Banking in Switzerland, p. 237; Apply & Debate, p. 242 & Case Study Practice & Ethics Application, p. 243  Insurance & Estate Planning, pp 456-471; Bankruptcy Types, pp 273-275 |
| 1. The student will examine business organizations and government regulations. The student will: 10.1 Compare and contrast the four types of business organizations. 10.2 Analyze ways legislation affects business organizations. | X |  | Material in this text clearly meets this standard (i.e. Forms of Business, pp. 354-371. Case Study (Roach v. Mead), p. 360; Figure 15.1 Types of Corporations, p. 368  Corporate Regulations & Acts, pp. 396-407  Figure 18-1, p. 403, Apply & Debate, p. 410 |
| 1. The student will analyze the role and importance of agency law and employment law as they relate to the conduct of business. The student will: 11.1 Demonstrate an understanding of the nature of an agency relationship. 11.2 Analyze the different types of agents. 11.3 Analyze the duties of the employer. 11.4 Analyze the duties of the employee. 11.5 Interpret the impact of legislation on worker benefits, employment conditions, and employee rights. | X |  | Chapter 15 (Employment Law); explicitly detailed the elements of employment law. Employee Rights; Fair Labor Standards Act, Equal Pay Act, FMLA, Equal Employment Opportunity, Civil Rights Act, all Employee Laws outlined in this chapter. OSHA Case Study, p. 334: Figure 15.1 (Rights). p. 337  Landmark Case (Jackson v. BBE), p. 350 |
| 1. The student will analyze the legalities that apply to personal property, real property, and estate planning. The student will: 12.1 Investigate items that are considered personal property. 12.2 Determine the characteristics of items that would deem them real property. 12.3 Analyze the various components of estate planning and determine when estate planning is advisable | X |  | The material in this text clearly meets this standard (i.e. Renting & Ownership: Rental Agreements pp 200-205; Ownership, pp 206-213; Global Law: Property Ownership in Cuba, p. 208; Apply & Debate, p. 214 & Case Study Practice, p. 213 |
| 1. Analyze the American business and legal systems compared to other global business and legal systems. The student will: 13.1 Investigate types of legal systems that are different from the U.S. system. 13.2 Analyze business law and practices in other countries which are different than the US practices. 13.3 Examine laws and practices related to the import and export of goods and services (trade agreements, protectionism, trade balance). 13.4 Assess the role of trade agreements and international legal and political bodies in the resolution of trade disputes. | X |  | Material in this text clearly meets this standard (i.e. Case Study Practice (Papaila), p. 31, Global Law, p. 37, Commercial Agents in the United Arab Emirates, p. 294, |

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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**  The text explicitly meets all standards and non-negotiable items (focus, rigor, relevance) as evident in its structure that embraces higher order/critical thinking, problem solving, real-world application. The Reading Checks, Case Study Practices, Ethics Applications, Global Law, etc. (Illustrations & Figures) are outstanding modes of learning to increase students’ conceptual understanding of material. | |

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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**  The text innovatory structure meets all requirements of the standards to prepare students for postsecondary and career readiness in a very unique manner. This text is highly recommended and elements of it can be used in other business programs of study. | |

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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 | Material aligns to relevant standards & incorporates the Real World in the “Legal Briefs” scenario at the beginning of each chapter. |
| 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 | Text is aligned to discipline-specific content. The text includes different codes (L1, L2, L3) to identify different levels of abilities in order to meet the needs of all students |
| 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 | Yes, the text through its “Develop Concepts” makes connections to the Supreme Court and the Courts of Appeals. |

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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 | A variety of connections are made throughout the text to incorporate knowledge and skills set forth by standards  (i.e. Academic Connections to Reading, Social Studies, English Language courses, etc.) |
| 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 | Materials are vertically coherent with previous courses and connections are explicit (i.e. what was learned in a previous Government class connects with materials in the course: ex. Constitution Amendments) |
| 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 in the standards and clearly aim 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 | Materials provide Brackets to support & show teachers how to use instructional strategies and activities (Legal Briefs, Apply & Debate, Global Law, Ethics, Scenarios, etc.) |
| 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 provides Letters that help the teacher identify different strategies & activities  (Guided Practice, Pre-teach, Teach, Bell Ringers, Assessments) |
| 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, there were no references to professional development in the teacher’s edition materials provided in this text. |

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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 | Multiple formats and media can be accessed throughout the text, 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 entails user-friendly language and the design is appropriate, inspiring, and relevant to enhance teaching and learning. |
| 1. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students. | 2 1 0 | Universal Access activities provide differentiated  instruction for English language learners and suggestions for teaching various types of 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 | Materials are culturally sensitive; strive to present content, not beliefs, as evident in Global Law sections throughout the text |

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 | Material include aligned assessments: Review & Section Assessments, Section Quizzes, Vocabulary Builders, Self-Checks, Essays) |
| 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 | Formative (quizzes); Summative (End of the Chapter tests). |
| 1. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency. | **2**  1 0 | Materials include accommodations for diverse learners as noted in Extending the Content sessions. |

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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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