

**TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT,  
BUSINESS MANAGEMENT PROGRAM OF STUDY  
BUSINESS MANAGEMENT & ADMINISTRATION CAREER CLUSTER**

**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)**

**BUSINESS COMMUNICATIONS (5888)**

**BUSINESS MANAGEMENT (5889)**

**BUSINESS & ENTREPRENEURSHIP PRACTICUM (6159)**

**STATEMENT OF STUDENT PROFICIENCY**

Business Management program of study focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for faculty and students. Upon completion of this course, proficient students will be able to complete a full review of an existing business and offer recommendations for improvement as would a management consultant.

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: \_\_\_\_\_ Level(s)/Course(s): \_\_\_\_\_

Publisher: \_\_\_\_\_ Copyright Year: \_\_\_\_\_

**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 ___	No ___
B. All materials are appropriate for the designated course level, both in terms of content and in terms of language. For materials spanning multiple course levels and/or grade bands, content is presented at the appropriate grain size (i.e., level of detail) commensurate to expectations in the standard.	Yes ___	No ___
C. Materials focus equally on the <i>conceptual knowledge</i> as well as the <i>technical skill</i> outlined in the standards.	Yes ___	No ___
D. Topics do not deviate from the content outlined in the course standards. Topics may go “above and beyond” stated learning expectations, but not in a manner that distracts from the focus on specific knowledge and skills as determined by the standards.	Yes ___	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 \_\_\_ No \_\_\_

**Justification/Notes**

This textbook does not meet the mandatory 80 percent alignment to course standards in Business Communications.

\*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)**

<b>Evidence of 80% Alignment with Standards</b>			
<b>Standard</b>	<b>Yes</b>	<b>No</b>	<b>Evidence (e.g. page numbers and/or examples of inclusion)</b>
<p>1. Explore careers in each of the Business Management &amp; 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.</p>			
<p>2. 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.</p>			
<p>3. 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.</p>			
<p>4. 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.</p>			

<p>5. 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.</p>			
<p>6. 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.</p>			
<p>7. 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.</p>			
<p>8. 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.</p>			
<p>9. 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.</p>			
<p>10. 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</p>			

<p>and population shifts, infrastructure development (i.e., interstates, public transportation), inventions, expansion opportunities, and other market factors.</p>			
<p>11. 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.</p>			
<p>12. 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.</p>			
<p>13. 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.</p>			
<p>14. 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</p>			

original business philosophy detailing one's beliefs for how a business should be run.			
15. 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.			
16. 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.			
17. 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.			
18. 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.			
19. 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.			
20. Describe the components of the marketing mix (i.e., price, product, promotion, and place). Investigate the launch of a new product or			

<p>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.</p>			
<p>21. 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.</p>			
<p>22. 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.</p>			
<p>23. 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.</p>			

**BUSINESS COMMUNICATIONS (5888)**

<b>Evidence of 80% Alignment with Standards</b>			
<b>Standard</b>	<b>Yes</b>	<b>No</b>	<b>Evidence (e.g. page numbers and/or examples of inclusion)</b>
1. Demonstrate compliance with the school's ethics policy regarding copyrighted materials, plagiarism, authenticity, proper citations, privacy, and proper use of technology resources.			
2. Identify, analyze, and critique the basic components of communications, such as the message, the sender, the receiver, the mode, the noise, and the response. This includes conducting responsible research when necessary, developing effective arguments, composing meaningful and coherent messages appropriate to the intended audience, and polishing one's delivery skills to deliver an effective and credible message, followed by listening.			
3. Differentiate between verbal and nonverbal communications when interacting with peers, subordinates, superiors, and customers. List specific techniques for effective communications and evaluate how different cultures and generations attach different meanings to various gestures, intonations, and other communications techniques.			
4. Practice and implement proven communication techniques to foster positive interpersonal relationships in the business atmosphere, such as: a. Establishing and maintaining positive relationships with coworkers and customers (e.g., being fair, helpful, tactful, gracious, and appreciative). b. Recognize manifestations of tension, and employ recommended strategies to resolve the situation in the most favorable ways (e.g., collaborating, compromising, accommodating). c. Practice various interactions and conflict resolution strategies by participating in role-play exercises and structured controversies, allowing students to model positive/supportive behaviors that respect varying perspectives and viewpoints of others and yield consensus decision-making.			
5. Create a rubric for evaluating and selecting the best electronic communication tool for a given task or situation. Using scenarios from			

<p>business and industry, identify appropriate tools for various situations and defend selections through a persuasive narrative, based on the application of the rubric.</p>			
<p>6. Research and analyze various aspects of good digital citizenship. In groups, discuss the effects of technology on day-to-day and business communications. Select one topic (such as hacking of a customer database, social media, etc.) for further exploration and develop an electronic presentation employing to demonstrate the implications of the topic on society, as well as business and industry.</p>			
<p>7. Compile significant points regarding courtesy and propriety in a digital business world (“netiquette”) and prepare a presentation or web page that includes the topics of a. Message priority (urgent, normal, or low) b. Consent to share (property rights) c. Confidential or sensitive information (privacy) d. Message formatting (fonts, color, case, informal abbreviations, emoticons)</p>			
<p>8. Evaluate, create, and revise business correspondence, short contracts and reports, electronic forms, and small legal documents for a business in standard English using the following: a. Employing word processing and simple spreadsheet programs b. Using proper grammar essentials, including parts of speech, vocabulary, punctuation, sentence structure c. Applying accepted business styles, including fonts, margins, layout, color, formats for dates, times, currencies, proper names d. Using acceptable business language, vocabulary, acronyms e. Writing for social media f. Writing for the internet</p>			
<p>9. Analyze examples of writing for evolving digital platforms such as social media applications. Compare and contrast writing conventions required for commonly used applications and construct an event announcement for a local business in formats appropriate for at least three different social media/networking tools.</p>			
<p>10. Locate a website used by a business to sell a product or service. Evaluate the website’s design, content, text, images, layout, and color. Discern the site’s effectiveness and ease of navigation, including the use of hyperlinks. Using persuasive writing, produce a critique addressing the pros and cons of the site, and offer recommended revisions.</p>			

<p>11. Create, adjust, and publish business document projects to typographic standards: a. Using word processing or desktop-publishing software b. Planning layouts based on estimation and calculations to achieve accepted balance of text, art, photos, and white space c. Applying consistent style standards, including fonts, margins, layout, color scheme, and image and text formats d. Inserting and formatting merged graphic elements, such as charts, photos and artwork, and text embellishments e. Incorporating editing and revision markings to incorporate desired changes by the author/editor</p>			
<p>12. Configure and send typographic output for designing camera ready documents on destination printer, color model (RGB, CMYK, etc.), preprint color requirement, and process color separations.</p>			
<p>13. Manipulate, enhance and produce digital photographs, graphics, or other art elements utilizing photographic and / or graphic editing software.</p>			
<p>14. Draft and edit two speeches: (1) to persuade, and (2) to inform. Incorporate planning and preparation to deliver speeches that adhere to the following expectations: a. Appropriate for various audiences and purposes b. Delivered with enthusiasm and appropriate body language c. Structured to guide the listener to the desired objective or response d. Includes facts and research, in addition to original claim(s) and counterclaim(s) supported by evidence e. Revised based on peer feedback</p>			
<p>15. Critique the purpose of various speaking assignments to identify the design and goal, such as to inform, educate, convince, persuade, or lead to action.</p>			
<p>16. Plan, prepare, and conduct a short business meeting, including following-up after the meeting. Write an agenda, develop and produce necessary materials, facilitate the meeting effectively, and prepare a follow-up email thanking the attendees for their participation and summarizing key takeaways and action items.</p>			
<p>17. Promote, organize, and practice creative problem-solving using the brainstorming approach, incorporating common techniques such as predefined time limits, short breaks, goals, visual aids, and record-keeping.</p>			

<p>18. Plan, organize, schedule, and deliver a webinar to one or more distant parties using computer conferencing tools (e.g., telephone or voice over IP, online conferencing system). a. Prepare an invitation, agenda, and overall script for the webinar, outlining the planned verbiage and business-related flow of information. Include guidelines, minutes and follow-up. b. Single-handedly or as a team, conduct the webinar or simulated webinar according to the agenda. c. Leverage the video, audio, and meeting enhancement tools available through the selected webinar software, such as highlighting, chat, polling, and question features to maximize audience interaction. d. Save, and edit, if needed, a short audio/video recording of the webinar for later publication.</p>			
<p>19. Plan, organize, schedule, and conduct a web videoconference or simulation with one or more distant parties using computer conferencing tools (e.g., webcams, high-speed Internet, computer) a. Prepare an overall agenda for the web conference, outlining the planned exchanges of information, positioning and appearance of people, and switching between video sources (e.g., webcams, document cams, and other imagery). b. Follow the agenda to complete the web-meeting exchange, either single-handedly or as part of a team. c. Use effective communication and engagement strategies (such as effective meetings facilitation) to encourage active participation by all parties connected to the meeting. d. Save, and edit if needed, a short audio/video recording of the web meeting for later publication.</p>			
<p>20. Prepare an electronic portfolio a. Including work products demonstrating career preparation skills, using an assortment of media (text, photos, video, hyper-linked pages). b. Including a professionally formatted résumé and other supporting documents such as cover letter and application. c. Packaged on a suitable media (e.g., CD, DVD, memory stick, web site).</p>			
<p>21. Conduct a job search of positions in one or more career areas of interest using tools such as <a href="https://www.jobs4tn.gov">https://www.jobs4tn.gov</a> and other online employment resources; complete a job application; participate in mock interviews with partner businesses and/or through participation in a student organization event.</p>			

22. Address the appropriate use of and ethics related to social media in personal and professional situations and its impact on career search processes, as well as its impact on the professional reputation of a person.			
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**BUSINESS MANAGEMENT (5889)**

Evidence of 80% Alignment with Standards			
Standard	Yes	No	Evidence (e.g. page numbers and/or examples of inclusion)
1. Describe the management process and examine the functions of management (planning, organizing, leading, and controlling). Through review of case studies or news media, illustrate how concerns for the environment, an increasingly diverse workforce, globalization of the marketplace, and rapidly changing technology have impacted how businesses apply these functions.			
2. Summarize characteristics of, and distinguish between, different management theories (such as scientific management, Total Quality Management (TQM), Ouchi's Theory Z, Six Sigma, etc.). Drawing on information from research, illustrate how economic, political, or cultural decisions influence management theories that have been applied in the business environment. For example, hypothesize how Maslow's Hierarchy of Needs affects theories of management.			
3. Distinguish between historical management theories (such as Scientific Management Theory, Human Relations Movement, etc.) and modern management theories (such as Contingency Theory, Systems Theory, Chaos Theory, etc.) then compare and contrast similarities and differences. Discuss ways in which major historical events and dramatic shifts in societal processes and procedures have informed the evolution of management theories. Identify factors and variables that have influenced changes, progressions, and/or modifications to theories of management.			

<p>4. Research the management skills needed in today's business environment (such as goal setting, decision making, communications, delegation, technical skills, motivational and leadership skills). Through the analysis of case studies, discuss the role of business leaders who have been recognized for their influence on modern managerial approaches (such as Theory Z's William Ouchi, General Electric's Jack Welch, Hewlett-Packard's Carleton Fiorina, or Facebook's Sheryl Sandberg). Synthesize research to produce a profile of a strong candidate for a business manager, citing specific evidence from text.</p>			
<p>5. Select a historical and a modern theory of management and develop a business plan for a proposed organization using each identified approach. Include a clear comparison of the two business plans with differences clearly defining and explaining the variables contributing to these variations. Create a graphic that illustrates each component of a business plan (such as executive summary, business description, products and services, etc.) which clearly distinguishes the differences between the plan using a historical theory and the plan using a modern theory.</p>			
<p>6. Analyze the elements of sample business plans or business plan templates found in informational text, identifying and describing the purpose of common elements. Discriminate between elements that govern culture (such as vision, mission, core priorities and social responsibility) and those that may govern operational goals (such as market share, profitability, and product development).</p>			
<p>7. Investigate and choose an existing business to research (individually or in teams) throughout the duration of the course. Describe the business' current target market, primary products or services offered, unique characteristics, current market position, and customer volume by summarizing available public documents about the business.</p>			
<p>8. Design, write, modify and evaluate a business plan for the identified existing business. The business plan should include, but may not be limited to, detailed descriptions of products and/or services offered, risk analysis, short and long term profits, marketing plan, investment needed to start and maintain the business, plans to obtain working capital, legal licenses, and vendor contracts. Include a company organization chart, job</p>			

description and skills needed of main employees, physical equipment and facilities required, and any future expansion plans.			
9. Study benchmark indicators included in a SWOT (Strength, Weaknesses, Opportunities, and Threats) analysis and conduct a SWOT analysis of the selected business using data and evidence collected from personal interviews, observations, print articles, and internet searches. Citing specific data and evidence, make a claim about the business' most significant weakness(es), or area(s) of opportunity, to address throughout the duration of the course.			
10. Create a new, or recommend updates to an existing, mission statement for the selected business by summarizing information gleaned from personal interviews, observations, print articles, and internet searches about the specific aspirations, beliefs, and values of the company.			
11. Conduct a PEST analysis (Political issues, Economic factors, Socio-cultural factors, Technology) of the selected business, including available geographic, demographic and economic data gathered from multiple authoritative sources. Based on the analysis, make a prediction about necessary factors which need to be considered in order to accurately address the businesses' most significant weakness(es) or area(s) of opportunity selected in standards 6.			
12. Identify up to five businesses that could be considered competitors of the selected business. Gather and summarize information about the competition succinctly in a chart, table, or graphic. Information may include variety of products available, location, prices, services, and other unique characteristics.			
13. Make a claim about the current target market of the selected business, developing and supporting the claim and counterclaim(s) with data and evidence provided by the business and from research on potential competitors. Develop a detailed customer profile to summarize characteristics, including the BPI (Buying Power Index), for the target market.			
14. Using previous research on the selected business and its competitors, describe typical prices in the industry for similar products or services, noting how the prices of the selected business compare to others.			

<p>Summarize how businesses make and review pricing decisions based on four key market factors: cost and expenses, supply and demand, consumer perception, and competition. Analyze each factor for the selected business and summarize how each relates to typical organizational goals of earning a profit, gaining market share, and being competitive, noting where there are chances to address weakness(es) or capitalize on area(s) of opportunity identified in standard 6.</p>			
<p>15. Describe advantages and disadvantages of the basic forms of business ownership (sole proprietorship, partnership, and corporation) and identify variations of basic forms of business ownership (franchise, limited partnership, cooperative, limited liability company, and S corporation). Determine which ownership structure is employed by the selected business and hypothesize why it was selected. Review copies of available partnership agreements, articles of incorporation or franchise contracts, noting characteristics important for successful operation of a given business.</p>			
<p>16. Document existing operations plan of the selected business, describing location, hours of operation, customer accessibility, equipment, storage, and inventory needs, and current supply chain elements. Reviewing the most significant weakness(es), or largest area(s) of opportunity for the selected business determined in standards 6, make recommendations about changes to current plan to improve business operations. For example, recommending a new location to improve customer foot traffic.</p>			
<p>17. Diagram and describe the organizational structure of the business by creating an organizational chart of existing positions and/or department in the business, paying close attention to documentation of job descriptions (including reporting structures), accurate number of employees, and any outsourced labor.</p>			
<p>18. Identify applicable risks to the selected business (such as fire or flood damage or significant theft of inventory) and research available options for risk management, such as insurance. Make a claim about appropriate risk management strategies to employ to address the businesses' weakness(es) or area(s) of opportunity identified in standard 6, justifying claim with data and evidence from research.</p>			

<p>19. Identify and list appropriate national, state, and local bodies governing the operations of the selected business. Review documentation to summarize federal, state, and local regulations and laws (such as environmental regulations, zoning or licensing requirements, and legal stipulations) that are necessary for the continued operations of the selected business.</p>			
<p>20. Analyze the essential parts of a contract by reviewing sample contracts and researching the Uniform Commercial Code for basic commercial law. Request a copy of a contract in use at the selected business and review it to recommend potential areas for refinement or improvement.</p>			
<p>21. Create a new, or recommend updates to an existing, employee manual for the selected business by summarizing information gleaned from personal interviews, observations, print articles, and internet searches about the human resource policies and employee expectations of the company. Include the following: a. procedures for employee hiring and release b. orientation of new employees c. performance assessments d. handling grievances e. compensation packages</p>			
<p>22. Describe legal strategies used by labor and management (strikes, boycotts, layoffs, and lockouts) and illegal strategies used by labor and management (wildcat strikes, secondary boycotts, and preventing workers from forming unions). Conduct current event research highlighting recent activities involving labor and management disputes, drawing conclusions about the potential impacts of a labor and management strategy on the selected business, if any.</p>			
<p>23. Interpret the data shown on financial statements (income statement, balance sheet, cash flow statement, and statement of net worth) of the selected business. Benchmark the business' financial position against others in the industry, by reviewing available public filing documents such as financial statements, annual reports, and statements to shareholders of national firms.</p>			
<p>24. Evaluate various financial control tools such as budgets, audits, and financial ratios. Construct a TQM operations cost controlling matrix that includes costs, inventory tracking levels, and turnover rates of the selected business. Identify potential areas of improvement, especially as</p>			

<p>they relate to the identified weakness(es) and area(s) of opportunities outlined in standard 6.</p>			
<p>25. Assess the short-term and long-term financial needs of the selected business, attending to details about the current ownership structure. Evaluate advantages and disadvantages of additional funding through equity capital versus debt capital, noting where potential influx of funding may impact current ownership structure.</p>			
<p>26. Analyze the importance of international trade as it relates to small businesses and corporations. Research reasons a company might choose to enter a foreign market, examine cross-cultural communication marketing challenges, the laws and import regulations that govern international trade, and prepare a presentation on how the business could succeed in an international environment.</p>			
<p>27. As would a management consultant, compile a set of recommendations for the selected business based on the research completed in standards 7-24 to address one or more of the following: streamlining operations, increasing profitability and competitiveness, meeting long-term funding needs, or addressing employee concerns in order to ultimately attend to the weakness(es) and/or area(s) of opportunity identified in standard 6. Plan, revise, edit, and rewrite recommendations throughout the course to ensure focus on what is most significant for a given audience. Present recommendations through both a formal, written report and an oral presentation, including appropriate financial calculations, charts and graphs, and citations for relevant sources.</p>			

**BUSINESS & ENTREPRENEURSHIP PRACTICUM (6159)**

<b>Evidence of 80% Alignment with Standards</b>			
<b>Standard</b>	<b>Yes</b>	<b>No</b>	<b>Evidence (e.g. page numbers and/or examples of inclusion)</b>
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			
2. 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			
3. 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.			
4. Investigate the current climate for entrepreneurship and business acquisition in the U.S. and abroad. Synthesizing the most recent			

<p>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.</p>			
<p>5. 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.</p>			
<p>6. 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 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.</p>			
<p>7. ) 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.</p>			

<p>8. 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.</p>			
<p>9. 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.</p>			
<p>10. 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.</p>			
<p>11. 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.</p>			
<p>12. 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,</p>			

<p>customer privacy and data usage concerns, and safety of employees and consumers.</p>			
<p>13. 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.</p>			
<p>14. 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.</p>			

**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 ____	No ____
B. High-quality problems and questions designed to invite exploration and support conceptual understanding are included throughout. A variety of problems, both conceptual and technical, enable students to connect course content and transfer understandings to new situations.	Yes ____	No ____
C. All materials reinforce literacy and mathematics instruction in career and technical education environments. Texts are of an appropriately challenging Lexile level; mathematics problems push students to apply quantitative reasoning to specific technical situations.	Yes ____	No ____
D. Materials support the development of fluency, including regular opportunities to practice knowledge and skills, appropriately apply tools, and use technology.	Yes ____	No ____
E. Domain-specific vocabulary and industry terminology are frequently used to explain topics, or to make connections to key workplace activities.	Yes ____	No ____
<b>To be aligned to the standards, all five indicators of Rigor must be marked Yes.</b>	<b>Meet?</b> Yes ____ No ____	

**Justification/Notes**

**SECTION I(3):  
POSTSECONDARY AND CAREER READINESS:**  
Materials promote multiple pathways to student success beyond high school, highlighting a range of career opportunities aligned with entry and exit points to and from appropriate postsecondary programs. Aligned pathways are presented in a fair and balanced fashion that underscores the need for advanced training beyond high school, but does not privilege one set of credentials over another and is consistent with occupational requirements.

**METRICS:**

A. Technical skills are promoted within the context of applicable industries and work environments. They are <i>not</i> presented in isolation or without meaningful connections to aligned careers.	Yes ____	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 ____	No ____
C. Connections to relevant certifications and other credentials are clearly explained, and their value in industry is communicated where appropriate.	Yes ____	No ____
D. Materials provide opportunities for students to practice and reflect upon 21st century (or “soft”) skills.	Yes ____	No ____

<p><b>To be aligned to the standards, all four indicators of Postsecondary and Career Readiness must be marked Yes.</b></p>	<p align="center"><b>Meet?</b> Yes ____ No ____</p>
<p><b>Justification/Notes</b></p>	

<p align="center"><b>Were all three non-negotiables in section I met? (Was each component marked "yes"?)</b></p>	<p align="center">Yes ____ No ____</p>
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<p><b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b></p>
<p><i>Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.</i></p> <p>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:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>2</b> - (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades.</li> <li><input type="checkbox"/> <b>1</b> - (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.</li> <li><input type="checkbox"/> <b>0</b> - (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.</li> </ul>

Section II(1). ADDITIONAL ALIGNMENT CRITERIA	SCORE	JUSTIFICATION/NOTES
<p>A. Materials are aligned to relevant <b>national and/or industry standards</b> 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.</p>	2 1 0	
<p>B. Materials are aligned to discipline-specific <b>content or pedagogical frameworks</b> frequently used by professionals in associated industries. For example, <i>Differentiating Instruction</i> materials routinely make reference to and reinforce connections with instructional strategies that meet the educational needs of the student, as specified in the standards.</p>	2 1 0	
<p>C. Connections are made to discipline-specific <b>professional societies and organizations</b>, and their value is clearly communicated in the materials. For example, <i>School Counseling</i> materials routinely make reference to and reinforce connections with the American School Counselor Association (ASCA).</p>	2 1 0	

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>	2 1 0	

<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 1 0</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 1 0</p>	

<b>Section II(3). TEACHER SUPPORTS</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<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>2 1 0</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 1 0</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>2 1 0</p>	

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 1 0	
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 1 0	
C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	2 1 0	
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 1 0	

Please note any concerns with sensitivity below:

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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 1 0	
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.	2 1 0	
C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	2 1 0	

**SECTION III (optional): FOCUS AREA**

Use this section to capture qualitative observations on an additional area of focus, if presented in the materials. A sample focus area for the Health Informatics program of study is provided in the following. If applicable, fill in the blank table with observations and notes.

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

III. FOCUS AREA:	

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