

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: Business and Personal Law 9780021397228 Level(s)/Course(s): Grades 9-12, course 5892

Publisher: McGraw- Hill Education Copyright Year: 2016

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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
C. Materials focus equally on the <i>conceptual knowledge</i> as well as the <i>technical skill</i> outlined in the standards.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Justification/Notes

The book meets all required standards, and is written in an easy to understand language, with a suitable rigor level. The book references and compares to other international business and legal systems such as in Canada, South Korea, and Europe.

Although all standards are met, the reviewer noticed that the book falls short in showing enough mathematical examples. For instance, on page 65, there is a mathematics question on the percent change of tort-related costs in lawsuits, but there is no example to demonstrate to the student the mathematical calculations. Generally, there is a lack of mathematical examples in the book.

*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)

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		Pages 7-8 and 415-425
2. 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	X		Pages 9-10, 326-399, 402-425

acts on American business practices. 2.5 Critique the effect of rule of law as it applies to business and employees.			
3. 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		Pages 10-14 and 514-515
4. 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		Pages 10-13 and 507-512
5. 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		Pages 8-27, and 512, 284-285
6. 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		Pages 76-123, 128-147 and 154
7. 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		Pages 64, 158-175, 218-219
8. 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	X		Pages 436-451

legal considerations in domestic abuse, child abuse, neglect or other related issues to domestic abuse.			
9. 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		Pages 244-275, 397-398, 456-464
10. 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		Pages 354-371, 394-407
11. 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		Pages 286-303, 306-341
12. 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		Pages 180-211, and 466-471
13. 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		The Global Law sections located throughout the book on pages: 12, 37, 55, 92, 110, 145, 174, 183, 208, 237, 254, 272, 294, 309, 329, 370, 404, 424

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 <u> X </u>	No <u> </u>
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 <u> X </u>	No <u> </u>
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 <u> X </u>	No <u> </u>
D. Materials support the development of fluency, including regular opportunities to practice knowledge and skills, appropriately apply tools, and use technology.	Yes <u> X </u>	No <u> </u>
E. Domain-specific vocabulary and industry terminology are frequently used to explain topics, or to make connections to key workplace activities.	Yes <u> X </u>	No <u> </u>
To be aligned to the standards, all five indicators of Rigor must be marked Yes.	<p style="text-align: center;">Meet?</p> Yes <u> X </u> No <u> </u>	

Justification/Notes

The book's rigor level is suitable with the presence of end-of-chapter review and assessment exercises, and Case Study practice exercises, followed by Ethics Applications questions. In addition to that, sections are ended with Section Assessment questions that address terminology, math (whenever it is present), and critical thinking of the students. In Conclusion, the book has a suitable rigor level for the course that supports student learning through high-quality presentation of content and challenging application.

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 _X_	No _____
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 _X_	No _____
C. Connections to relevant certifications and other credentials are clearly explained, and their value in industry is communicated where appropriate.	Yes _X_	No _____
D. Materials provide opportunities for students to practice and reflect upon 21st century (or "soft") skills.	Yes _X_	No _____

<p>To be aligned to the standards, all four indicators of Postsecondary and Career Readiness must be marked Yes.</p>	<p style="text-align: center;">Meet?</p> <p style="text-align: center;">Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p>Justification/Notes</p> <p>Although the book briefly references junior college and college works in isolated locations (such as in pages 18, 70, 223, and 244), it poorly addresses the postsecondary training opportunities for students. There is no mention of any certifications that the high school students can explore in this field, but the book briefly mentions college training and its value in the industry on page 18. The reviewer was hesitant to mark Point C in section I(3) as yes for this reason. Career opportunities in Law are covered in different locations in the book such as on page 70. The publisher and author are strongly encouraged to include a statement on the companion website that covers more thoroughly the postsecondary opportunities in the field.</p>	

<p style="text-align: center;">Were all three non-negotiables in section I met? (Was each component marked "yes"?)</p>	<p style="text-align: center;">Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
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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.

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	It references laws in different regions and countries, and organizations such as the International Criminal Court
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.	2	

<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>	<p>1</p>	<p>Although the book references different organizations such as the International Criminal Court, There is almost no mention of any related professional societies and associations.</p>
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Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS	SCORE	JUSTIFICATION/NOTES
<p>A. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards.</p>	<p>2</p>	<p>There are many activities in the materials that address a wide range of audience.</p>
<p>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.</p>	<p>2</p>	
<p>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.</p>	<p>2</p>	

Section II(3). TEACHER SUPPORTS	SCORE	JUSTIFICATION/NOTES
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<p>A. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies.</p>	<p>1</p>	<p>There is a lack of planning and pacing ideas for teachers. There is also some difficulty associated with navigating the Teacher's edition in particular the absence of an index for the book.</p>
<p>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.</p>	<p>2</p>	<p>The teacher support materials include many additional activities that guide the teacher to their role in student development, and guide teachers on leading different discussion exercises.</p>
<p>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.</p>	<p>0</p>	<p>Although the teacher support materials include many activities that teachers can use, there is a noticeable lack of resources provided to teachers to conduct independent research and/or verify and look for more information.</p> <p>There is no reference to any additional sources in the teacher's edition. In fact the References section is completely absent from the Teacher's edition. The teacher will have to</p>

		refer to the student edition for references and index.
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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 books were accessed by the reviewer online. The textbook has many online support materials.
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 language is suitable for the student levels and parents, with a suitable amount of graphics.
C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	1	Generally, the book level is suitable for wide audience, but the book material does not provide advanced problems and exercises for advanced level students.
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	The book is professionally and properly written to be sensitive to the full range of potential users.

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.	2	
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	The book material provides many exercises but leaves it for the teacher to decide how to measure student progress.
C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	1	Although there are many activities in the book, it does not guide the instructor on classifying the activities based on level.

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
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<p>A. Materials include coverage of major parameters most frequently reported in health databases.</p>	<p><i>[Insert reviewer evaluation here.]</i></p>
<p>B. Materials draw clear connections between policy and procedures and the legal ramifications of health informatics.</p>	<p><i>[Insert reviewer evaluation here.]</i></p>
<p>III. FOCUS AREA:</p>	<p>NOTES</p>