

**Alabama State Department of Education**  
**High-Quality Instructional Materials Review Form**  
**Business Management and Administration (Human Resource Management)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards \_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Percentage of Standards Met

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## CONTENT STANDARDS: HIGH SCHOOL COURSES

### Human Resource Management

*Each content standard completes the stem "Students will...."*

| <b>Introduction to Human Resources</b>   |   | <b>Citations</b> |   |   |    |
|--|---|------------------|---|---|----|
| <p>1. Identify and explain the traditional functions of human resources.<br/> <i>Examples: recruiting, selecting, training, developing, compensating</i></p> <p>a. Describe the responsibilities of a human resource manager.<br/> <i>Examples: advice and counsel, service, policy formulation and implementation, employee advocacy</i></p> <p>b. Compare and contrast human resources departments in large, mid-sized, and small organizations.</p> | 1 | 2                | 3 | 4 | IE |
| <p>2. Explain current issues and trends that influence human resource management.</p> <p>a. Identify strategies to adapt to trends.<br/> <i>Examples: globalization, diversity, new technologies, knowledgeable workers</i></p>  | 1 | 2                | 3 | 4 | IE |
| <b>Business Leadership</b>   |   |                  |   |   |    |
| <p>3. Describe the process of developing a mission statement and vision for an organization.</p> <p>a. Explain how a company's mission statement and vision impact day-to-day functions and affect employee morale.</p> <p>b. Compare and contrast the mission statements of several companies.</p>  | 1 | 2                | 3 | 4 | IE |

|   |                                       |  |  |
|---|---------------------------------------|--|--|
| <p><i>Examples: large company vs. small company, for-profit organization vs. nonprofit organization</i></p> <p>c. Create a new or updated mission statement and vision for a business or organization.</p>  |                                       |  |  |
| <p>4. Research and report on ways different leadership styles impact the performance, engagement, and morale of teams and organizations.</p> <p><i>Examples: authoritative, autocratic, bureaucratic, coach-style, democratic, laissez-faire, participative, strategic, transactional, transformational</i></p>   | <p>1      2      3      4      IE</p> |  |  |
| <b>Recruitment</b>  |                                       |  |  |
| <p>5. Describe effective methods of recruiting candidates externally and internally.</p> <p>a. Propose ways to develop a diverse pool of talent for employment consideration.</p> <p>b. Gather and share information on places or media where employers advertise open positions.</p> <p><i>Examples: newspapers, electronic job boards, social media</i></p> <p>c. Discuss the pros and cons of different types of advertisements.</p> <p>d. Describe the elements of a job posting and explain why each is important.</p> <p>e. Create a sample job posting for a selected position.</p> <p>f. Gather and share information regarding the use and effectiveness of electronic hiring platforms.</p> | <p>1      2      3      4      IE</p> |  |  |
| <p>6. Explain how selection tools are used in choosing a candidate for a position. <i>Examples: interviews, skill tests, honesty and integrity testing, physical examinations, drug testing, reference and background checks</i></p> <p>a. Gather and share information on different ways companies conduct</p>   | <p>1      2      3      4      IE</p> |  |  |

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| <p>interviews and how candidates progress through an interview process.</p> <p>b. Compare and contrast the hiring processes in businesses of different sizes.</p> <p>c. Discuss how an organization utilizes job description and skillset to select the candidate best suited for an open position.</p> <p>d. Explain the methods and importance of verifying information supplied by candidates for employment.</p> |                               |  |  |
| <p>7. Identify legislation that affects the recruitment and selection processes.<br/> <i>Examples: Americans with Disabilities Act, Genetic Information Nondiscrimination Act, Age Discrimination in Employment Act</i></p> <p>a. Locate specific employment tools and evaluate them based on existing legislation.<br/> <i>Examples: questionnaires, tests</i></p> <p><b>Employee Relations</b></p>                 | <p>1    2    3    4    IE</p> |  |  |
| <p>8. Discuss the importance of positive morale in the workplace and the consequences of negative morale.</p> <p>a. Identify strategies to build an atmosphere of teamwork and encourage employee engagement.</p> <p>b. Conduct research to find organizations with excellent employee morale and identify factors that contribute to their positive atmosphere.</p>   | <p>1    2    3    4    IE</p> |  |  |
| <p>9. Compare and contrast different types of performance reviews and their potential impacts on employees and the organization.</p> <p>a. Identify strategies utilized to address poor performance by employees and to impose consequences for such performance.</p>  | <p>1    2    3    4    IE</p> |  |  |

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| <p><i>Examples: tardiness, unreliability, improper dress, difficulty working with customers</i></p> <p>b. Describe strategies to motivate employees to do their best work.</p>  |                   |  |
| <p>10. Examine the onboarding process for new employees in different types of businesses.</p> <p>a. Compare and contrast what parts of an onboarding process are constant and which differ depending upon the organization's type, size, and structure.</p> <p>b. Discuss the effect of a well-prepared onboarding process on retention of employees.</p>   | <p>1 2 3 4 IE</p> |  |
| <p>11. Describe the expectations that a business or organization has for employees.</p> <p><i>Examples: attendance, professional dress, standards of behavior, confidentiality</i></p> <p>a. Gather and share information on the differences in expectations among jobs in various industries or fields. <i>Examples: medical, business, agriculture, criminal justice, human services, technology, automotive</i></p>  | <p>1 2 3 4 IE</p> |  |
| <b>Employee Benefits and Compensation</b>   |                   |  |
| <p>12. Explain how wages and other compensation are determined in different employment categories.</p> <p><i>Examples: regular full-time, regular part-time, exempt, non-exempt, temporary full-time, temporary part-time, contingent or on-call</i></p> <p>a. Describe different pay scales, salary grades, and types of pay related to merit, overtime, and commission.</p> <p>b. Describe ways other than wages that employees are compensated. <i>Examples: bonuses, incentives, use of company vehicles, insurance</i></p> | <p>1 2 3 4 IE</p> |  |

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|---|-------------------------------|--|
| <p>c. Compare and contrast the payroll function of human resource departments in organizations of different sizes.</p>  |                               |  |
| <p>13. Describe benefits customarily offered to employees.</p> <p>a. Describe provisions of annual leave, sick leave, family and medical leave, military leave, administrative leave, extended sick leave, and other types of leave.</p> <p>b. Describe different types of employer-provided insurance.<br/><i>Examples: medical, dental, vision</i></p> <p>c. Correlate employee benefits with the size of the company or organization.</p> <p>d. Gather and share information on types of retirement plans for employees including employer contributions and required employee contributions.</p> <p>e. Enumerate and explain benefits other than leave, insurance, and retirement plans which companies may offer their employees.<br/><i>Examples: purchase discount programs, tuition reimbursement, on-site child care</i></p> | <p>1    2    3    4    IE</p> |  |
| <b>Organizational Developer</b>   |                               |  |
| <p>14. Describe different types of training and professional development for employees.</p> <p>a. Differentiate between on-site and off-site training and determine the positive and negative aspects of each.</p> <p>b. Explain the benefits of providing consistent and timely training and professional development related to advances in technology, growth and expansion of the business, policy changes, and legal considerations.</p>   | <p>1    2    3    4    IE</p> |  |
| <p>15. Explain why professional development is a shared responsibility</p>  | <p>1    2    3    4    IE</p> |  |

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|--|-------------------------------|--|
| <p>between a business and an employee.</p> <p>a. Categorize various types of professional development opportunities as the responsibility of either the employer or the employee.</p> <p>b. Describe the relationship between lifelong learning and professional development.</p>  |                               |  |
| <p>16. Gather and share information on various work environments, including positive and negative aspects of each type.</p> <p><i>Examples: office, working from home, working from a vehicle</i></p>  | <p>1    2    3    4    IE</p> |  |
| <p><b>Diversity in the Workplace</b></p>   |                               |  |
| <p>17. Explain how changing demographic trends in the workplace impact diversity.</p> <p>a. Gather information about the aging workforce and the challenges associated with multigenerational employees working together.</p> <p>b. Identify areas of diversity in the workplace and describe the positive and negative aspects of each with regard to best practices, diversity challenges, strategic team building, and employees working well together.</p> <p><i>Examples: cultural differences, work styles, emotional intelligence, religion</i></p> | <p>1    2    3    4    IE</p> |  |
| <p>18. Explain the power of diversity of thought and how this applies to building a cohesive workforce.</p> <p>a. Describe how identity, culture, and experience inform the contributions of employees in the workplace.</p> <p>b. Conduct research to find organizations with positive relationships among diverse employee populations and identify the strategies employed successfully by these organizations.</p>   | <p>1    2    3    4    IE</p> |  |
| <p>19. Describe legislation, resources, and policies which encourage the hiring of employees from special and/or minority populations.</p>   | <p>1    2    3    4    IE</p> |  |

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|--|-------------------|--|--|--|
| <p><i>Example: Hire More Heroes Act</i></p> <p>a. Discuss ways of advertising positions to emphasize details that will attract a diverse pool of candidates and exhibit cultural sensitivity when describing what makes an organization a good place to work.</p>  |                   |  |  |  |
| <p><b>Labor Relations</b></p>  |                   |  |  |  |
| <p>20. Identify the tasks and responsibilities of labor unions for a variety of industries and describe the advantages and disadvantages of joining a union.</p> <p>a. Describe how employer actions differ in unionized and non-unionized businesses.</p>   | <p>1 2 3 4 IE</p> |  |  |  |
| <p>21. Describe the meaning of the phrase right-to-work and discuss the implications of right-to-work legislation for employees.</p> <p>a. Distinguish the differences among right-to-work laws from state to state.</p> <p>b. Form an opinion based on research as to which states' laws best protect employees.</p>  | <p>1 2 3 4 IE</p> |  |  |  |
| <p>22. Conduct research to identify a variety of unfair labor practices as defined by the National Labor Relations Act (NLRA), Federal Labor Relations Authority, and other labor laws or entities.</p> <p>a. Summarize case studies to describe the labor practice being examined, the filing of charges, the investigation and processing of the charge, and the issuance of complaint and settlement, and (possibly) the hearing and decision (if a case is not settled following the issuance of complaint).</p> | <p>1 2 3 4 IE</p> |  |  |  |
| <p><b>Ethical, Legal Issues, Safety, and Security</b></p>  |                   |  |  |  |
| <p>23. Summarize the role of the U. S. Equal Employment Opportunity Commission (EEOC) in enforcing federal laws prohibiting</p>  | <p>1 2 3 4 IE</p> |  |  |  |



|   |   |   |   |      |
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| <p>discrimination against a job applicant or an employee because of race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age, equal pay, disability, or genetic information.</p> <p>a. Identify types of employers that are covered by EEOC and explain the role and authority of EEOC in investigating charges of discrimination against covered employers.</p> |   |   |   |      |
| <p>24. Explain the importance of establishing and implementing strong policies and procedures for dealing with all forms of harassment.</p>   | 1 | 2 | 3 | 4 IE |
| <p>25. Define the phrase employment at will and discuss the origins of this policy.</p> <p>a. Explain the implications of employment at will for employees and summarize the pros and cons associated with this policy.</p> <p>b. Identify any known exceptions to the employment at will rule and describe how these exceptions differ from state to state.</p>  | 1 | 2 | 3 | 4 IE |
| <p>26. Conduct research to identify employment policy violations which can have legal ramifications and workplace consequences.</p> <p><i>Example: misuse of social media, drug use, data breaches</i></p>  | 1 | 2 | 3 | 4 IE |
| <p>27. Identify safety and security policies in place at businesses and discuss the differences between the policies in various industries and in organizations of different sizes.</p> <p><i>Examples: acceptable use, use of social media, personal calls, company vehicle use, solicitation</i></p>  | 1 | 2 | 3 | 4 IE |
| <b>Global Human Resources</b>   |   |   |   |      |
| <p>28. Explain the concept of human resource planning and how it relates to outsourcing.</p> <p>a. Identify companies in the United States that rely heavily on the outsourcing of jobs and explain why the practice of outsourcing benefits them.</p>  | 1 | 2 | 3 | 4 IE |

|  |   |   |   |   |    |
|--|---|---|---|---|----|
| <p>29. Gather and share information on labor laws in various countries and the impact that such laws have on conducting business across the globe.</p> <p>a. Compare and contrast the ease or difficulty of conducting business in different countries as determined by labor laws, cultural practices, and international politics.</p>                                    | 1 | 2 | 3 | 4 | IE |
| <p>30. Conduct research to identify top international employers and discuss what strategies and business practices are utilized by these employers to ensure their success.</p> <p>a. Evaluate the practices used by leading international employers and discuss the possibilities for their use among other international employers.</p> <p><b>Career Exploration</b></p> | 1 | 2 | 3 | 4 | IE |
| <p>31. Gather information on employment prospects and salary expectations for different jobs in the human resource management field.</p>   | 1 | 2 | 3 | 4 | IE |

**Total Points:** \_\_\_\_\_

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## CONTENT STANDARDS: HIGH SCHOOL COURSES

### Web Development

*Each content standard completes the stem "Students will...."*

| Hardware, Software, and Connectivity Technologies  | Citations |   |   |      |
|--|-----------|---|---|------|
| 1. Identify networking components and explain their impact on web development.   | 1         | 2 | 3 | 4 IE |
| 2. Compare and contrast various input, processing, output, and storage devices and storage services.   | 1         | 2 | 3 | 4 IE |
| 3. Compare a range of current and emerging Internet protocols.<br><i>Examples: hypertext transfer protocol, file transfer protocol, telnet, email</i>  | 1         | 2 | 3 | 4 IE |
| 4. Describe recent trends in web technology and predict their impact on web development.   | 1         | 2 | 3 | 4 IE |
| <b>Ethics, Security, and Application in Web Pages</b>  |           |   |   |      |
| 5. Demonstrate ethical use of technology and online resources.<br>a. Summarize intellectual property laws, including copyright, trademarks, and patents, and explain the consequences of violating each type of law. | 1         | 2 | 3 | 4 IE |
| 6. Discuss the process of acquiring rights to use copyrighted and trademarked content in a website.  | 1         | 2 | 3 | 4 IE |
| 7. Explain the importance of information privacy and discuss ways to   | 1         | 2 | 3 | 4 IE |

|  |   |   |   |   |    |
|--|---|---|---|---|----|
| maintain it.<br><i>Example: securing credit card information, passwords, and personal information</i>  |   |   |   |   |    |
| 8. Describe the function, advantages, and disadvantages of non-disclosure agreements for individuals and companies.  | 1 | 2 | 3 | 4 | IE |
| <b>Fundamentals of Web Design</b>  |   |   |   |   |    |
| 9. Incorporate functional design elements into web designs.<br><i>Examples: proximity, repetition, contrast, alignment, color theory, consistency, image file size, typography</i>   | 1 | 2 | 3 | 4 | IE |
| 10. Identify, create, modify, and use common file formats.<br><i>Examples: text, image, video (analog and digital), audio files</i>  | 1 | 2 | 3 | 4 | IE |
| 11. Select, create, modify, and integrate effective digital content.<br><i>Examples: vector-based and raster graphics, motion graphics, video, audio</i>   | 1 | 2 | 3 | 4 | IE |
| 12. Create web pages using current web standards and web development skills.<br><i>Examples: version control, documentation, web application security, validation, accessibility, compatibility across multiple browsers and devices</i> | 1 | 2 | 3 | 4 | IE |
| <b>Fundamentals of Web Programming</b>   |   |   |   |   |    |
| 13. Differentiate among various web coding standards.<br><i>Examples: HyperText Markup Language, cascading style sheets</i>  | 1 | 2 | 3 | 4 | IE |
| 14. Use standard applications to develop web applications.<br><i>Examples: text-based editing programs, word processors, web authoring software</i>  | 1 | 2 | 3 | 4 | IE |

|  |   |   |   |   |    |
|--|---|---|---|---|----|
| 15. Explain client-server applications and describe the process of a client-server transaction.  | 1 | 2 | 3 | 4 | IE |
| 16. Identify the advantages and disadvantages of client-side processing.   | 1 | 2 | 3 | 4 | IE |
| 17. Use standard scripting languages to produce interactive web applications.  | 1 | 2 | 3 | 4 | IE |
| 18. Apply tags, embed links, manipulate space, customize attributes, and incorporate style elements related to typography, margins, and spanning and padding.                      | 1 | 2 | 3 | 4 | IE |
| 19. Summarize the functions of plug-ins for content management systems and static websites.  | 1 | 2 | 3 | 4 | IE |
| <b>Web Page Servers and Hosting</b>  |   |   |   |   |    |
| 20. Compare the advantages and disadvantages of running a personal server instead of using a server provider, including cloud/virtual server.                                      | 1 | 2 | 3 | 4 | IE |
| 21. Explain the process of constructing secure transaction interfaces from the web server to the customer.   | 1 | 2 | 3 | 4 | IE |
| 22. Explain the Transmission Control Protocol/Internet Protocol.   | 1 | 2 | 3 | 4 | IE |
| 23. Describe the process of establishing a domain name, server backup, and restoration of software features.   | 1 | 2 | 3 | 4 | IE |
| 24. Evaluate web page security measures.<br><i>Examples: using a firewall, Secure Socket Layer (SSL) connections, Hypertext Transfer Protocol Secure (HTTPS) transactions, VPN</i> | 1 | 2 | 3 | 4 | IE |
| <b>Basic Troubleshooting and Validation</b>  |   |   |   |   |    |
| 25. Apply basic troubleshooting strategies to resolve errors in syntax, fix broken links, edit distorted images, and align website content for seamless navigation.                | 1 | 2 | 3 | 4 | IE |

|  |   |   |   |   |    |
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| <p>26. Analyze methods of performing code validation on a completed or in-progress web page.</p> <p>a. Validate code for compatibility across browsers and devices.</p>  | 1 | 2 | 3 | 4 | IE |
| <p><b>Impact of Computing</b></p>  |   |   |   |   |    |
| <p>27. Identify ways that technology and the Internet have changed traditional ways of doing business, interacting with others, and exchanging information.</p> <p>a. Debate the positive and negative effects of the Internet on personal, ethical, social, economic, and cultural spheres.</p>   | 1 | 2 | 3 | 4 | IE |
| <p>28. Determine how technology is impacting traditional career pathways and decide which have been most affected, both positively and negatively.</p>   | 1 | 2 | 3 | 4 | IE |
| <p>29. Identify ways that humans and technology must work together as partners in web design to solve problems and determine which parts of the problems are best suited for humans or machines to accomplish.</p> <p><i>Examples: Artificial Intelligence chatbots, web development tools</i></p> | 1 | 2 | 3 | 4 | IE |
| <p><b>Design Process</b></p>   |   |   |   |   |    |
| <p>30. Use the design thinking process to design websites with fair and equitable content and incorporate feedback based on testing of prototypes by a broad, inclusive audience.</p>  | 1 | 2 | 3 | 4 | IE |
| <p>31. Use technology during the design process to collaborate with others, including peers, experts, and/or stakeholders, to examine local and global issues and problems from different viewpoints.</p>  | 1 | 2 | 3 | 4 | IE |
| <p>32. Research multiple website publishing platforms to determine their suitability for various media types, target audiences, and feedback mechanisms.</p> <p>a. Communicate professionally to meet the needs of the audience.</p>   | 1 | 2 | 3 | 4 | IE |

|   |   |   |      |
|---|---|---|------|
| b. Collaborate as part of a diverse team, using office or team norms.   |   |   |      |
| 33. Analyze user-centered design principles in various models of web design.  | 1 | 2 | 4 IE |
| <i>Examples: print characters, sound, images, video</i>   |   | 3 | 4 IE |
| <b>Data</b>   |   |   |      |
| 34. Use analytics tools to identify patterns in website visits and audience behavior. <i>Example: URL shorteners, analytics tools</i> | 1 | 2 | 4 IE |
| 35. Create data visualizations to share insight on website user behavior with the client.   | 1 | 2 | 4 IE |

**Total Points:** \_\_\_\_\_



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## CONTENT STANDARDS: HIGH SCHOOL COURSES

### International Business Concepts

*Each content standard completes the stem “Students will ....”*

|                         |  | <b>Citations</b> |   |   |   |    |
|-------------------------|--|------------------|---|---|---|----|
|                         |  | 1                | 2 | 3 | 4 | IE |
| <b>Globalization</b>    |  |                  |   |   |   |    |
| 1.                      | Describe the relationship between globalization and international business.<br>a. Explain why companies engage in international business and the factors that encourage its growth.<br>b. Gather and share information on the expansion of technology and its effects on the global economy. |                  |   |   |   |    |
| <b>Global Economics</b> |  |                  |   |   |   |    |
| 2.                      | Compare and contrast economic measurements and statistics, including gross domestic product (GDP), gross national income, human development index, and inflation rates, in various countries around the globe.   |                  |   |   |   |    |
| 3.                      | Gather and share information on how countries rate according to the Index of Economic Freedom.<br>a. Describe the factors used in ranking countries on the Index of Economic Freedom.  |                  |   |   |   |    |
| <b>Global Marketing</b> |  |                  |   |   |   |    |

|  |   |   |   |   |    |
|--|---|---|---|---|----|
| <p>4. Compare and contrast types of marketing orientation, including production, sales, and customer orientations.</p> <p>a. Differentiate between strategic and societal marketing.</p>   | 1 | 2 | 3 | 4 | IE |
| <b>Global Strategy</b>   |   |   |   |   |    |
| <p>5. Gather and share information on how multinational companies increase profitability, citing specific examples.</p> <p>a. Describe how the economic environment of a country affects its attractiveness to foreign investors.</p>  | 1 | 2 | 3 | 4 | IE |
| <p>6. Gather, evaluate, and share information on foreign direct investment.</p> <p>a. Describe factors that make investing in a foreign company attractive to investors.</p> <p>b. Describe positive and negative consequences experienced by a host country as a result of foreign direct investment.</p> | 1 | 2 | 3 | 4 | IE |
| <p>7. Gather, evaluate, and share information on collaborative domestic arrangements.</p>  | 1 | 2 | 3 | 4 | IE |
| <b>Global Supply Chain</b>   |   |   |   |   |    |
| <p>8. Assess how product quality affects the global supply chain.</p> <p>a. Explain how political factors influence the global supply chain.</p>   | 1 | 2 | 3 | 4 | IE |
| <p>9. Explain the role of inventory management in the global supply chain.</p>   | 1 | 2 | 3 | 4 | IE |
| <b>Ethics</b>  |   |   |   |   |    |
| <p>10. Gather, evaluate, and share information on international business ethics and global corporate ethical behaviors.</p> <p>a. Evaluate the behaviors of selected multinational enterprises in foreign countries to determine whether those behaviors are ethical.</p>                                  | 1 | 2 | 3 | 4 | IE |

|  |   |   |   |   |    |
|--|---|---|---|---|----|
| <p>b. Explain how the Corruption Perceptions Index is created and utilized.</p> <p>c. Discuss international companies' code of conduct policies.</p> |   |   |   |   |    |
| <b>Importing and Exporting</b>   |   |   |   |   |    |
| 11. Describe the growth of direct marketing, including Internet or e-commerce marketing.   | 1 | 2 | 3 | 4 | IE |
| 12. Explain the different types of trade barriers and their economic effects.  | 1 | 2 | 3 | 4 | IE |
| <b>Foreign Exchange Markets</b>  |   |   |   |   |    |
| 13. Explain the functions of the foreign exchange market.  | 1 | 2 | 3 | 4 | IE |
| 14. Identify the major determinants of exchange rates.   | 1 | 2 | 3 | 4 | IE |
| a. Describe how exchange-rate movements influence business decisions.  |   |   |   |   |    |
| b. Explain how companies show foreign-currency transactions on financial statements.   |   |   |   |   |    |
| <b>Finance</b>   |   |   |   |   |    |
| 15. Interpret accounting standards required by United States stock market regulators.  | 1 | 2 | 3 | 4 | IE |
| a. Explain major reporting issues for financial statements.  |   |   |   |   |    |
| <i>Examples: language, currency, financial statement format, accounting principles</i>   |   |   |   |   |    |
| <b>Trade</b>   |   |   |   |   |    |
| 16. Describe how cross-border trade and movement of resources impact national economies.   | 1 | 2 | 3 | 4 | IE |

**Total Points:** \_\_\_\_\_

**Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Business Management and Administration (Hospitality Management and Marketing)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards \_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Percentage of Standards Met

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Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of standards met, divide total points obtained by possible points.

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## CONTENT STANDARDS: HIGH SCHOOL COURSES

### Hospitality Management and Marketing

*Each content standard completes the stem “Students will....”*

| Operations and Management   | 1 | 2 | 3 | 4 | IE | Citations |
|---|---|---|---|---|----|-----------|
| <p>1. Develop a marketing plan and sales promotion tool for hospitality and tourism.</p> <p>a. Compare and contrast marketing concepts, advertising, and public relations.</p> <p>b. Summarize the marketing mix, including the five P's (Product, Price, Place, Promotion, People) and the four C's (Client, Cost, Communication, Convenience).</p> <p>c. Identify and describe the steps of a marketing plan.</p> <p>d. Prepare a marketing budget.</p>   | 1 | 2 | 3 | 4 | IE |           |
| <p>2. Gather and share information concerning effective strategies for reaching various niche markets in the hospitality and tourism industry, including corporate, educational, sports, religious, and military groups.</p> <p>a. Analyze sales strategies available for use in the hospitality and tourism industry.</p> <p>b. Investigate the role of convention and visitors bureaus (CVBs) in large cities, and trends in the development of CVBs in smaller towns, neighborhoods, and other areas.</p> <p>c. Compare and contrast the respective needs and wants of business and leisure travelers.</p> | 1 | 2 | 3 | 4 | IE |           |

|   |                   |  |
|---|-------------------|--|
| <p>d. Identify features and benefits of hotel and airline offerings for both leisure and business travelers.</p>  |                   |  |
| <p>3. Demonstrate management skills needed to succeed in hospitality and tourism.</p> <p>a. Identify opportunities for leadership within the hospitality and tourism industry and describe how one might prepare for these positions.</p> <p>b. Compare and contrast styles of leadership and management and explain the importance of varying those styles in response to organization and employee needs.</p> <p>b. Research and explain the use of an Individual Development Plan (IDP) in planning professional learning for employees.</p>                               | <p>1 2 3 4 IE</p> |  |
| <p>4. Research and share information regarding the importance of cost-effective operations in the hospitality and tourism industry.</p> <p>a. Analyze effects of seasonality and generate ideas to offset seasonality in hospitality and tourism operations.</p> <p>b. Explain the importance of negotiating contracts and working within a budget for a department or an organization.</p> <p>c. Explain the importance of cost control in the hospitality and tourism industry.</p> <p>d. Identify the tax responsibilities managed by hospitality and tourism leaders.</p> | <p>1 2 3 4 IE</p> |  |
| <p><b>Customer and Human Resource Management</b></p>  |                   |  |
| <p>5. Describe the necessity for strong customer service skills and explain the importance of guest services in the hospitality and tourism industry.</p> <p>a. Describe skills, traits, and behaviors needed to offer top-quality guest services and build positive relationships with customers and clients.</p>  | <p>1 2 3 4 IE</p> |  |



|  |                   |  |  |
|--|-------------------|--|--|
| <p>b. Demonstrate proper workplace etiquette for listening, speaking, and writing.</p> <p>c. Explain how social media are used in tourism and hospitality and the importance of providing timely responses to guests' feedback.</p>  |                   |  |  |
| <p>6. Identify and describe the essential functions of human resources in the hospitality and tourism industry.</p> <p>a. Explain the importance of recruiting, selecting, training, and retaining high-quality employees in the hospitality and tourism industry.</p> <p>b. Deal effectively and ethically with workplace issues.</p> <p>c. Examples: maintaining confidentiality with business matters, performing job functions</p> <p>d. Demonstrate the ability to use problem-solving, decision-making, and critical thinking strategies when dealing with customer service, co-workers, and vendors.</p> <p>e. Examples: resolving complaints or disputes, negotiations</p>                                     | <p>1 2 3 4 IE</p> |  |  |
| <p>7. Identify techniques and strategies to build an effective sales team.</p> <p>a. Explain the principles and components of supply and demand in relation to the hospitality and tourism industry.</p> <p>b. Identify effective sales techniques.<br/><i>Examples: steps in sales process, cross-selling, upselling, alternative options</i></p> <p>c. Explain how customers' needs and perceptions of the hospitality and tourism industry affect their choices.</p> <p>d. Outline an effective sales presentation, including a feature-benefit analysis and plans for promoting products and services through a variety of channels.</p> <p>e. Explain the importance of promoting products and services using</p> | <p>1 2 3 4 IE</p> |  |  |

|   |                                       |
|---|---------------------------------------|
| <p>publicity, public relations, community events, advertising, and the Internet.</p>  |                                       |
| <p><b>Legal Issues</b></p>  |                                       |
| <p>8. Identify laws and regulations that affect the hospitality and tourism industry.</p> <ul style="list-style-type: none"> <li>a. Identify the employment laws that impact the hospitality and tourism industry, and describe the role of human resources managers in applying these laws.</li> <li>b. Discuss state and federal labor laws regulating the workplace.<br/><i>Examples: child labor laws, sexual harassment prohibitions, EEOC, ADA, FMLA, OSHA</i></li> <li>c. Summarize OSHA requirements that apply to hospitality and tourism settings.</li> </ul>   | <p>1      2      3      4      IE</p> |
| <p><b>Ethical Issues and Trends</b></p>   |                                       |
| <p>9. Research and share information on current and emerging trends in the hospitality and tourism industry.</p> <ul style="list-style-type: none"> <li>a. Analyze tourism challenges at the local, state, and national levels.</li> <li>b. Identify marketing trends that may influence marketing practices in the hospitality and tourism industry.</li> <li>c. Cite marketing challenges and identify ways to respond to their potential occurrence.<br/><i>Example: shifts or changes in travel trends</i></li> <li>d. Identify new tourism markets and trends that are developing around the world.</li> </ul> | <p>1      2      3      4      IE</p> |
| <p>10. Research and share information on ethical and global issues in the hospitality and tourism industry.</p>   | <p>1      2      3      4      IE</p> |

|  |                                       |  |
|--|---------------------------------------|--|
| <p>a. Describe how managers can lead employees to meet the needs of global guest audiences.<br/><i>Examples: discuss challenges and opportunities in welcoming people from diverse cultures, model inclusive behavior, respect diversity</i></p> <p>b. Explain the concept of social responsibility, and describe examples of how hospitality and tourism companies are including corporate social responsibility initiatives in their organizations.</p> <p>c. List issues related to personal and business ethics.<br/><i>Examples: theft, pilfering, unauthorized discounting</i></p> |                                       |  |
| <p>11. Demonstrate an understanding of current conservation and sustainable practices in the hospitality and tourism industry.</p> <p>a. Describe the benefits of sustainable practices and the role hospitality and tourism managers play in implementing them.</p> <p>b. Identify green practices that can be initiated and implemented by the front of the house staff.</p> <p>c. Explain the benefits of using sustainable building materials.</p> <p>d. Identify ways the facilities management team can reduce a property's carbon footprint.</p>                                  | <p>1      2      3      4      IE</p> |  |
| <b>Technology</b>  |                                       |  |

|   | 1 | 2 | 3 | 4 | IE |
|---|---|---|---|---|----|
| <p>12. Summarize the value and uses of technology for hospitality and tourism marketing.</p> <ul style="list-style-type: none"> <li>a. Research trends in the use of computers and software for travel reservations.</li> <li>b. Evaluate security issues faced by hospitality and tourism professionals.<br/><i>Examples: hacking, viruses</i></li> <li>c. Contrast the value-added services offered by a travel consultant with those provided by an online travel agency (OTA).</li> <li>d. Compare and contrast the use of various social media channels in the hospitality and tourism industry, examining the culture, purpose, and target audience of each.</li> </ul> |   |   |   |   |    |

**Total Points:** \_\_\_\_\_

**Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Business Management and Administration (Foundations of Business Leadership)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards Met      \_\_\_\_\_ Number of Standards Met      \_\_\_\_\_ Percentage of Standards Met

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## CONTENT STANDARDS: HIGH SCHOOL COURSES

### Foundations of Business Leadership

*Each content standard completes the stem “Students will ....”*

| <b>Introduction to Leadership</b> |   | <b>Citations</b> |   |   |      |
|-----------------------------------|---|------------------|---|---|------|
| 1.                                | Describe characteristics and behaviors of a successful leader.<br><i>Examples: integrity, competence, consistency, loyalty, openness, awareness, vision, imagination, responsibility.</i>   | 1                | 2 | 3 | 4 IE |
| 2.                                | Compare and contrast various leadership styles, including their effects on colleagues and organizations.<br><i>Examples: authoritative, autocratic, bureaucratic, coach-style, democratic, laissez-faire, participative, strategic, transactional, transformational</i> | 1                | 2 | 3 | 4 IE |
| <b>Management</b>                 |   |                  |   |   |      |
| 3.                                | Identify and describe the roles of individuals at various levels of management.<br><i>Examples: entry level managers, middle management, upper level management, administrators, executives, superintendents</i>  | 1                | 2 | 3 | 4 IE |
| 4.                                | Explain how the functions of management, including planning,  | 1                | 2 | 3 | 4 IE |

| organizing, staffing, leading, and controlling, affect the work environment.  |                       |  |
|---|-----------------------|--|
| <p>5. Explain the importance of having a clear vision, creating a mission statement, and establishing goals for an organization.</p> <p>a. Explain how stakeholders' expectations and other factors can influence the vision, mission, and goals of an organization.</p> <p>b. Explain how to communicate vision, mission, and goals to the organization's stakeholders.</p> <p>c. Identify and describe steps involved in leading an organization to fulfill its stated mission.</p> | <p>1 2 3 4<br/>IE</p> |  |
| <p>6. Explain the concept of time management and the importance of using effective time management techniques.</p> <p>a. Identify distractions and examine strategies for reducing them.</p> <p>b. Clarify and prioritize tasks to meet goals.</p> <p>c. Identify <u>planning strategies to complete work effectively.</u></p>  | <p>1 2 3 4<br/>IE</p> |  |
| <p>7. Explain the importance of diversity and inclusion within organizations.</p> <p>a. Describe ways to attract and recruit a diverse workforce.</p> <p>b. Describe ways to develop and retain a diverse workforce.</p> <p>c. Describe ways to provide equal employment opportunities to all segments of the population.</p>   | <p>1 2 3 4<br/>IE</p> |  |
| <p>8. Identify and discuss ways to overcome personal biases and stereotypes within an organization.</p> <p>a. Identify situations in which discrimination exists.</p> <p>b. Describe the consequences of discrimination for individuals, the company, and society.</p> <p>c. <u>Explain how federal laws protect against discrimination.</u></p>  | <p>1 2 3 4<br/>IE</p> |  |
| <p>9. <u>Apply conflict management strategies to resolve workplace disputes.</u></p>  | <p>1 2 3 4<br/>IE</p> |  |

|   |                               |  |
|---|-------------------------------|--|
| <p>a. Describe possible conflict in the workplace and its sources.</p> <p>b. Describe how diverse cultural perspectives impact conflict and attempts to manage it.</p>  |                               |  |
| <p>10. Analyze the ethical responsibility of stakeholders and leaders in an organization.</p> <p>a. Gather and share information on ethics from policy and procedure manuals of several businesses.</p> <p>b. Describe how stakeholders can influence ethical decision-making.</p>  | <p>1    2    3    4    IE</p> |  |
| <p>11. Demonstrate how to monitor projects and take corrective action.</p> <p>a. Explain the importance of monitoring projects, analyzing progress, and making changes when necessary.</p> <p>b. Identify and describe areas in a project that should be monitored.</p> <p>Examples: progress, quality of work, communication, budget</p> <p>c. Explain methods for monitoring projects.</p> <p>Examples: group meetings, emails, status reports</p> <p>d. Describe corrective measures that can be taken when projects are off track.</p> <p>Examples: reassign tasks, modify schedules, reassess goals</p> <p><b>Legal Issues</b></p> | <p>1    2    3    4    IE</p> |  |
| <p>12. Identify laws that business leaders should know and the areas to which the laws apply.</p> <p>Examples: <i>Title VII of the Civil Rights Act of 1964, ADA, Immigration Reform and Control Act of 1986, FMLA, OSHA, FLSA, EPA</i></p> <p><b>Employee Relations</b></p>  | <p>1    2    3    4    IE</p> |  |
| <p>13. Describe the role of a labor union or worker organization.</p> <p>a. Trace the history of labor organizations in the United States.</p> <p>b. Describe the advantages and disadvantages of membership in labor</p>   | <p>1    2    3    4    IE</p> |  |



|   |  |  |  |  |          |          |          |             |
|---|--|--|--|--|----------|----------|----------|-------------|
| <p>unions and worker organizations for a company's employees.</p>   |  |  |  |  |          |          |          |             |
| <p>c. Describe the advantages and disadvantages of labor unions for employers and corporations.</p>         |  |  |  |  |          |          |          |             |
| <p><b>Role of the Leader</b></p>  |  |  |  |  |          |          |          |             |
| <p>14. Demonstrate professional oral and written communication skills.</p>                                  | <p>a. Identify types and characteristics of effective communication and explain its importance in the workplace.</p>   | <p>b. Discuss the benefits and characteristics of open, honest communication.</p>        | <p>c. Identify barriers to communication and methods for improving the communication process in the workplace.</p> | <p>d. Describe culturally-sensitive communication strategies in the workplace.</p> | <p>1</p> | <p>2</p> | <p>3</p> | <p>4 IE</p> |
| <p>15. Demonstrate honesty and integrity.</p>   | <p>a. Distinguish between honesty and integrity.</p>   | <p>b. Explain the importance of being honest and showing integrity in the workplace.</p> |  |  | <p>1</p> | <p>2</p> | <p>3</p> | <p>4 IE</p> |
| <p>16. Explain how leadership impacts employee engagement, performance, and the organizational culture.</p> | <p>a. Describe ways to maximize employee engagement and performance.</p>   | <p>b. Identify effective strategies to boost employee morale.</p>                        |  |  | <p>1</p> | <p>2</p> | <p>3</p> | <p>4 IE</p> |
| <p>17. Demonstrate appropriate professional etiquette.</p>  | <p>a. Explain how workplace habits, attire, hygiene, and awareness of one's environment (cube etiquette) affect professionalism and the working environment.</p> |  |  |  | <p>1</p> | <p>2</p> | <p>3</p> | <p>4 IE</p> |
| <p>18. Demonstrate appropriate professional etiquette.</p>  |  |  |  |  | <p>1</p> | <p>2</p> | <p>3</p> | <p>4 IE</p> |

|   |                                       |
|---|---------------------------------------|
| <p>b. Explain how workplace habits, attire, hygiene, and awareness of one's environment (cube etiquette) affect professionalism and the working environment.</p>  |                                       |
| <p>19. Demonstrate leadership and teamwork skills.</p> <p>a. Explain the importance of recognizing personal strengths and weaknesses.</p> <p>b. Discuss ways to identify personal strengths and weaknesses.</p> | <p>1      2      3      4      IE</p> |

**Total Points:** \_\_\_\_\_

**Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Business Management and Administration (Entrepreneurship)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards \_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Percentage of Standards Met

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## CONTENT STANDARDS: HIGH SCHOOL COURSES

### Entrepreneurship

*Each content standard completes the stem "Students will...."*

|   | Citations |   |   |   |
|---|-----------|---|---|---|
|   | 1         | 2 | 3 | 4 |
| <p><b>Foundations of Entrepreneurship</b></p> <p>1. Explain the concepts and processes associated with successful entrepreneurial performance.</p> <p style="margin-left: 20px;">a. Identify political and economic factors that encourage and support entrepreneurship.</p> <p style="margin-left: 20px;">b. Identify and analyze characteristics of a successful entrepreneur, citing examples from the business world.</p> | 1         | 2 | 3 | 4 |
| <p>2. Discuss the entrepreneurial discovery process and the risks and rewards of being an entrepreneur.</p> <p style="margin-left: 20px;">a. Assess global trends and opportunities for establishing new businesses.</p> <p style="margin-left: 20px;">b. Identify possible opportunities for creating new businesses on the local, state, and/or national level.</p>   | 1         | 2 | 3 | 4 |
| <p>3. Explain the fundamental concepts of business ownership.</p> <p style="margin-left: 20px;">a. Discuss the role of competition in a private, free-enterprise system.</p> <p style="margin-left: 20px;">b. Explain the effects of competition on buyers and sellers.</p>   | 1         | 2 | 3 | 4 |
| <p>4. Compare and contrast types of business ownership, indicating their advantages and disadvantages for entrepreneurs.</p> <p><i>Examples: sole proprietorships, partnerships, corporations, LLCs</i></p>   | 1         | 2 | 3 | 4 |

## Marketing Information Management

|  |                                       |  |
|--|---------------------------------------|--|
| <p>5. Explain the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.</p> <ol style="list-style-type: none"> <li>Describe methods used to obtain marketing research data, including primary and secondary research.</li> <li>Describe characteristics of effective data collection instruments.</li> <li>Explain techniques for processing marketing information.</li> <li>Describe methods used to interpret and present market segment information, including reports, charts, and graphs.</li> </ol> | <p>1      2      3      4      IE</p> |  |
| <p>6. Identify the concepts, strategies, and systems needed to implement and obtain support for an entrepreneurial entity.</p> <ol style="list-style-type: none"> <li>Utilize strategies to determine feasibility of ideas.<br/><i>Examples: test marketing, prototyping, marketing research</i></li> <li>Gather and share information on the major reasons for business failure, citing examples of actual cases.</li> <li>Utilize the marketing functions to assess the competitive advantage of a business.</li> </ol>  | <p>1      2      3      4      IE</p> |  |
| <p><b>Business Plan</b></p>  |                                       |  |
| <p>7. Identify the elements needed in a formal written business plan, including an executive summary; introduction; analysis of strengths, weaknesses, opportunities, and threats (SWOT analysis); planned operation of the proposed business or service; timelines; planned financing; and requests for financing.</p>  | <p>1      2      3      4      IE</p> |  |
| <p>8. Gather and share information on the concepts, processes, systems, strategies, and tools needed to create a successful business venture.</p>  | <p>1      2      3      4      IE</p> |  |

|   |                                       |  |
|---|---------------------------------------|--|
| <ul style="list-style-type: none"> <li>a. Identify goods and/or services to be sold in a proposed business.</li> <li>b. Discuss and explain the types of risks that businesses encounter.</li> <li>c. Identify the market segment for a proposed business.</li> <li>d. Formulate a marketing mix designed to reach a specific market segment.</li> </ul>  |                                       |  |
| <p>9. Explain the processes and strategies used in selecting a business location whether brick-and-mortar, e-business, or both.</p> <ul style="list-style-type: none"> <li>a. Discuss advantages and disadvantages of types of business locations.</li> <li>b. Explain the steps used in conducting a location analysis.</li> <li>c. Identify current trends and other criteria for site location.</li> <li>d. Justify the rationale for selecting a particular site.</li> </ul> <p><b>Finance</b></p>  | <p>1      2      3      4      IE</p> |  |
| <p>10. Gather, evaluate, and share information on the processes, strategies, and systems needed to guide the financial organization of an entrepreneurial entity.</p> <ul style="list-style-type: none"> <li>a. Discuss, compare, and contrast sources of capital used by entrepreneurs.</li> <li>b. Identify fixed and variable costs and tax liability for startup and maintenance of a business.</li> <li>c. Explain the terminology used in financial reports.</li> <li>d. Create a tentative budget for a proposed business and explain the purpose of each component, including income statement, balance sheet, and cash flow statement.</li> </ul> <p><b>Legal Issues</b></p> | <p>1      2      3      4      IE</p> |  |

|  |  |  |
|--|--|--|
| <p>11. Gather and share information on legal issues affecting businesses.</p> <ul style="list-style-type: none"> <li>a. Identify governmental agencies and regulations affecting businesses.</li> <li>b. Define and utilize terms used in business law.<br/><i>Examples: copyright, trademark, patent, logo, license, permit</i></li> <li>c. List licenses needed by a small business.</li> </ul>                              | <p>1      2      3      4      IE</p>  |  |
| <b>Product and Service Planning</b>  |  |  |
| <p>12. Obtain and share information on product strategies.</p> <ul style="list-style-type: none"> <li>a. Describe how technology is used in the product/service management function.</li> <li>b. Describe strategies used by marketers to position products or services.</li> <li>c. Describe techniques used by businesses to position corporate brands.</li> <li>d. Explain the importance of planning purchases.</li> </ul> | <p>1      2      3      4      IE</p>  |  |
| <b>Distribution</b>  |  |  |
| <p>13. Identify and explain place strategies.</p> <ul style="list-style-type: none"> <li>a. Describe how technology is used in the channel management function.</li> <li>b. Describe ethical considerations in channel management.</li> <li>c. Coordinate channel management with other marketing activities.</li> <li>d. Compare the costs and benefits associated with various inventory management systems.</li> </ul>      | <p>1      2      3      -4      IE</p> |  |
| <b>Pricing</b>   |  |  |

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| <p>14. Identify and explain pricing strategies.</p> <ul style="list-style-type: none"> <li>a. Describe the role of ethics in pricing.</li> <li>b. Explain the use of technology in the pricing function.</li> <li>c. Identify factors that affect pricing strategy decisions, including the product life cycle.</li> </ul>  | 1 | 2 | 3 | 4 | IE |
| <b>Selling and Promotion</b>  |   |   |   |   |    |
| <p>15. Identify and explain promotion strategies.</p> <ul style="list-style-type: none"> <li>a. Describe how technology is used in the promotion function.</li> <li>b. Discuss the components of the promotional mix, including direct marketing and digital marketing.</li> <li>c. Explain the importance of coordinating elements in advertisements.</li> <li>d. Outline a promotional plan for a proposed product or service.</li> </ul> | 1 | 2 | 3 | 4 | IE |
| <p>16. Identify and explain selling strategies.</p> <ul style="list-style-type: none"> <li>a. Describe how technology is used in the selling function.</li> <li>b. Analyze the effectiveness of a company's unique selling proposition.</li> <li>c. Explain the role of sales forecasting and planning.</li> <li>d. Demonstrate sales techniques.</li> </ul>  | 1 | 2 | 3 | 4 | IE |
| <b>Ethics</b>   |   |   |   |   |    |
| <p>17. Identify the ethical, social, and environmental responsibilities of businesses in relation to employees, customers, and the community.</p> <ul style="list-style-type: none"> <li>a. Describe the social obligations of a business.</li> <li>b. Discuss ethical behavior and ethical issues in business.</li> <li>c. Describe safety procedures and health procedures used in business</li> </ul>                                    | 1 | 2 | 3 | 4 | IE |



|   |  |  |
|---|--|--|
| operations.   |  |  |
| d. Identify environmental concerns and issues related to the operation of a business. |  |  |

**Total Points:** \_\_\_\_\_

**Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Business Management and Administration (Digital Publications Design)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Percentage of Standards Met

**Directions for reviewers using this rubric:**

Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of standards met, divide total points obtained by possible points.

**4--Exceeds Expectations:** All materials reviewed indicate high-quality; none indicate low quality.

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## CONTENT STANDARDS: HIGH SCHOOL COURSES

### Digital Publications Design

*Each content standard completes the stem “Students will....”*

| <b>Multimedia Components</b>   |   |   |   | <b>Citations</b> |    |  |  |
|--|---|---|---|------------------|----|--|--|
| <p>1. Research award-winning magazines, newspapers, and other print and digital publications and list exemplary practices to be used as guidelines for creating a publication.</p> <p>a. Describe processes involved in producing digital publications, presentations, videos, and websites, including creation of content, layout, graphic design, editing, and publishing.</p> | 1 | 2 | 3 | 4                | IE |  |  |
| <p>2. Design and create enhanced, interactive multimedia projects that utilize various computer software and hardware components.</p>  | 1 | 2 | 3 | 4                | IE |  |  |
| <p>3. Explain the features of various digital file formats.</p> <p>a. Determine the applicable file format for use in a variety of digital publications.</p> <p>b. Use file conversion software to convert multiple types of files.</p>  | 1 | 2 | 3 | 4                | IE |  |  |
| <p>4. Demonstrate methods of organizing and backing up files using file system folders and online file management services.</p>  | 1 | 2 | 3 | 4                | IE |  |  |
| <b>Digital Photography</b>   |   |   |   |                  |    |  |  |
| <p>5. Utilize a variety of equipment to create and import digital images.<br/><i>Examples: digital cameras, scanners</i></p>   | 1 | 2 | 3 | 4                | IE |  |  |

|  |   |   |   |   |   |    |
|--|---|---|---|---|---|----|
| <p>6. Demonstrate the basic techniques of digital photography.</p> <p>a. Utilize the rules of composition when creating photographs for publication.</p> <p>b. Demonstrate proper use of digital-imaging software and equipment to edit photographs.</p> <p>c. Compare and contrast similar or related photographs to determine which would be most effective on a published page.</p> | 1 | 2 | 3 | 4 | 4 | IE |
| <b>Publishing</b>  |   |   |   |   |   |    |
| 7. Explain the importance of setting design goals for publications.  | 1 | 2 | 3 | 4 | 4 | IE |
| 8. Select design elements and content based upon the purpose, message, and audience for a publication.   | 1 | 2 | 3 | 4 | 4 | IE |
| 9. Produce original, creative, professional, and appealing publication layouts.  | 1 | 2 | 3 | 4 | 4 | IE |
| 10. Design page layouts with appropriate proportions, balance, and typography.   | 1 | 2 | 3 | 4 | 4 | IE |
| <p>a. Demonstrate techniques for text wrapping, creating sidebars and borders, and inserting drop caps.</p>  | 1 | 2 | 3 | 4 | 4 | IE |
| 11. Demonstrate effective writing skills in the development of publications.   | 1 | 2 | 3 | 4 | 4 | IE |
| <p>a. Take complete, concise, and accurate notes during meetings and interviews.</p> <p>b. Write and edit stories and cut lines according to the style selected by a particular publication.</p>   | 1 | 2 | 3 | 4 | 4 | IE |
| 12. Analyze images for visual, spatial, and functional differences.  | 1 | 2 | 3 | 4 | 4 | IE |
| <i>Examples: photographs, artwork, shapes, icons</i>   | 1 | 2 | 3 | 4 | 4 | IE |
| 13. Create publication grids for effective layout of various types of pages.   | 1 | 2 | 3 | 4 | 4 | IE |
| 14. Explain the concepts of copyright, libel, trademark, and fair use as they  | 1 | 2 | 3 | 4 | 4 | IE |

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| apply to print and digital publications.  |   |   |   |   |    |
| 15. Explain the concepts of censorship as they apply to creating a publication.                                     | 1 | 2 | 3 | 4 | IE |
| 16. Proofread and correct finished publications.  | 1 | 2 | 3 | 4 | IE |
| 17. Meet deadlines, multitask, and prioritize as needed to produce a publication in an efficient and timely manner. | 1 | 2 | 3 | 4 | IE |
| 18. Produce a finished, edited publication for a particular audience or purpose.                                    | 1 | 2 | 3 | 4 | IE |
| a. Distribute a publication in electronic and/or printed versions.  |   |   |   |   |    |
| <b>Video Production</b>   |   |   |   |   |    |
| 19. Demonstrate the ability to execute the steps in the digital video pre-production process.                       | 1 | 2 | 3 | 4 | IE |
| a. Identify segment type, audience, and genre.  |   |   |   |   |    |
| b. Create a script and storyboard appropriate to the needs of the production.                                       |   |   |   |   |    |
| 20. Demonstrate the ability to successfully complete the digital video production process.                          | 1 | 2 | 3 | 4 | IE |
| a. Identify and utilize commonly used angles and shots.   |   |   |   |   |    |
| b. Control camera movement to obtain the required effects.  |   |   |   |   |    |
| 21. Demonstrate the ability to complete the digital video post-production process.                                  | 1 | 2 | 3 | 4 | IE |
| a. Operate editing hardware and software to produce videos.   |   |   |   |   |    |

## Economics and Financial Services

*Each foundational standard and content standard completes the stem "Students will...."*

## Foundational Standards

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces. | 1 | 2 | 3 | 4 | IE |
| 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.  | 1 | 2 | 3 | 4 | IE |
| 3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.  | 1 | 2 | 3 | 4 | IE |
| 4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.  | 1 | 2 | 3 | 4 | IE |
| 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.   | 1 | 2 | 3 | 4 | IE |
| 6. Discuss and demonstrate ways to value diversity  | 1 | 2 | 3 | 4 | IE |

## Economic Systems

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1. Describe different types of business organization.   | 1 | 2 | 3 | 4 | IE |
| <ul style="list-style-type: none"> <li>a. Compare the features of sole proprietorship, partnership, and corporation.</li> <li>b. List and explain the advantages and disadvantages of forming a corporation.</li> <li>c. Investigate and share reasons for corporate acquisitions and mergers, giving examples of actual events.</li> </ul> |   |   |   |   |    |
| 2. Summarize how economic stability impacts growth of the economy.  | 1 | 2 | 3 | 4 | IE |
| <ul style="list-style-type: none"> <li>a. Explain the concept of economic growth, including how it fits into</li> </ul>   |   |   |   |   |    |

|  |                               |  |
|--|-------------------------------|--|
| <p>the business cycle and why it is considered desirable.</p> <p>b. Explain the four stages of the business cycle, citing examples for each stage from United States and world history.</p>  |                               |  |
| <b>Market Systems</b>  |                               |  |
| <p>3. Compare and contrast major features of a variety of economic systems.</p> <p>a. Describe major economic philosophies, utilizing the terms profit, market, and market system.</p> <p>b. Explain concepts associated with trade among nations.</p>   | <p>1    2    3    4    IE</p> |  |
| <p>4. Describe the four basic levels of international business activities: domestic, international, multinational and global.</p> <p>a. Explain how supply and demand impact decisions in business.</p>  | <p>1    2    3    4    IE</p> |  |
| <b>Profit</b>  |                               |  |
| <p>5. Explain how the profit motive drives decisions in a capitalist economic system.</p> <p><i>Examples: decisions involving personal investment, banking investment, or economic development</i></p>   | <p>1    2    3    4    IE</p> |  |
| <b>Capital</b>   |                               |  |
| <p>6. Describe the methods and sources available to corporations for raising capital.</p> <p><i>Examples: bank loans, fundraisers, venture capitalists, internet sites, savings, friends, family members</i></p> <p>a. Identify and share reasons for corporate efforts to raise capital.</p> <p>b. Explain the role of securities in capital markets.</p> | <p>1    2    3    4    IE</p> |  |
| <b>Trade</b>   |                               |  |

|  |                                       |
|--|---------------------------------------|
| <p>7. Explain the financial interdependence of nations.</p> <p>a. Describe the effects of rising and falling exchange rates on the U.S. dollar.</p> <p>b. Explain how businesses reduce the risk of exchange rate losses.<br/><i>Examples: forwards and futures contracts</i></p> <p>c. Describe the advantages and disadvantages of importing and exporting goods and explain the effect such trade has on the United States economy.</p> <p>d. Discuss how outsourcing affects the supply of goods and services in the American economy.</p> <p>e. Research and discuss the impact of trade barriers, including tariffs, on domestic and global markets.</p> | <p>1      2      3      4      IE</p> |
| <p><b>Banking and Investment</b></p>   |                                       |
| <p>8. Use various sources of information to gather data about specific investments, including stocks, bonds, mutual funds, and futures.<br/><i>Examples: prospectus, online resources, financial publications</i></p> <p>a. Identify and interpret financial data components found in various media sources.<br/><i>Examples: stock price fluctuations, volume, trend graphs, dividends</i></p> <p>b. Explain the importance of the interpretation of financial data and its impact on possible future investments.</p>  | <p>1      2      3      4      IE</p> |
| <p>9. Outline the growth and role of the banking system in America from its early years to the present.</p> <p>a. Identify the major federal banking laws and their role in the financial services industry.</p>   | <p>1      2      3      4      IE</p> |



|  |            |  |
|--|------------|--|
| b. Identify emerging financial products and services offered by a variety of financial institutions.   |            |  |
| <p>10. Describe banking services provided in the American financial system.</p> <p>a. Compare and contrast services provided by credit unions, full-service banks, investment banks, and on-line banking.</p> <p>b. Identify financial services offered by major non-bank competitors.</p> <p>c. Discuss the role of the Community Reinvestment Act in providing banking services to low- and moderate income communities.</p> | 1 2 3 4 IE |  |
| <b>Monetary Policy and Federal Reserve</b>   |            |  |
| <p>11. Describe the role financial institutions play in economic growth and development.</p> <p>a. Explain the role money plays in the American economic system.</p> <p>b. Identify and explain the role the Federal Reserve System plays in American money, credit, and banking processes, including the effects of changes to monetary policies.</p> <p><i>Example: prime interest rates</i></p>                             | 1 2 3 4 IE |  |
| <b>Consumer Economics</b>  |            |  |
| <p>12. Interpret economic and financial data using correct terminology.</p> <p><i>Example: reports of Gross Domestic Product, United States stock market data (Dow Jones Industrial Average, Nasdaq Composite Index, S&amp;P 500 Index)</i></p>  | 1 2 3 4 IE |  |
| 13. Describe the role of consumer credit in today's economy.   | 1 2 3 4 IE |  |
| a. Identify major providers of consumer credit.  |            |  |
| 14. Describe the impact of consumer debt on both the consumer and on the economy as a whole.   | 1 2 3 4 IE |  |

|   |                                       |  |
|---|---------------------------------------|--|
| <ul style="list-style-type: none"> <li>a. Differentiate between good and bad debt.</li> <li>b. Identify the components of a credit report and explain the impact of credit scores on a consumer's financial affairs.</li> <li>b. c. Using a personal budget model, calculate the effects of debt on credit scores.</li> </ul>   |                                       |  |
| <b>Ethics</b>   |                                       |  |
| <p>15. Demonstrate ethical customer service skills in the financial sector.</p> <ul style="list-style-type: none"> <li>a. Design a financial plan for products and services based on customers' needs and desires.</li> <li>b. Summarize information about customers' rights and responsibilities and demonstrate effective methods of making customers aware of them.</li> <li>c. Describe methods of protecting customers' privacy and confidential information.</li> </ul> | <p>1      2      3      4      IE</p> |  |
| <b>Cost-Benefit Analysis</b>  |                                       |  |
| <p>16. Gather and share information on the effectiveness of marketing strategies used by financial institutions to attract and retain customers.</p>  | <p>1      2      3      4      IE</p> |  |

**Total Points:** \_\_\_\_\_

Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Business Management and Administration (Digital Media Design)

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Percentage of Standards Met

**Directions for reviewers using this rubric:**

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## CONTENT STANDARDS: HIGH SCHOOL COURSES

### Digital Media Design

*Each content standard completes the stem "Students will...."*

| <b>Hardware and Software</b>  | <b>Citations</b> |   |   |      |
|---|------------------|---|---|------|
| <p>1. Compare and contrast types of multimedia design, including desktop publishing, graphic design, web page design, digital photography, animation, and digital video.</p> <p>a. Describe components of digital design, including text, images, animation, audio, and video.</p> <p>b. Explain how creativity and technical skills can be utilized to create multimedia projects.</p> | 1                | 2 | 3 | 4 IE |
| <p>2. Use a variety of hardware to digitize information in various formats, including digital camera, video camera, scanner, and mobile devices.</p>  | 1                | 2 | 3 | 4 IE |
| <p>3. Utilize a variety of software and equipment to create, modify, and enhance multimedia projects.</p>   | 1                | 2 | 3 | 4 IE |
| <p>4. Perform basic computer functions as they apply to the multimedia design industry.</p> <p>a. Explain how the file storage capacity of media storage devices is affected by the resolution of photographs and other factors.</p> <p>b. Utilize file system folders, online file management services, and naming conventions to organize and back up files.</p>                      | 1                | 2 | 3 | 4 IE |
| <b>Digital Photography</b>  |                  |   |   |      |

|  | 1 | 2 | 3 | 4 | IE |
|--|---|---|---|---|----|
| <p>5. Demonstrate appropriate use of digital photography equipment and techniques.</p> <p>a. Utilize various photo composition techniques.<br/><i>Examples: lighting, perspective, candid vs. posed, rule of thirds</i></p> <p>b. Transfer still shot images from equipment to the computer.</p>   | 1 | 2 | 3 | 4 | IE |
| <p>6. Utilize photo editing software to edit and enhance digital photographs.<br/><i>Examples: cropping, scaling, brightness/contrast, saturation, levels, hue/color balance, feathering, masking, layering</i></p>  | 1 | 2 | 3 | 4 | IE |
| <b>Graphic Design</b>  |   |   |   |   |    |
| <p>7. Demonstrate design techniques using graphic design software.<br/><i>Examples: selecting, resizing, and manipulating images; changing resolutions; rastering; correcting color; creating images</i></p>   | 1 | 2 | 3 | 4 | IE |
| <p>8. Apply the design process to digital media.</p> <p>a. Demonstrate the process of planning a digital document.</p> <p>b. Utilize the elements of design (line, shape, form, texture, pattern, color, value, and space) when creating digital media products.</p> <p>c. Demonstrate the principles of design (contrast, repetition, balance, movement, emphasis, harmony, proportion, and unity) when creating digital media projects.</p> <p>d. Demonstrate the effective use of color in digital media.</p> | 1 | 2 | 3 | 4 | IE |
| <p>9. Identify and apply the principles of typography.</p> <p>a. Describe typeface classifications and their uses, including serif, sans-serif, script, and decorative.</p> <p>b. Identify the anatomy of typography including serif, ascender, descender, x height, counter, baseline, and cap height.</p>  | 1 | 2 | 3 | 4 | IE |

|  |   |   |   |   |    |
|--|---|---|---|---|----|
| c. Identify and apply typography elements including typeface, style, contrast, color, font size, leading, kerning, tracking, alignment, and white space.   | 1 | 2 | 3 | 4 | IE |
| 10. Use precision software tools to manipulate images.<br><i>Examples: deleting, moving, rotating, setting custom alignment guides, extracting, applying filters</i>   | 1 | 2 | 3 | 4 | IE |
| 11. Apply integration principles to import scanned, digitized graphics and text, tables, charts, and pictures into a publication.  | 1 | 2 | 3 | 4 | IE |
| <b>Video Production</b>  |   |   |   |   |    |
| 12. Demonstrate the process of pre-production when creating videos.  | 1 | 2 | 3 | 4 | IE |
| a. Utilize basic storytelling principles.  |   |   |   |   |    |
| b. Create a storyboard.  |   |   |   |   |    |
| c. Organize and plan a production including shot list, shoot schedule, and crew and cast responsibilities.   |   |   |   |   |    |
| 13. Identify and demonstrate effective use of a variety of shots, movements, and angles.<br><i>Examples: wide/long, medium, close up, extreme close up, cutaway, over the shoulder, arc, point of view, pan, tilt, zoom, eye level, bird's eye, worm's eye</i> | 1 | 2 | 3 | 4 | IE |
| 14. Apply proper transitions, edits, titles, effects, and media to create videos for various purposes.<br><i>Examples: promotional videos, documentaries, product videos, training videos, social media videos</i>   | 1 | 2 | 3 | 4 | IE |
| <b>Web Design</b>  |   |   |   |   |    |
| 15. Compare and contrast elements and purposes of websites, web pages, and web browsers.   | 1 | 2 | 3 | 4 | IE |

|  |                            |  |
|--|----------------------------|--|
| <p><i>Examples: web elements, including hypertext markup language (HTML) tags, headings, and body</i></p>  |                            |  |
| <p>16. Develop interactive web pages and sites using a variety of component formats, including HTML, HTML editors, and web authoring programs.<br/><i>Examples: guest book, forms, hit counter, marquee, hover button, transition, banner advertisements, navigational schemes</i></p>                 | <p>1    2    3    4 IE</p> |  |
| <p>17. Determine and apply the appropriate format for digital files for different needs.<br/><i>Examples: Joint Photographic Experts Group (JPEG), Graphics Interchange Format (GIF), Portable Network Graphics (PNG), Music Player 3 (MP3), Tagged Image File Format (TIFF)</i></p>                   | <p>1    2    3    4 IE</p> |  |
| <p>18. Manipulate digital image file sizing.<br/><i>Example: Optimize the resolution for web and print publications.</i></p>   | <p>1    2    3    4 IE</p> |  |
| <p><b>Ethics/Copyright</b></p>   |                            |  |
| <p>19. Summarize laws governing copyright, intellectual property, and software licensing as they relate to multimedia design.<br/><i>Examples: font usage, photography, illustration, audio and video rights</i><br/>a. Describe the process of obtaining permission to use copyrighted materials.</p> | <p>1    2    3    4 IE</p> |  |

**Total Points:** \_\_\_\_\_

**Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Business Management and Administration (Computer Science for Business)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Percentage of Standards Met

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## CONTENT STANDARDS: HIGH SCHOOL COURSES

### Computer Science for Business

*Each content standard completes the stem “Students will ....”*

| <b>Software Application</b>   | <b>Citations</b> |   |   |      |
|---|------------------|---|---|------|
| 1. Describe large-scale software and device design processes, data usage, and implementation plans.   | 1                | 2 | 3 | 4 IE |
| <b>Abstraction</b>  |                  |   |   |      |
| 2. Decompose an everyday problem into parts, then filter the important information to create a new sequence to solve the problem.   | 1                | 2 | 3 | 4 IE |
| 3. Explain how code or other systems work in the background in ways that may not be apparent to the user.<br><i>Example: Millions of lines of code control the subsystems within an automobile.</i> | 1                | 2 | 3 | 4 IE |
| <b>Algorithms</b>   |                  |   |   |      |
| 4. Adapt existing algorithms to solve computational problems.   | 1                | 2 | 3 | 4 IE |
| 5. Plan algorithms using pseudocode, then compare and convert the code to a programming language.   | 1                | 2 | 3 | 4 IE |
| 6. Explain the differences among sequential statements, conditional statements, and and/or iterations.  | 1                | 2 | 3 | 4 IE |
| 7. Determine the benefits and disadvantages of choosing one control   | 1                | 2 | 3 | 4 IE |

|  |   |   |   |      |
|--|---|---|---|------|
| structure over another.<br><i>Examples: sequence control structure, decision control structure, loop control structure</i>   |   |   |   |      |
| 8. Determine when a solution to a problem requires decisions to be made among alternatives.<br><i>Examples: an iterative loop, selection constructs, recursion</i>   | 1 | 2 | 3 | 4 IE |
| <b>Data</b>  |   |   |   |      |
| 9. Model the methods and procedures by which computing devices translate digital information into a user interface that can be read, viewed, and interpreted.  | 1 | 2 | 3 | 4 IE |
| 10. Collect data using computational tools and transform the data into visualizations that translate the story the data is conveying.<br><i>Examples: charts, graphs, tables, maps</i>                       | 1 | 2 | 3 | 4 IE |
| <b>Design</b>  |   |   |   |      |
| 11. Use the design process to create or improve a product which has broad applications in business.  | 1 | 2 | 3 | 4 IE |
| 12. Use the design thinking or engineering process, including mistakes and feedback, to diagnose and correct a problem   | 1 | 2 | 3 | 4 IE |
| <b>Digital Identity</b>  |   |   |   |      |
| 13. Explain how digital identity is created and maintained, including the persistence and public availability of artifacts.<br>a. Compare and contrast strategies to manage digital identity and reputation. | 1 | 2 | 3 | 4 IE |
| <b>Human and Computer Partnerships</b>   |   |   |   |      |

|  |   |  |
|--|---|--|
| <p>14. Collect feedback from a wide variety of users and systematically design and develop programs for different target audiences.</p> <p><i>Examples: games, utilities, mobile applications</i></p>  | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p> |  |
| <p>15. Research problems that can be solved only by humans and machines working in tandem.</p> <p>a. Decompose the problem-solving process to determine which part of the problem is solved by humans and which is dependent on the machine.</p> <p><i>Examples: facial recognition, personal virtual assistance, GPS maps, social media feeds</i></p> | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p> |  |
| <p><b>Impact of Computing</b></p>  |   |  |
| <p>16. Research and share information on ways technology facilitates the disruption of traditional businesses, institutions, and services, including ways companies have successfully adapted to the changes.</p> <p><i>Examples: digital currencies, ridesharing, autonomous vehicles, retail, Internet of Things</i></p>                             | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p> |  |
| <p>17. Select a career field and gather information about how computing has impacted it in both positive and negative ways.</p> <p><i>Examples: government, business, medicine, entertainment, education, transportation</i></p> <p>a. Gather and present information about emerging employment opportunities in a selected career path.</p>           | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p> |  |
| <p><b>Legal and Ethical Behavior</b></p>   |   |  |
| <p>18. Demonstrate responsible use of digital devices and resources as outlined in school, district, or business policies and procedures.</p>  | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p> |  |
| <p>19. Locate and curate information from digital sources.</p>   | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p> |  |

|   |                               |  |
|---|-------------------------------|--|
| <p>a. Evaluate the credibility of information from digital sources.</p> <p>b. Give proper credit to sources used for written and audio-visual presentations.</p>  |                               |  |
| <p>20. Discuss the impact of malicious hacking on governments, businesses, and individuals.</p> <p><i>Examples: ransomware, dissemination of privileged information</i></p> <p>a. Gather and share information on instances of malicious hacking which targeted businesses and government agencies.</p> <p>b. Write an argument for or against paying ransom to a hacker.</p> | <p>1    2    3    4    IE</p> |  |
| <b>Modeling</b>   |                               |  |
| <p>21. Develop a model or simulation to formulate, test, and refine a hypothesis.</p> <p><i>Examples: robotics lab, machine learning design, app user interface, science lab, space exploration</i></p>   | <p>1    2    3    4    IE</p> |  |
| <b>Programming and Development</b>  |                               |  |
| <p>22. Compare and contrast a wide variety of programming languages that are commonly used in the business world, indicating situations in which each language would be effective.</p>  | <p>1    2    3    4    IE</p> |  |
| <p>23. Construct digital projects to be used in a business environment, using a variety of programming tools including those which encourage the creation of code.</p>  | <p>1    2    3    4    IE</p> |  |
| <p>24. Develop and use a series of test cases to verify that a program performs according to its design specifications.</p> <p>a. Collaborate with others in a code review process to identify correctness, efficiency, scalability, and readability of program code.</p>   | <p>1    2    3    4    IE</p> |  |

## Safety, Privacy, and Security

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| 25. Identify, isolate, and report incidents (threats) that pose personal and business safety issues while using devices and online resources.   | 1 | 2 | 3 | 4 | IE |
| 26. Discuss the provisions and ramifications of end-user license agreements and terms of service associated with granting rights to personal data and media to other entities.  | 1 | 2 | 3 | 4 | IE |
| 27. Gather, evaluate, and share information about tradeoffs between allowing information to be public and keeping business information private and secure.  | 1 | 2 | 3 | 4 | IE |
| <b>Systems</b>  |   |   |   |   |    |
| 28. Diagnose and resolve performance and connectivity issues with computers and peripherals.  | 1 | 2 | 3 | 4 | IE |
| 29. Describe problems that can impact network functionality. <ul style="list-style-type: none"> <li>a. Describe the relationship between network components that could cause issues with the reliability of the network.</li> </ul> | 1 | 2 | 3 | 4 | IE |
| 30. Identify the responsibilities of operating system software.<br><i>Examples: manage memory, manage data storage and I/O devices, common code that applications can use</i>   | 1 | 2 | 3 | 4 | IE |

Total Points: \_\_\_\_\_

**Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Business Management and Administration (Computer Game and Simulation Programming)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards    \_\_\_\_\_ Number of Standards Met    \_\_\_\_\_ Percentage of Standards Met

**Directions for reviewers using this rubric:**

Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of standards met, divide total points obtained by possible points.

**4-Exceeds Expectations:** All materials reviewed indicate high-quality; none indicate low quality.

**3--Meets Expectations:** Most or all evidence indicates high quality, little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

**2--Partially Meets Expectations:** Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

**1--Does Not Meet Expectations:** Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE--Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

## CONTENT STANDARDS: HIGH SCHOOL COURSES

### Computer Game and Simulation Programming

*Each content standard completes the stem "Students will...."*

| Pre-Production   | Citations |   |   |      |
|--|-----------|---|---|------|
| 1. Research and share information on the history of video games, including timelines of events, historical figures, and changes in generational game development.                    | 1         | 2 | 3 | 4 IE |
| 2. Play a variety of games to research, collect, and analyze game play data. <ul style="list-style-type: none"> <li>a. Write a critical analysis of a current video game.</li> </ul> | 1         | 2 | 3 | 4 IE |
| 3. Research the methods used to create and sustain player immersion and explain why it is important.   | 1         | 2 | 3 | 4 IE |
| <b>Game Platforms</b>  |           |   |   |      |
| 4. Explain game ratings, genres, and types.  | 1         | 2 | 3 | 4 IE |
| 5. Research and share information on various computer and mobile game development platforms.   | 1         | 2 | 3 | 4 IE |
| <b>Game Design and Development Process</b>   |           |   |   |      |
| 6. Summarize the game design production cycle.   | 1         | 2 | 3 | 4 IE |
| 7. Define the roles and responsibilities of team members on a video game design team and identify their typical short- and long-term goals.  | 1         | 2 | 3 | 4 IE |
| 8. Demonstrate game concept development process and roles both   |           |   |   |      |

|                             |  |   |   |   |   |    |
|-----------------------------|--|---|---|---|---|----|
|                             | independently and as part of a team.   | 1 | 2 | 3 | 4 | IE |
| 9.                          | Compare and contrast communication features and interface design.  | 1 | 2 | 3 | 4 | IE |
| 10.                         | Assess and apply strategies to prevent, debug, and eliminate problems.<br><i>Examples: viruses, malware, inconsistencies within data</i>   | 1 | 2 | 3 | 4 | IE |
| 11.                         | Develop an end goal game strategy and feedback needed to progress through the game.<br><i>Examples: earning points, reaching levels, overcoming obstacles</i>  | 1 | 2 | 3 | 4 | IE |
| 12.                         | Incorporate a user friendly experience for design functionality which allows players to change movements, immerse themselves in the environment, and take control or drive on their own.<br><i>Examples: sounds, graphics, spatial recognition, narration</i>  | 1 | 2 | 3 | 4 | IE |
| 13.                         | Include interface elements in game design.<br><i>Examples: sounds, graphics, spatial recognition, narration</i>  | 1 | 2 | 3 | 4 | IE |
| 14.                         | Create an original game design which executes game concept development, communication features, interface design, game strategy, and immersification.<br>a. Create a title page for an original project with instructions, characters, levels, puzzles, art, graphics, animation, and clear navigation including start, pause, quit level, and end game. | 1 | 2 | 3 | 4 | IE |
| <b>Software Application</b> |  |   |   |   |   |    |
| 15.                         | Identify tools and software commonly used in game development, including web page and graphic design, art, and animation.  | 1 | 2 | 3 | 4 | IE |
| 16.                         | Utilize vector, modeling, and paint programs used to make graphics and animation.<br>a. Explain the principles of 2D and 3D animation as they relate to game graphics.<br><i>Examples: walk, run, jump, idle</i>   | 1 | 2 | 3 | 4 | IE |



|   |   |   |   |   |    |
|---|---|---|---|---|----|
| 17. Explain the use of readme files and source codes, and demonstrate appropriate documentation for templates, libraries, and copyrighted materials used.   | 1 | 2 | 3 | 4 | IE |
| <b>Post-Production (Game Testing, Enhancement, and Release)</b>   |   |   |   |   |    |
| 18. Enhance or upgrade an original stand-alone or online game using various computer programming languages or game/animation engines to write code and implement programming skills.<br>a. Integrate created assets into a functional digital platform with a logical theme or concept.<br><i>Examples: scoreboard, leaderboard, celebratory messages, levels, lives, instructional display</i> | 1 | 2 | 3 | 4 | IE |
| 19. Execute an original game and implement game testing.<br><i>Examples: in-house, larger testing group(s), open release without additional instructions</i><br>a. Demonstrate an understanding of the techniques used to evaluate game mechanics, game play, flow, and game design.<br>b. Analyze design elements that maintain player interest and vary the degree of challenge.              | 1 | 2 | 3 | 4 | IE |
| 20. Demonstrate project management skills, utilize feedback data to improve an original game, and add advanced features.<br><i>Examples: feedback from testing groups, basic general maintenance for overall improvement</i>  | 1 | 2 | 3 | 4 | IE |
| <b>Career Awareness</b>   |   |   |   |   |    |
| 21. Gather information on the gaming industry, including career opportunities and training in game design and production.<br>a. Connect information to personal interests and develop a plan for a possible future career in the field of computer gaming and   | 1 | 2 | 3 | 4 | IE |

|   |                                     |
|---|-------------------------------------|
| simulation programming.   |                                     |
| <p>22. Develop a plan to identify and enhance any workplace skills needing improvement in the computer game field.</p> <p>a. Create a computer game or simulation designed to improve workplace skills.</p> | <p>1      2      3      4    IE</p> |

**Total Points:** \_\_\_\_\_

**Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Business Management and Administration (Business Software Applications II)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards \_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Percentage of Standards Met

**Directions for reviewers using this rubric:**

Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of standards met, divide total points obtained by possible points.

**4--Exceeds Expectations:** All materials reviewed indicate high-quality; none indicate low quality.

**3--Meets Expectations:** Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

**2--Partially Meets Expectations:** Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

**1--Does Not Meet Expectations:** Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE--Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

## CONTENT STANDARDS: HIGH SCHOOL COURSES

### Business Software Applications II

*Each standard completes the stem "Students will ...."*

| Word Processing  | Citations |   |   |      |
|--|-----------|---|---|------|
| 1. Manage advanced word processing document options and settings. <ul style="list-style-type: none"> <li>a. Manage templates, macros, and multiple documents using word processing software.</li> <li>b. Prepare documents for collaboration using editing functions and protecting documents using passwords.</li> <li>c. Use language-specific features, configure editing, and display languages to set language options.</li> </ul>  | 1         | 2 | 3 | 4 IE |
| 2. Utilize advanced word processing editing and formatting features. <ul style="list-style-type: none"> <li>a. Perform advanced editing and formatting with word processing software.<br/><i>Examples: wildcards to replace special characters, formatting, styles, paste options</i></li> <li>b. Configure paragraph layout options.<br/><i>Examples: hyphenation, line numbers, pagination options</i></li> <li>c. Create and modify paragraph and character styles using word processing software.</li> </ul> | 1         | 2 | 3 | 4 IE |
| 3. Create custom document elements using advanced word processing software.  | 1         | 2 | 3 | 4 IE |

|   |   |  |  |
|---|---|--|--|
| <p>a. Mark, create, and update index entries software, including tables of contents, captions, and tables of figures.</p> <p>b. Create and manage document building blocks.</p> <p>c. Create custom design elements.</p> <p><i>Examples: color sets, font sets, themes, style sets</i></p> <p>d. Create and manage tables of figures using captions and configuring caption properties.</p>   |   |  |  |
| <p>4. Create and modify advanced word processing features.</p> <p>a. Manage forms by adding custom fields, modifying field properties, and inserting and configuring standard content controls.</p> <p>b. Create and modify macros.</p> <p><i>Examples: Record, name, and edit simple macros. Copy macros to other documents or templates.</i></p> <p>c. Create mail merged documents, labels, and envelopes using recipient lists and merged fields.</p> | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p> |  |  |
| <b>Spreadsheets</b>   |   |  |  |
| <p>5. Manage workbook options and settings.</p> <p>a. Manage workbooks using advanced features including save as template, copy macros, and reference data from other spreadsheets.</p> <p>b. Manage workbook review in word processing software, including restrict editing, protect, encrypt with password, configure formula calculation options, manage workbook versions, and protect workbook structure features.</p>                               | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p> |  |  |
| <p>6. Apply custom data formats, layouts, and validation to workbooks.</p> <p>a. Apply advanced conditional formatting and filtering to workbooks using spreadsheet software.</p>   | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p> |  |  |

|   |                   |  |
|---|-------------------|--|
| <p>b. Create and modify custom workbook elements using spreadsheet software.</p> <p>c. Prepare a workbook for internationalization, modifying currency, text, and other elements as needed, using spreadsheet software.</p>   |                   |  |
| <p>7. Create advanced workbook formulas using spreadsheet software.</p> <p>a. Apply functions in formulas by performing logical operations including AND, OR, NOT, and nested functions and statistical operations including SUMIFS, AVERAGEIFS, and COUNTIFS functions in spreadsheet software.</p> <p>b. Look up data by using functions VLOOKUP, HLOOKUP, MATCH, and INDEX with spreadsheet software.</p> <p>c. Apply advanced date and time functions including NOW and TODAY functions and serializing numbers using spreadsheet software.</p> <p>d. Use financial functions of spreadsheet software to perform data analysis and business intelligence including import, transform, combine, display, connect, and consolidate data; perform what-if analysis; use cube functions; and calculate data.</p> <p>e. Troubleshoot formulas by utilizing trace precedence and dependence, monitor cells and formulas, validate formulas by using error checking, and evaluate formulas.</p> <p>f. Define and manage named ranges and objects by name cells, data ranges, and tables.</p> | <p>1 2 3 4 IE</p> |  |
| <p>8. Create advanced charts and tables with workbook data in spreadsheet software.</p> <p>a. Add trendlines to charts and create dual-axis charts.</p> <p>b. Create and modify pivot tables by changing field selections and options, creating slicers, grouping data, adding calculated fields, and formatting data.</p>  | <p>1 2 3 4 IE</p> |  |

|  |                                       |  |
|--|---------------------------------------|--|
| <p>c. Create and modify pivot charts by manipulating options in existing charts, applying styles, and drilling down into details, using spreadsheet software.</p>  |                                       |  |
| <p><b>Database Management</b></p>  |                                       |  |
| <p>9. Build tables using database software.</p> <ul style="list-style-type: none"> <li>a. Import data into tables and from other databases, create linked tables from external sources, and create a table from a template with application parts.</li> <li>b. Customize tables by hiding fields, adding total rows and descriptions, and renaming tables.</li> <li>c. Manage records in tables by updating, adding, deleting, sorting, and filtering records, appending records from external data, and finding and replacing data.</li> <li>d. Create and modify fields using add and delete fields; add validation rules; change field captions, sizes, and data types; configure fields to auto-increment; set default values; and use input masks.</li> </ul> | <p>1      2      3      4      IE</p> |  |
| <p>10. Create and manage database forms.</p> <ul style="list-style-type: none"> <li>a. Create and save forms and create a form from a template with application parts.</li> <li>b. Configure form controls by moving, adding, and removing form controls; modifying data sources; setting form control properties; managing labels; and adding subforms.</li> <li>c. Format forms using modify tab order; configure print settings; sort records by form field; apply a theme; control form positioning; and insert backgrounds, headers, footers, and images.</li> </ul>  | <p>1      2      3      4      IE</p> |  |
| <p>11. Create database reports.</p> <ul style="list-style-type: none"> <li>a. Create reports based on query or table, in design view, and using a wizard.</li> </ul>   | <p>1      2      3      4      IE</p> |  |

|   |                                       |  |
|---|---------------------------------------|--|
| <p>b. Configure report controls by group and sort fields, modify data sources, add report controls, and add and modify labels.</p> <p>c. Format reports using multiple columns, add calculated fields, control report positioning, format report elements, change report orientation, insert header and footer information, insert images, and apply a theme.</p>   |                                       |  |
| <b>Productivity</b>   |                                       |  |
| <p>12. Utilize digital technology applications on the Internet for business, personal, and educational uses.</p> <p>a. Present a digital portfolio encompassing all programs used during the course.<br/><i>Examples: website, blog, slideshow</i></p> <p>b. Collaborate using cloud computing by designing, saving, uploading, and sharing documents, presentations, and calendars in an online account.<br/><i>Example: cloud-based filing repositories</i></p> <p>c. Utilize social networking as a business tool to create professional portfolios and blogs.</p> | <p>1      2      3      4      IE</p> |  |
| <p>13. Devise and apply methods of modifying documents to be more accessible to people with disabilities.<br/><i>Examples: use headings, lists, meaningful hyperlinks, alternate text for images, tables; identify document language</i></p>  | <p>1      2      3      4      IE</p> |  |

**Total Points:** \_\_\_\_\_



**Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Business Management and Administration (Business Software Applications I)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards    \_\_\_\_\_ Number of Standards Met    \_\_\_\_\_ Percentage of Standards Met

**Directions for reviewers using this rubric:**

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## CONTENT STANDARDS: HIGH SCHOOL COURSES

### Business Software Applications I

*Each content standard completes the stem "Students will...."*

|   | Citations |   |   |   |
|---|-----------|---|---|---|
|   | 1         | 2 | 3 | 4 |
| <p><b>Basic Computer</b></p> <p>1. Utilize technology functions, including compressing files, converting files, importing files, exporting files, and transferring data among applications.</p> <p style="margin-left: 20px;">a. Compare hardware and software functions in word processing applications.</p> <p style="margin-left: 20px;">b. Save files in various formats including plain text and PDF in word processing applications.</p> <p style="margin-left: 20px;">c. Describe network computer functions including cloud-based applications.</p> <p style="margin-left: 20px;">d. Demonstrate electronic file management skills across local computers, networks, and the cloud.</p> | 1         | 2 | 3 | 4 |
| <p>2. Diagnose problems relating to technology systems, including network systems, hardware, and software.</p> <p style="margin-left: 20px;">a. Demonstrate basic computer and printer preventative maintenance.</p> <p style="margin-left: 20px;">b. Determine strategies to correct malfunctioning network systems, hardware, and software.</p>   | 1         | 2 | 3 | 4 |
| <p><b>Word Processing</b></p>   |           |   |   |   |

|   |                                       |
|---|---------------------------------------|
| <p>3. Create, manage, and navigate through a variety of business- and industry-appropriate documents using various data input techniques in word processing applications.</p> <p><i>Examples: keyboarding, voice recognition, handwriting recognition, scanning</i></p> <ul style="list-style-type: none"> <li>a. Apply basic editing and formatting tools to text within a document in word processing applications.</li> <li>b. Apply document themes and style sets in word processing applications.</li> <li>c. Format and edit paragraphs using options in word processing applications.</li> <li>d. Create and modify a table within a document and apply table styles.</li> <li>e. Create and modify lists using formatting to enhance document style.</li> <li>f. Create and manage reference markers including footnotes, endnotes, captions, and citations.</li> <li>g. Insert graphic objects within a document and apply formatting to those graphics.</li> </ul> | <p>1      2      3      4      IE</p> |
| <p>4. Produce and edit business documents using word processing technology, including business letters, research papers, and reports that include title or cover page, headings, table of contents, page numbers, headers, footers, in-text citations, footnotes, and endnotes.</p>   | <p>1      2      3      4      IE</p> |
| <p>5. Create, edit, and share documents using online word processing technologies.</p>  | <p>1      2      3      4      IE</p> |
| <p><b>Desktop Publishing</b></p>  |                                       |
| <p>6. Utilize the desktop publishing process to apply design principles to publications.</p>  | <p>1      2      3      4      IE</p> |
| <p>7. Import and manipulate objects, images, shapes, and text in publications.</p>  | <p>1      2      3      4      IE</p> |

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| 8. Generate a variety of business publications, with and without templates, using desktop publishing software.<br><i>Examples: newsletters, flyers, invitations, business cards, brochures, catalogs, letterheads, informational forms, greeting cards, calendars</i>   | 1 | 2 | 3 | 4 | IE |
| 9. Prepare publications for printing and sharing.   | 1 | 2 | 3 | 4 | IE |
| <b>Spreadsheets</b>   |   |   |   |   |    |
| 10. Create, manage, and navigate through industry-appropriate worksheets in spreadsheet applications.<br>a. Identify, manage, and search cell data and apply text and number formatting using spreadsheet applications.<br>b. Apply and modify document style to cells and tables using spreadsheet applications.<br>c. Apply and manage view options using spreadsheet applications.<br>Examples: hide/unhide worksheets, freeze pane, split window, zoom<br>d. Utilize formulas, functions, and fill to perform mathematical processes in spreadsheet applications, including percentages and decimals, order of operations, estimation, and prediction of patterns of data.<br>e. Identify relative and absolute cell references in spreadsheet applications.<br>f. Create and edit charts and graphs, and customize chart elements.<br>g. Examine spreadsheet data through sorting and filters. | 1 | 2 | 3 | 4 | IE |
| 11. Formulate and produce a variety of business documents using spreadsheet applications.<br><i>Examples: budgets, payroll, inventory, invoices, balance sheets, profit-loss statements, conversion of foreign currencies</i>   | 1 | 2 | 3 | 4 | IE |

### Presentation Software

|  |   |   |   |   |    |
|--|---|---|---|---|----|
| 12. Create and manage industry-appropriate slideshows using presentation software.<br><ul style="list-style-type: none"> <li>a. Apply suitable design elements for professional business presentations.</li> <li>b. Edit and customize master slide options in presentations.</li> <li>c. Apply custom animation effects and transitions in presentations.</li> <li>d. Insert and edit objects in presentations.</li> <li>e. Insert hyperlinks and action buttons in presentations.</li> </ul> | 1 | 2 | 3 | 4 | IE |
| 13. Create and deliver well-organized, audience-appropriate presentations for a variety of business situations.<br><i>Examples: informative, instructional, entertainment</i>  | 1 | 2 | 3 | 4 | IE |

### Database Management

|  |   |   |   |   |    |
|--|---|---|---|---|----|
| 14. Create and manage data using basic database applications.<br><ul style="list-style-type: none"> <li>a. Explain the purpose and composition of databases and database management systems, using professional terminology to describe features and components.<br/> <i>Examples: field, record, queries, reports</i></li> <li>b. Create and edit fields within a database.</li> <li>c. Utilize basic database functions.<br/> <i>Examples: sorting, filtering, querying, merging data</i></li> <li>d. Print and review reports within a database.</li> </ul> | 1 | 2 | 3 | 4 | IE |
| 15. Create tables, forms, reports, and queries for business and personal use, utilizing database software.   | 1 | 2 | 3 | 4 | IE |

### Productivity

|  |  |   |  |   |  |   |   |    |   |    |
|--|--|---|--|---|--|---|---|----|---|----|
|  |  |   |  |   |  |   |   |    |   |    |
| 16. Use technology to increase administrative office productivity and enhance workplace performance. | a. Access, process, and transmit information through various channels.   | <i>Examples: fax, email, teleconferencing, virtual meetings</i> | b. Perform integrated functions using various software applications. | 1   | 2  | 3 | 4 | IE |   |    |
| 17. Explore the business applications of digital technology on the Internet.                         | a. Use cloud computing to improve productivity by designing, saving, and uploading documents in an online account.   | b. Use online collaboration tools.                              | <i>Examples: calendar, document and presentation sharing</i>         | c. Explore the benefits of social networking as a business tool, including professional portfolios and blogs, considering privacy settings and safety issues. | d. Explain the personal and business use of apps on digital devices. | 1 | 2 | 3  | 4 | IE |
| 18. Demonstrate ways to modify documents to be more accessible to people with disabilities.          | <i>Examples: large print/font, use heading styles, alternative text for images, utilize Accessibility Checker, use sufficient contrast for text and background colors, add meaningful hyperlink text and screen tips</i> |   |  | 1   | 2  | 3 | 4 | IE |   |    |
| <b>Ethics</b>  |  |   |  |   |  |   |   |    |   |    |
| 19. Describe the importance of professional ethics and legal responsibilities in the workplace.      | a. Evaluate and justify decisions based on ethical reasoning.  | b. Identify and explain personal and long-term consequences of  |  | 1   | 2  | 3 | 4 | IE |   |    |

|   |  |
|---|--|
| unethical or illegal behaviors in the workplace.  |  |
| c. Evaluate components of acceptable use policies, codes of ethics, and their role in a business environment. |  |

**Total Points:** \_\_\_\_\_

**Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Business Management and Administration (Business Essentials)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards \_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Percentage of Standards Met

***Directions for reviewers using this rubric:***

Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of standards met, divide total points obtained by possible points.

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## CONTENT STANDARDS: HIGH SCHOOL COURSES

### Business Essentials

*Each content standard completes the stem "Students will...."*

| Budgeting and Finance   | Citations |   |   |      |
|---|-----------|---|---|------|
| <p>1. Create and maintain complete, accurate, and necessary financial records including cash flow statements, balance sheets, income statements, and check registers.<br/><i>Examples: budgets, bank reconciliations, payroll, taxes, invoices, purchase orders</i></p>   | 1         | 2 | 3 | 4 IE |
| <p>2. Evaluate various types of business budgeting methods and design a plan for money management.</p> <ul style="list-style-type: none"> <li>a. Identify and establish financial goals for a business.</li> <li>b. Describe sources of income for a business venture.</li> <li>c. List fixed and variable expenses.<br/><i>Examples: utilities, payroll, repairs, advertising, savings, profits, loan payments</i></li> <li>d. Describe various types of financial statements and how they are used to make business decisions.<br/><i>Examples: balance sheets, income statements, cash flow statements</i></li> <li>e. Analyze a balance sheet to determine the financial health of a business.</li> </ul> | 1         | 2 | 3 | 4 IE |

|  |                               |  |
|--|-------------------------------|--|
| <p>f. Differentiate among assets, liabilities, and owner's equity on a balance sheet.</p> <p>g. Differentiate between revenue and expenses on an income statement.</p> <p>h. Examine an income statement to determine whether the business has incurred a net income or a net loss.</p>  |                               |  |
| <b>Business Concepts</b>   |                               |  |
| <p>3. Define and describe basic business concepts and how they are applied to business activities.</p> <p>a. Explain the roles of business in society.</p> <p>b. Describe types of business activities.</p> <p>c. Gather and share information on major causes of business failure.</p> <p>d. Describe how government policies affect businesses including spending, interest rates, and regulations.</p> <p>e. Identify and describe issues and trends in business.</p> | <p>1    2    3    4    IE</p> |  |
| <p>4. Identify conflict management strategies to resolve workplace conflict.</p>   | <p>1    2    3    4    IE</p> |  |
| <p>5. Compare advantages and disadvantages of different configurations of businesses, including sole proprietorships, partnerships, corporations, franchises, and cooperatives.</p> <p>a. Explain how a business's structure affects management decisions.</p>   | <p>1    2    3    4    IE</p> |  |
| <p>6. Classify various businesses according to whether they market goods, provide services, or a combination of the two.</p> <p>a. Explain the principles of supply and demand.</p> <p>b. Explain the importance of using different marketing strategies for goods and for services.</p>   | <p>1    2    3    4    IE</p> |  |
| <p>7. Explain the importance of developing and organizing a successful</p>   | <p>1    2    3    4    IE</p> |  |

|   |   |   |   |      |
|---|---|---|---|------|
| business plan.  |   |   |   |      |
| <ul style="list-style-type: none"> <li>a. Describe the process of developing a business plan.</li> <li>b. Identify the components and format of a business plan.</li> <li>c. Explain the advantages of a well-prepared business plan.</li> <li>d. Identify types of assistance offered to new or proposed businesses by local, state, and federal agencies.</li> <li>e. Develop a business plan for a proposed business.</li> </ul> |   |   |   |      |
| <b>Business Management</b>  |   |   |   |      |
| 8. Explain the importance of organizational skills needed to manage business operations and maintain an orderly flow of work.<br><i>Examples: maintaining schedules and calendars; organizing documents, forms, and manuals; following workplace policies and procedures</i>  | 1 | 2 | 3 | 4 IE |
| <b>Entrepreneurship</b>   |   |   |   |      |
| 9. Describe characteristics and actions of the successful entrepreneur.   | 1 | 2 | 3 | 4 IE |
| <b>Ethics</b>   |   |   |   |      |
| 10. Discuss the ethical responsibilities of consumers and businesses in commerce.<br><i>Examples: Identify consumers' legal accountability associated with credit, consumerism, and insurance. Identify various liabilities of businesses related to employees and consumers.</i>   | 1 | 2 | 3 | 4 IE |
| <b>International Business</b>   |   |   |   |      |
| 11. Describe the impact of international business activities on the local, state, and national economies.   | 1 | 2 | 3 | 4 IE |

|   |                                       |  |
|---|---------------------------------------|--|
| <p>a. Trace the history of U.S. involvement in international trade.</p> <p>b. Identify small business opportunities in international trade.</p>   |                                       |  |
| <b>Legal Issues</b>   |                                       |  |
| <p>12. Identify and discuss legal issues related to government regulation of commerce and the potential effect of these legal issues on consumers.</p> <p>a. Describe procedures for documenting compliance with law, rules, and regulations.</p> <p>b. Describe procedures a business would use in a variety of business law cases.</p> <p><i>Examples: filing a suit, filing for bankruptcy</i></p> <p>c. Distinguish between civil law and criminal law.</p> <p>d. Identify different areas of civil law that impact business.</p> <p><i>Examples: tort, contracts, property law</i></p> | <p>1      2      3      4      IE</p> |  |
| <p>13. Describe types of crimes committed against businesses.</p> <p><i>Examples: arson, forgery, embezzlement, computer crimes</i></p>   | <p>1      2      3      4      IE</p> |  |
| <b>Management</b>   |                                       |  |
| <p>14. Describe the primary functions of management, ways of implementing them, and their integration within the business environment.</p> <p>a. Differentiate among the planning, organizing, leading, and controlling functions of management.</p>  | <p>1      2      3      4      IE</p> |  |
| <p>15. Explain how effective decision-making skills can influence business decisions in a variety of areas.</p> <p><i>Examples: product development, marketing, distribution, insurance, organizational development</i></p>   | <p>1      2      3      4      IE</p> |  |
| <p>16. Interpret research results to determine factors and trends affecting recruiting, training, and retention of employees in the workplace.</p>  | <p>1      2      3      4      IE</p> |  |

**Marketing**

17. Explain marketing concepts and functions.
- a. Describe various marketing strategies and give specific scenarios to explain the importance of each.
  - b. Explain the difference between retail and wholesale, giving examples and identifying the roles of retailers and wholesalers in a private enterprise system.
  - c. Explain market segments, target markets, marketing strategies, and the relationship of marketing to consumers and commerce.

1      2      3      4      IE

**Risk Management**

18. Determine risks involved in operating a business, and identify various risk protection strategies available to companies.
- a. Assess options to protect against risk and financial loss for businesses.
  - b. Evaluate protection options against risk and financial loss for consumers.

1      2      3      4      IE

**Total Points:** \_\_\_\_\_

**Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Business Management and Administration (Business Communications)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards \_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Percentage of Standards Met

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## CONTENT STANDARDS: HIGH SCHOOL COURSES

### Business Communications

*Each content standard completes the stem "Students will...."*

| <b>General Communication</b>   | 1 | 2 | 3 | 4 | IE |
|--|---|---|---|---|----|
| <p>1. Describe the business communication process.</p> <ul style="list-style-type: none"> <li>a. Explain the differences between nonverbal and verbal communication, giving examples of each type.</li> <li>b. Identify organizational, physical, physiological, language, cultural, psychological, and technical barriers to communication.</li> <li>c. Demonstrate effective nonverbal communication skills.</li> </ul>  |   |   |   |   |    |
| <b>Oral Communication</b>  |   |   |   |   |    |
| <p>2. Demonstrate effective oral communication skills.</p> <ul style="list-style-type: none"> <li>a. Speak using correct pronunciation, enunciation, tone, and cadence.</li> <li>b. Compare and contrast basic communication, interpersonal communication, organizational communication, and rhetorical communication.</li> <li>c. Identify regional, international, and cultural differences in oral communication.</li> <li>d. Plan and deliver an oral presentation based on individual or group research.</li> <li>e. Identify ways in which audience and situation affect choices of</li> </ul> |   |   |   |   |    |

| style and tone.   | 1 | 2 | 3 | 4 | IE |
|---|---|---|---|---|----|
| <p>3. Demonstrate proficient listening skills.</p> <ul style="list-style-type: none"> <li>a. Follow oral directions by listening attentively, taking accurate notes, and asking questions.</li> <li>b. Demonstrate business telephone techniques.</li> <li>c. Demonstrate courtesy and respect for a speaker through attentive listening.</li> </ul>  | 1 | 2 | 3 | 4 | IE |
| <b>Written Communication</b>  |   |   |   |   |    |
| <p>4. Demonstrate correct usage and mechanics in English, including sentence structure, punctuation, and grammar, to communicate clearly and concisely.</p> <ul style="list-style-type: none"> <li>a. Compose sentences using the correct forms of commonly misused or misspelled words.<br/><i>Examples: accept/except, to/too/two, want/won't, their/there/they're</i></li> </ul>   | 1 | 2 | 3 | 4 | IE |
| <p>5. Utilize reading strategies to read efficiently, comprehend content, and retain information.</p> <ul style="list-style-type: none"> <li>a. Select and utilize reading methods for a particular situation.<br/><i>Example: Use skim and scan techniques to preview a document, noting headings, topic sentences, vocabulary, words in bold print, titles, and questions within the text.</i></li> <li>b. Read, follow, and create detailed written directions.</li> <li>c. Describe the purpose of a particular message, identifying propaganda and biased, literal, inferential, or factual statements.</li> </ul> | 1 | 2 | 3 | 4 | IE |
| <p>6. Produce effective written documents.</p> <ul style="list-style-type: none"> <li>a. Explain the purpose of each step of the writing process: planning, drafting, revising, editing, publishing.</li> <li>b. Use the writing process to produce emails and letters appropriate to task, purpose, and audience.</li> </ul>   | 1 | 2 | 3 | 4 | IE |



|   |                   |  |
|---|-------------------|--|
| <p>c. Format business documents, including business letters, emails, and reports.</p> <p>d. Utilize design elements to enhance written communications.<br/><i>Examples: layout, illustrations, tables, graphs, charts</i></p>   |                   |  |
| <p>7. Compose an effective business report.</p> <p>a. Use research and the writing process to plan, draft, revise, edit, and publish a business report.</p> <p>b. Identify the parts of the business report, including title page, table of contents, abstract/executive summary, body (including introduction and conclusion), references, and appendices.</p> <p>c. Compare and contrast analytical and informational reports and their appropriate uses.</p>                         | <p>1 2 3 4 IE</p> |  |
| <p><b>Human Relations</b></p>   |                   |  |
| <p>8. Apply communication skills in varied professional roles.</p> <p>a. Demonstrate steps of a conflict-resolution process.</p> <p>b. Describe effective leadership skills.<br/><i>Examples: planning, organizing, monitoring</i></p> <p>c. Explain the stages of team development, indicating the procedures involved in each stage.<br/><i>Examples: forming, storming, norming, performing</i></p> <p>d. Explain ethics and integrity as they relate to business communication.</p> | <p>1 2 3 4 IE</p> |  |
| <p><b>Digital Technology</b></p>  |                   |  |
| <p>9. Use technology to enhance the effectiveness of communication.</p> <p>a. Utilize basic software applications.</p> <p>b. Refine and enhance documents as needed using spell check, thesaurus, grammar check, layout, design, and graphics.</p>  | <p>1 2 3 4 IE</p> |  |

|  | 1 | 2 | 3 | 4 | IE |
|--|---|---|---|---|----|
| <p>10. Demonstrate proficiency in word processing software to create, edit, and publish professional business documents.</p> <ul style="list-style-type: none"> <li>a. Share and maintain documents by configuring options, restricting access to a document, and adding and modifying templates in an existing document.</li> <li>b. Format content of a document by applying advanced font and paragraph attributes, creating tables and charts, constructing reusable content, and linking sections.</li> <li>c. Track and reference documents by reviewing, comparing, and combining documents, creating a reference page, and creating an index.</li> </ul>   |   |   |   |   |    |
| <p>11. Use digital technologies, communication and networking tools, and social networks appropriately to access, manage, integrate, evaluate, and disseminate information in professional settings.</p> <ul style="list-style-type: none"> <li>a. Distinguish between personal and professional use of social media outlets.</li> <li>b. Evaluate the effectiveness of social media for business messaging and brand awareness.</li> <li>c. Explain how individuals interpret messages differently and how values, points of view, and media influence beliefs and behaviors.</li> <li>d. Apply a fundamental understanding of the ethical, legal, and privacy issues surrounding the access and use of media, including what to share and what not to share.</li> <li>e. Apply social media and digital technology etiquette when communicating with a target audience and in the business environment.</li> </ul> | 1 | 2 | 3 | 4 | IE |
| <p>12. Demonstrate proficiency with presentation software to create, edit, publish, and deliver professional business presentations.</p> <ul style="list-style-type: none"> <li>a. Manage a presentation by adjusting views, manipulating</li> </ul>   | 1 | 2 | 3 | 4 | IE |

|   |                                       |  |
|---|---------------------------------------|--|
| <p>presentation features, configuring quick access toolbar, and utilizing presentation file options.</p> <p>b. Create a professional slide presentation by constructing and editing a photo album, changing slide orientation settings, adding and deleting slides, formatting slides, entering and editing text, and formatting text boxes.</p> <p>c. Apply graphic and multimedia elements to a presentation by manipulating graphic elements, images, and/or audio and video elements.</p> <p>d. Create charts and tables within a presentation and manipulate table and chart elements within the layout.</p> |                                       |  |
| <p>13. Create and present a digital portfolio of products highlighting the procedures and techniques involved in effective business communication.</p>  | <p>1      2      3      4      IE</p> |  |
| <b>Career Opportunities</b>   |                                       |  |
| <p>14. Demonstrate communication skills needed to gain and keep employment.</p> <p>a. Research job search strategies and sources for job placement.</p> <p>b. Create an employment portfolio.</p> <p>c. Describe and demonstrate the application and interview process for employment.</p> <p>d. List the communication skills needed to maintain employment.</p>   | <p>1      2      3      4      IE</p> |  |

**Total Points:** \_\_\_\_\_

**Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Business Management and Administration (Business and Legal Concepts)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Percentage of Standards Met

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## CONTENT STANDARDS: HIGH SCHOOL COURSES

### Business and Legal Concepts

*Each content standard completes the stem “Students will....”*

|  | Citations |   |   |      |
|--|-----------|---|---|------|
|  | 1         | 2 | 3 | 4 IE |
| <p><b>Ethics</b></p> <p>1. Summarize ethical responsibilities of business owners toward employees and consumers.</p> <p>a. Research and share information on social responsibility of business owners to the community.</p> <p>b. Distinguish between ethical and unethical business practices.</p> <p>c. Explain rationales and options for resolving disputes.<br/><i>Examples: mediation, arbitration, legal action</i></p> <p>d. Relate ethical, moral, and legal considerations to the decision-making process in business situations.</p>            | 1         | 2 | 3 | 4 IE |
| <p>2. Research and share information on legislation involving ethical issues.<br/><i>Examples: Fair Labor Standards Act, equal employment opportunity statutes, Employment Retirement Income Security Act, Family and Medical Leave Act</i></p> <p>a. Gather and share information pertaining to regulation of interactions between businesses and office-holders, including campaign finance, government purchasing, conflicts of interest, and lobbying after leaving office.</p> <p>b. Research and share examples of unethical behaviors that have</p> | 1         | 2 | 3 | 4 IE |

|   |   |   |       |    |
|---|---|---|-------|----|
| led to increased regulation of business and industry. |   |   |       |    |
| <b>Business Insurance</b>                             |   |   |       |    |
| 3.  | Explain the role of insurance in risk management and mitigation.<br>a. Explain the principles of insurance.<br>b. Research and share information on types of insurance needed by businesses and the purpose of each type.   | 1 | 2 3 4 | IE |
| <b>Business Crimes</b>                                |   |   |       |    |
| 4.  | Identify types of crimes businesses may commit.<br><i>Examples: copyright and patent infringement, fraud, insider trading, tax evasion, bribery</i><br>a. List legal responsibilities of business owners to their customers, employees, and stakeholders.<br>b. Identify legal responsibilities of businesses regarding e-business and e-marketing. | 1 | 2 3 4 | IE |
| 5.  | Describe types of crimes directed toward businesses.<br><i>Examples: vandalism, shoplifting, embezzlement, piracy, cybercrime, counterfeiting of products, copyright and trademark infringement</i><br>a. Explain measures a business can take to protect itself against cybercrime and crimes committed by employees and customers.                | 1 | 2 3 4 | IE |
| <b>Negotiable Instruments</b>                         |   |   |       |    |
| 6.  | Explain the nature of negotiable instruments, including the essentials of negotiability.<br>a. Compare and contrast the handling and purposes of various negotiable instruments, including promissory notes, drafts, digital currency, cashier's checks, bonds, and checks.   | 1 | 2 3 4 | IE |

|  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>b. Identify liabilities for the holder of a negotiable instrument.</li> <li>c. Distinguish between negotiation and discharge of a debt.</li> <li>d. Research and summarize cases dealing with negotiable instruments.</li> </ul>  |   |  |
| <b>Court System</b>  |   |  |
| <ul style="list-style-type: none"> <li>7. Research and share information about the jurisdictions and characteristics of civil and criminal courts for business cases. <ul style="list-style-type: none"> <li>a. Gather and share information on types of business cases handled in state and federal courts.</li> <li>b. Explain the role of class action lawsuits in holding businesses responsible for injuries resulting from their products or wrongful actions.</li> <li>c. Research and share information about significant U.S. Supreme Court cases that influence the way business is conducted.</li> <li>b. Differentiate between business torts and crimes.</li> </ul> </li> </ul> | <p style="text-align: center;">1      2      3      4      IE</p> |  |
| <b>Regulation</b>  |   |  |
| <ul style="list-style-type: none"> <li>8. Explain the rationale for governmental regulation of business activities. <ul style="list-style-type: none"> <li>a. Gather and share information on significant federal legislation governing the conduct of businesses, including incidents leading to the laws and situations the regulations were designed to address.</li> </ul> <p style="margin-left: 20px;"><i>Example: Triangle Shirtwaist Co. fire in 1911</i></p> </li> </ul>  | <p style="text-align: center;">1      2      3      4      IE</p> |  |
| <b>Business Ownership</b>  |   |  |
| <ul style="list-style-type: none"> <li>9. Research and share information on ways businesses may be organized. <ul style="list-style-type: none"> <li>a. Describe the responsibilities of stockholders to a corporation and a corporation to its stockholders.</li> </ul> </li> </ul>   | <p style="text-align: center;">1      2      3      4      IE</p> |  |

|  |            |  |
|--|------------|--|
| b. Explain the steps required to incorporate a business.   |            |  |
| <b>Contracts</b>   |            |  |
| 10. Discuss and explain the classes of contracts and describe methods of offer and acceptance.<br>a. Examine concepts of consideration and principles of contracts in business.<br>b. Create charts, diagrams, or infographics explaining the different capacities to contract and defective or illegal agreements.<br>c. Research recent court cases dealing with contract law and analyze their outcomes.  | 1 2 3 4 IE |  |
| <b>Employment Law</b>  |            |  |
| 11. Explain concepts of agency and employment law.<br>a. Summarize the creation, operation, and termination of an agency.<br>b. Explain employee rights.<br>c. Research and report on the history of labor relations in the United States.<br>d. Describe the function of collective bargaining agreements.<br>e. Interpret the concepts of non-disclosure and limitations on work product protection.<br>f. Research and share information on cases involving employment law. | 1 2 3 4 IE |  |
| 12. Explain the differences between an employee and an independent contractor.<br>a. Explain the function of an employment contract.<br>b. Explain the concept of employment at will.<br>c. Analyze right to work laws and list states where right to work laws  | 1 2 3 4 IE |  |



|   |                               |
|---|-------------------------------|
| <p>are in force.</p> <p>d. Research and share information on workers' compensation coverage.</p> <p><i>Examples: who is covered, how it is calculated, who pays for workers' compensation, how to file</i></p>  |                               |
| <p><b>Property Law</b></p>  |                               |
| <p>13. Research and explain the principles of property ownership and acquisition.</p> <p>a. Classify different types of property.</p> <p>b. Discuss the different types of intellectual property.</p> <p>c. Analyze fair use and explain infringement.</p> <p>d. List ways property can be transferred or acquired.</p> | <p>1    2    3    4    IE</p> |

**Total Points:** \_\_\_\_\_

**Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Business Management and Administration (Introduction to Programming)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards      \_\_\_\_\_ Number of Standards Met      \_\_\_\_\_ Percentage of Standards Met

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## CONTENT STANDARDS: MIDDLE SCHOOL COURSES

### Introduction to Programming

*Each content standard completes the stem "Students will...."*

|  | Citations |   |   |   |    |
|--|-----------|---|---|---|----|
|  | 1         | 2 | 3 | 4 | IE |
| <b>Programming and Development</b>   |           |   |   |   |    |
| 1. Research differences and similarities among various programming languages.  | 1         | 2 | 3 | 4 | IE |
| 2. Construct digital projects using a variety of object-based or language-based programming tools.                       | 1         | 2 | 3 | 4 | IE |
| 3. Gather information about opportunities and roles on software development teams.                                       | 1         | 2 | 3 | 4 | IE |
| 4. List classifications of computerized entertainment and give examples of each type.                                    | 1         | 2 | 3 | 4 | IE |
| 5. Gather and share information on end user and creative perspective of software development.                            | 1         | 2 | 3 | 4 | IE |
| 6. Demonstrate problem-solving and analytical skills while using the design process and correcting programming mistakes. | 1         | 2 | 3 | 4 | IE |
| <b>Web Design</b>  |           |   |   |   |    |
| 7. Demonstrate how websites and web browsers interact with one another on the Internet.                                  | 1         | 2 | 3 | 4 | IE |
| 8. Create a business web page.   | 1         | 2 | 3 | 4 | IE |
| <b>Customer Service and Leadership</b>   |           |   |   |   |    |

|   |   |   |   |   |    |
|---|---|---|---|---|----|
|   | 1 | 2 | 3 | 4 | IE |
| <p>9. Demonstrate different ways in which communication can be used within the workplace.</p> <p>a. Describe the different types of skills employees should use with customers.</p> <p><i>Examples: verbal communication, body language, conflict resolution, respect</i></p> |   |   |   |   |    |
| <p>10. Describe important aspects of large-scale software design processes and implementation.</p>  | 1 | 2 | 3 | 4 | IE |
| <p>11. Describe processes involved in global economy and supply chain implementation of software.</p>   | 1 | 2 | 3 | 4 | IE |
| <p>12. Explain the importance of audience and equity when designing a program.</p>  | 1 | 2 | 3 | 4 | IE |
| <b>Career Opportunities</b>   |   |   |   |   |    |
| <p>13. Gather information on career and entrepreneurial opportunities in the field of computer programming.</p> <p><i>Examples: responsibilities, education, credentialing requirements</i></p>   | 1 | 2 | 3 | 4 | IE |
| <b>Computational Thinking</b>   |   |   |   |   |    |
| <p>14. Demonstrate comprehension of programming logic.</p> <p><i>Examples: conditionals, sequencing, iterations, simple loops</i></p>   | 1 | 2 | 3 | 4 | IE |
| <p>15. Create an algorithm with variables using pseudocode then translate to a programming language.</p> <p><i>Example: flowchart to block coding</i></p>   | 1 | 2 | 3 | 4 | IE |
| <p>16. Design a function to simplify a task and explain how abstraction was used in the design process.</p>   | 1 | 2 | 3 | 4 | IE |

## Digital Culture

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| 17. Identify methods that businesses and their employees can use to secure data on line.  | 1 | 2 | 3 | 4 | IE |
| 18. Evaluate the different modes of social engineering and determine how they affect society.<br><i>Examples: phishing, hoaxes, spoofing, baiting</i> | 1 | 2 | 3 | 4 | IE |
| 19. Promote positive, safe, legal, and ethical behavior online.<br><i>Example: Create a brochure to advocate good digital citizenship.</i>            | 1 | 2 | 3 | 4 | IE |
| 20. Describe the impact of data permanence on personal and professional digital identity.   | 1 | 2 | 3 | 4 | IE |
| 21. Analyze current events, and compare and contrast the scope, emphases, and biases of information available from digital sources across the globe.  | 1 | 2 | 3 | 4 | IE |
| 22. Examine the role of censorship and bias in society and global culture.  | 1 | 2 | 3 | 4 | IE |
| 23. Explain the importance of using assistive technologies to produce a product.  | 1 | 2 | 3 | 4 | IE |
| 24. Contrast the positive and negative impacts of artificial intelligence in industry.  | 1 | 2 | 3 | 4 | IE |

## Systems and Modeling

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| 25. Explain networks and specific set-ups needed for a business environment.  | 1 | 2 | 3 | 4 | IE |
| 26. Determine effective cyber security methods for protecting a company.<br><i>Examples: password requirements, encryption, building security</i> | 1 | 2 | 3 | 4 | IE |
| 27. Diagram a model that represents a system inside a company.<br><i>Examples: supply and demand, a new business model, company</i>               | 1 | 2 | 3 | 4 | IE |

|  |   |   |   |      |
|--|---|---|---|------|
| <i>organizational chart</i>              |   |   |   |      |
| 28. Create a simulation to test a model. | 1 | 2 | 3 | 4 IE |

**Total Points:** \_\_\_\_\_

**Alabama State Department of Education**  
**High-Quality Instructional Materials Review Form**  
**Business Management and Administration**  
**(Introduction to Business Management and Administration, Finance, and Marketing Career Clusters)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards \_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Percentage of Standards Met

***Directions for reviewers using this rubric:***

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## CONTENT STANDARDS: MIDDLE SCHOOL COURSES

### Introduction to Business Management and Administration, Finance, and Marketing Career Clusters

*Each content standards completes the stem "Students will...."*

| <b>Business Career Cluster</b>  | <b>Citations</b>                      |
|---|---------------------------------------|
| <p>1. Relate business functions to business models, business strategies, and organizational goal achievement.</p> <ul style="list-style-type: none"> <li>a. Explain why businesses and organizations exist and their roles in society, and describe types of business models.</li> <li>b. Describe business changes that occur in response to the external environment in which businesses operate.</li> <li>c. Describe types of business activities and the differences in implementation that occur in large and small businesses.<br/><i>Examples: accounting, finance, human resources management, information management, marketing, operations, sales, strategic management</i></li> <li>d. Gather and share information on forces that are driving business changes.<br/><i>Examples: globalization, consumer demand, government policies, political climate, diversity, spending trends, industry structure changes</i></li> <li>e. Identify ways organizations are adapting to today's business environment.<br/><i>Examples: proactive management, competitive aggression, market orientation</i></li> </ul> | <p>1      2      3      4      IE</p> |



### Finance Career Cluster

2. Describe the need for and role of accounting and finance, and explain how they interact with and impact other business activities or functions.  
*Examples: verifying information, guiding decisions, ensuring the financial well-being of a business*
- Create, analyze and interpret financial documents.  
*Examples: budgets, income statements*
  - Review and summarize types of insurance needed by businesses and explain how insurance coverage can reduce financial risk.

1

2

3

4

IE

### Marketing Career Cluster

3. Describe principles of marketing, marketing functions, and the factors that influence marketing decisions.
- Describe marketing's role and function in business and its contributions to overall business strategy.
  - Explain factors that motivate customers, clients, and businesses to buy and actions employees can take to achieve the company's desired results.
  - Describe connections between company actions and results.  
*Examples: influencing consumer behavior, gaining market share*
  - Prepare a short marketing plan for a local business to increase customer base and expand its product line.

1

2

3

4

IE

### Entrepreneurship

4. Gather and share information about the key factors of entrepreneurship and its importance in the economy.

1

2

3

4

IE

|   |                                       |
|---|---------------------------------------|
| <p>a. Describe the impact of small businesses on local, state, and national economies.</p> <p>b. Explain the possibilities of risks and rewards for entrepreneurs.</p> <p>c. Engage in activities related to small business ownership.</p> <p><i>Examples: marketing campaign, sales campaign, customer service, finance/accounting, human resources</i></p>  |                                       |
| <p><b>Professional Development</b></p>  |                                       |
| <p>5. Identify and utilize steps of the career planning process to help prepare for employment in the business, finance, and marketing industries.</p> <p>a. Gather, evaluate, and share information about selected careers in business, finance, and marketing, including necessary skills, employment opportunities, and employers' expectations.</p> <p>b. Gather and share information on the role of professional organizations in advancing careers in business, finance, and marketing.</p>  | <p>1      2      3      4      IE</p> |
| <p><b>Employability Skills</b></p>  |                                       |
| <p>6. Develop career awareness and employability skills needed for gaining and maintaining employment in diverse business settings.</p> <p>a. Identify the scope of career opportunities and the requirements for education, training, certification, licensure and experience.</p> <p>b. Develop a career plan that reflects career interests, pathways, and secondary and postsecondary options.</p> <p>c. Develop strategies for self-promotion in the hiring process.</p> <p><i>Examples: filling out job applications, resume writing, interview skills, portfolio development</i></p> <p>d. Explain the importance of work ethic, accountability, and</p> | <p>1      2      3      4      IE</p> |

|   |                                       |  |
|---|---------------------------------------|--|
| responsibility and demonstrate associated behaviors in fulfilling personal, community, and workplace roles.   |                                       |  |
| <b>Business Ethics and Law</b>  |                                       |  |
| <p>7. Analyze how professional, ethical, and legal behavior contributes to continuous improvement in business performance and regulatory compliance.</p> <ul style="list-style-type: none"> <li>a. Analyze how regulatory compliance affects business operations and organizational performance.</li> <li>b. Access and implement protocols and practices necessary to maintain a clean, safe, and healthy work environment.</li> <li>c. Describe consumer rights and responsibilities, services provided by consumer protection agencies, and consumer protection laws.</li> <li>d. Identify potential conflicts of interest between personal, organizational, and professional ethical standards.</li> </ul>                                | <p>1      2      3      4      IE</p> |  |
| <b>International Business</b>   |                                       |  |
| <p>8. Relate factors impacting international business to internal business operations, practices, and strategies.</p> <ul style="list-style-type: none"> <li>a. Describe the global environment in which businesses operate and explain how the international environment impacts a business's overall global strategy.</li> <li>b. Explain the nature of global legal systems and legal approaches available to resolve disputes in global markets.<br/><i>Examples: lawsuits, arbitration, collaborative law, mediation, negotiation, facilitation, avoidance</i></li> <li>a. Explain regulations governing bribery and foreign monetary payments.</li> <li>b. Describe customs regulations and their impact on global business,</li> </ul> | <p>1      2      3      4      IE</p> |  |

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| trade barriers, and the government agencies that facilitate trade.  |   |   |   |   |    |
| 9. Explain the importance of currency exchange rates and describe how they affect international business. | 1 | 2 | 3 | 4 | IE |

**Total Points:** \_\_\_\_\_

**Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Business Management and Administration  
(Exploring Business Management and Administration, Finance, and Marketing Clusters)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards Met      \_\_\_\_\_ Number of Standards Met      \_\_\_\_\_ Percentage of Standards Met

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## CONTENT STANDARDS: MIDDLE SCHOOL COURSES

### Exploring Business Management and Administration, Finance, and Marketing Clusters

*Each content standard completes the stem "Students will...."*

| <b>Exploring Business Careers</b>  |   |   |   | <b>Citations</b> |
|--|---|---|---|------------------|
| <p>1. List the Alabama career pathways in the Business Management and Administration Cluster.</p> <p style="margin-left: 20px;">a. Describe the Business Management and Administration Cluster and explain what someone in the field might do.</p> <p style="margin-left: 20px;">b. Describe one career from each pathway in the Alabama Career and Technical Education Business Management and Administration Cluster.</p> <p style="margin-left: 20px;">c. Research and create a visual presentation outlining the educational requirements and salaries for an entry-level, mid-level, and upper management position within the business field.</p> | 1 | 2 | 3 | 4 IE             |
| <b>Exploring Marketing Careers</b>   |   |   |   |                  |
| <p>2. List the Alabama career pathways in the Marketing Cluster.</p> <p style="margin-left: 20px;">a. Describe the Marketing Cluster and explain what someone in the marketing field might do.</p> <p style="margin-left: 20px;">b. Describe one career from each pathway in the Alabama Career and Technical Education Marketing Cluster.</p> <p style="margin-left: 20px;">c. Research and create a visual presentation outlining the educational requirements and salaries for an entry-level, mid-level, and upper management position within the marketing field.</p>   | 1 | 2 | 3 | 4 IE             |
| <b>Exploring Finance Careers</b>   |   |   |   |                  |

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| <p>3. List the Alabama career pathways in the Finance Cluster.</p> <ul style="list-style-type: none"> <li>a. Describe the Finance Cluster and explain what someone in the finance field might do.</li> <li>b. Describe one career from each pathway in the Alabama Career and Technical Education Finance Cluster.</li> <li>c. Research and create a visual presentation outlining the educational requirements and salaries for an entry-level, mid-level, and upper management position within the finance field.</li> </ul>                            | 1 | 2 | 3 | 4 | IE |
| <p><b>Job Search</b></p>  |   |   |   |   |    |
| <p>4. Explain the process of finding and applying for jobs in business management and administration, marketing, and finance.</p> <ul style="list-style-type: none"> <li>a. Explain where business management and administration, finance, or marketing jobs may be found.</li> <li>b. List the documents needed to apply for different job and career opportunities.</li> <li>c. Create a personal career plan which leads to meeting requirements for a mid-level position in business management and administration, marketing, or finance.</li> </ul> | 1 | 2 | 3 | 4 | IE |
| <p><b>Employability Skills</b></p>  |   |   |   |   |    |
| <p>5. List and describe skills needed for posted positions in business management and administration, marketing, and finance.</p> <ul style="list-style-type: none"> <li>a. Discuss how a person can demonstrate soft skills needed for career success.</li> <li>b. Describe a scenario to illustrate a strong work ethic.</li> <li>c. Assess personal strengths and weaknesses that would impact</li> </ul>  | 1 | 2 | 3 | 4 | IE |

|                                   |   |   |   |   |      |
|-----------------------------------|---|---|---|---|------|
| successful employment.            |   |   |   |   |      |
| <b>Stress and Time Management</b> |   |   |   |   |      |
| 6.                                | Discuss the relationship between time management and stress.  | 1 | 2 | 3 | 4 IE |
|                                   | <ul style="list-style-type: none"> <li>a. Determine the effects of good and poor time management and their corresponding stress levels, then develop strategies to continue or overcome the effects.</li> <li>b. Utilize a plan to implement effective time management skills.</li> </ul>   |   |   |   |      |
| <b>Leadership</b>                 |   |   |   |   |      |
| 7.                                | Explore the Career and Technical Student Organizations (CTSOs) available in Alabama relating to business management and administration, finance, and marketing and describe how they enhance the skills and knowledge needed in the business management and administration, finance, and marketing fields.  | 1 | 2 | 3 | 4 IE |
|                                   | <ul style="list-style-type: none"> <li>a. List the goals of the selected CTOSs.</li> <li>b. Research the history of the selected CTOSs.</li> <li>c. Describe the student leadership positions available at the local and state levels in the selected CTOSs.</li> <li>d. Research and prepare an entry for a CTOS competitive event at the local and state levels.</li> <li>e. Describe local, state, and national CTOS programs, events, and conferences.</li> <li>f. Utilize research to create and present a recruitment video for the selected CTOS that describes interesting facts, benefits of membership, and leadership, educational and service opportunities available.</li> </ul> |   |   |   |      |



**Total Points:** \_\_\_\_\_

**Alabama State Department of Education**  
**High-Quality Instructional Materials Review Form**  
**Business Management and Administration (Entrepreneurship and Financial Skills Development)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards \_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Percentage of Standards Met

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## CONTENT STANDARDS: MIDDLE SCHOOL COURSES

### Entrepreneurship and Financial Skills Development

*Each content standard completes the stem "Students will...."*

| Entrepreneurship   | Citations |   |   |   |    |
|--|-----------|---|---|---|----|
|  | 1         | 2 | 3 | 4 | IE |
| <ol style="list-style-type: none"> <li>1. Research and share information on the role of entrepreneurship within the economy.                             <ol style="list-style-type: none"> <li>a. Differentiate among entrepreneurship, entrepreneur, and intrapreneur.</li> <li>b. Describe the characteristics and risks of entrepreneurship.</li> <li>c. Research and share information about entrepreneurship trends.</li> </ol> </li> </ol>  | 1         | 2 | 3 | 4 | IE |
| <ol style="list-style-type: none"> <li>2. Describe how economic concepts are applied to the decision-making process in an entrepreneurial venture.                             <ol style="list-style-type: none"> <li>a. Explain the determinants of supply and demand.</li> <li>b. Explain how a given economic environment might influence decision-making by entrepreneurs.<br/><i>Examples: competition, market size, exchange and interest rates, unemployment rate</i></li> <li>c. Describe ethical and social responsibilities faced by entrepreneurs.</li> </ol> </li> </ol> | 1         | 2 | 3 | 4 | IE |
| <ol style="list-style-type: none"> <li>3. Identify methods to determine the wants and needs of customers.                             <ol style="list-style-type: none"> <li>a. Distinguish between businesses that produce a product and those that provide a service.</li> </ol> </li> </ol>   | 1         | 2 | 3 | 4 | IE |
| <ol style="list-style-type: none"> <li>4. Describe the aspects of interpersonal relationships in organizations.                             <ol style="list-style-type: none"> <li>a. Explain factors that affect business relations.<br/><i>Examples: communication, honesty</i></li> </ol> </li> </ol>   | 1         | 2 | 3 | 4 | IE |

|   |                                       |  |
|---|---------------------------------------|--|
| <p>b. Identify ways to improve interpersonal relationships and manage conflicts.</p>  |                                       |  |
| <p>5. Research and describe traits and behaviors associated with entrepreneurial success.<br/><i>Example: Research and write a brief biography of two or more successful entrepreneurs, highlighting the personal characteristics that helped them to succeed in business.</i></p> <p>a. Gather, evaluate, and share information on the ways mentors can benefit entrepreneurs.</p> <p>b. Gather and share information regarding agencies and government programs which encourage or support small businesses.<br/><i>Examples: chambers of commerce, Small Business Administration</i></p> | <p>1      2      3      4      IE</p> |  |
| <p><b>Business Operations</b></p>   |                                       |  |
| <p>6. Manage and operate an actual or simulated business.</p> <p>a. Determine a basic marketing strategy and estimate how pricing will affect the strategy.</p> <p>b. Complete paperwork required for a successful business.<br/><i>Examples: invoices, receipts, payroll</i></p>   | <p>1      2      3      4      IE</p> |  |
| <p>7. Research, develop, and present a business plan.</p> <p>a. Identify and describe the parts of a business plan.</p> <p>b. Explain why it is important for an entrepreneur to have a business plan.</p>  | <p>1      2      3      4      IE</p> |  |
| <p><b>Financial Concepts</b></p>  |                                       |  |
| <p>8. Enumerate start-up costs for a new or expanding business and identify possible sources of funding.</p>  | <p>1      2      3      4      IE</p> |  |

| <i>Examples: savings, outside investments, loans, grants</i>  |   |  |  |
|---|---|--|--|
| <p>9. Explain financial concepts and tools used by entrepreneurs in making business decisions.</p> <p>a. Identify and explain the components of common financial documents.</p> <p><i>Examples: balance sheets, income statements, cash flow statements</i></p> <p>b. Explain terms and concepts associated with starting and running a business.</p> <p><i>Examples: fixed costs, variable costs, break-even point, profit</i></p> | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p> |  |  |
| <p>10. Describe financial challenges encountered by small business owners.</p> <p><i>Examples: managing cash flow, budgeting, securing funding, handling unforeseen expenses, managing debt, making marketing decisions</i></p> <p>a. Describe advantages and disadvantages of various types of funding for small businesses.</p> <p><i>Examples: personal loans, commercial loans, personal savings, sponsorships</i></p>          | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p> |  |  |
| <b>E-commerce Opportunities</b>   |   |  |  |
| <p>11. Research and share information about ways entrepreneurs can effectively utilize the Internet.</p> <p>a. Identify business opportunities afforded by the Internet which are not available in other venues.</p> <p>b. Describe the advantages and disadvantages of using the Internet to do business.</p> <p>c. Evaluate a variety of websites in terms of functionality, attractiveness, and customer usability.</p>          | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p> |  |  |

**Total Points:** \_\_\_\_\_

**Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Business Management and Administration (Digital Media Skills Development)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards \_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Percentage of Standards Met

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## CONTENT STANDARDS: MIDDLE SCHOOL COURSES

### Digital Media Skills Development

*Each content standard completes the stem "Students will...."*

| <b>Basic Skills</b>   | <b>Citations</b> |   |   |      |
|---|------------------|---|---|------|
| 1. Demonstrate basic technology skills and proper use of basic computer components.<br><br><i>Examples: manage files; use the Internet, application programs, hardware, operating systems, software</i> | 1                | 2 | 3 | 4 IE |
| <b>Presentation Software</b>  |                  |   |   |      |
| 2. Design and create multimedia presentations using a variety of components.<br><i>Examples: selected theme, bulleted text, graphics, charts, graphs, video, animation, transitions</i>                 | 1                | 2 | 3 | 4 IE |
| 3. Demonstrate procedures for creating, saving, retrieving, and delivering multimedia presentations.  | 1                | 2 | 3 | 4 IE |
| 4. Utilize software to create presentations in file formats that allow the presentations to be transported and shared with an audience.   | 1                | 2 | 3 | 4 IE |
| <b>Communication Skills</b>   |                  |   |   |      |
| 5. Demonstrate oral presentation skills that sustain listeners' attention and interest, including eye contact, clear enunciation, and use of visual aids.   | 1                | 2 | 3 | 4 IE |
| 6. Develop support materials to accompany a presentation, including tables and charts.  | 1                | 2 | 3 | 4 IE |



|  |   |   |   |   |    |
|--|---|---|---|---|----|
| 7. Apply active listening skills to obtain and clarify information.                            | 1 | 2 | 3 | 4 | IE |
| 8. Summarize written materials from various career sources clearly, concisely, and accurately. | 1 | 2 | 3 | 4 | IE |
| <b>Video</b>   |   |   |   |   |    |
| 9. Design, create, and edit video components.<br><i>Examples: trim, slow, add photos</i>       | 1 | 2 | 3 | 4 | IE |
| 10. Demonstrate procedures for combining videos, adding text, and applying 3D effects.         | 1 | 2 | 3 | 4 | IE |
| 11. Utilize file formats to export or share video projects.                                    | 1 | 2 | 3 | 4 | IE |
| <b>Work Ethic</b>  |   |   |   |   |    |
| 12. Explain the personal and societal benefits of work.  | 1 | 2 | 3 | 4 | IE |

**Total Points:** \_\_\_\_\_

**Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Business Management and Administration (Career Explorations)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Percentage of Standards Met

***Directions for reviewers using this rubric:***

Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of standards met, divide total points obtained by possible points.

**4--Exceeds Expectations:** All materials reviewed indicate high-quality; none indicate low quality.

**3--Meets Expectations:** Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

**2--Partially Meets Expectations:** Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

**1--Does Not Meet Expectations:** Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

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## CONTENT STANDARDS: MIDDLE SCHOOL COURSES

### Career Explorations

*Each content standards completes the stem "Students will...."*

| <b>Technology</b>  | <b>Citations</b> |   |   |      |
|--|------------------|---|---|------|
| 1. Demonstrate basic hardware and software technology skills in using digital devices.<br><i>Examples: using a personal computer, managing files, using the Internet, using application programs</i>   | 1                | 2 | 3 | 4 IE |
| <b>Work Ethics</b>   |                  |   |   |      |
| 2. Explain personal and societal benefits of participating in the workforce  | 1                | 2 | 3 | 4 IE |
| <b>Communication Skills</b>  |                  |   |   |      |
| 3. Deliver workplace presentations that utilize eye contact, clear enunciation, and visual aids during presentations to enhance and sustain listeners' attention and interest. <ul style="list-style-type: none"> <li>a. Identify, select, and prepare support materials to accompany a workplace presentation, including tables, charts, and technology.</li> </ul> | 1                | 2 | 3 | 4 IE |
| 4. Utilize active listening skills to obtain, clarify, and summarize information in the workplace.   | 1                | 2 | 3 | 4 IE |

|  |   |   |   |   |    |
|--|---|---|---|---|----|
| 5. Summarize written materials from various career resources clearly, succinctly, and accurately.  | 1 | 2 | 3 | 4 | IE |
| <b>Employability Skills</b>  |   |   |   |   |    |
| 6. Demonstrate positive work behaviors and personal qualities, including willingness to acquire new knowledge and skills, integrity in a work situation, and willingness to follow rules and procedures.                     | 1 | 2 | 3 | 4 | IE |
| 7. Describe employment skills needed for obtaining and maintaining a job.<br><i>Examples: punctuality, communication, attention to detail</i>  | 1 | 2 | 3 | 4 | IE |
| <b>Leadership</b>  |   |   |   |   |    |
| 8. Demonstrate interpersonal skills, including teamwork, conflict management, problem-solving, and networking.   | 1 | 2 | 3 | 4 | IE |
| 9. Research and demonstrate leadership skills for creating an environment that fosters mutual trust and respect.   | 1 | 2 | 3 | 4 | IE |
| <b>Career Opportunities</b>  |   |   |   |   |    |
| 10. Locate resources to determine job and career opportunities related to fields covered in the Alabama Career and Technical Education Clusters.<br>a. Describe each of the Alabama Career and Technical Education Clusters. | 1 | 2 | 3 | 4 | IE |
| 11. Identify employment opportunities to match personal interests and aptitudes.   | 1 | 2 | 3 | 4 | IE |
| 12. Create a personal plan of study to meet career goals and objectives and cite resources used to create the plan.  | 1 | 2 | 3 | 4 | IE |

**Total Points:** \_\_\_\_\_

**Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Business Management and Administration (Business Skills Development)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards \_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Percentage of Standards Met

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## CONTENT STANDARDS: MIDDLE SCHOOL COURSES

### Business Skills Development

*Each content standard completes the stem "Students will...."*

| <b>Career Explorations</b>   | <b>Citations</b> |   |   |   |    |
|--|------------------|---|---|---|----|
| <p>1. Utilize a variety of career awareness and research resources to determine career opportunities, job responsibilities, required training or education, and credentialing or license requirements for a selected career within the 16 Career Clusters.</p> <p><i>Examples: the state-provided career planning system, on-line blog reports, web quests, personal interest inventories and assessments, job search queries, professional interviews, internships, apprenticeships</i></p> | 1                | 2 | 3 | 4 | IE |
| <p>2. Explore and complete self-assessments that highlight their own work values and aptitudes.</p>  | 1                | 2 | 3 | 4 | IE |
| <p>3. Develop a career plan for a specific career.</p>   | 1                | 2 | 3 | 4 | IE |
| <b>Business Communications</b>   |                  |   |   |   |    |
| <p>4. Demonstrate verbal communication, written communication, business etiquette, and interpersonal skills needed in the workplace.</p>   | 1                | 2 | 3 | 4 | IE |
| <p>5. Apply conflict management strategies to resolve workplace conflict.</p> <p><i>Examples: role plays, active listening techniques</i></p>  | 1                | 2 | 3 | 4 | IE |
| <p>6. Create business communications related to employment.</p> <p><i>Examples: resume, letter of application, letter of resignation</i></p>   | 1                | 2 | 3 | 4 | IE |
| <p>7. Explain the purpose of a business interview.</p>   | 1                | 2 | 3 | 4 | IE |

|  |            |  |
|--|------------|--|
| a. Demonstrate appropriate dress and behavior for an employment interview.   |            |  |
| <b>Interpersonal and Professional Growth</b>   |            |  |
| 8. Identify and describe professional skills that are needed in the workplace.<br>Examples: core elements/overall professionalism in various settings including work ethic, netiquette, teamwork, networking, critical thinking, researching, strategizing, data analysis, problem-solving, decision-making                | 1 2 3 4 IE |  |
| 9. Apply resource management skills.<br><i>Examples: time management, organizational skills, personnel relationships management</i>  | 1 2 3 4 IE |  |
| 10. Demonstrate organizational skills for handling important information and materials.<br><i>Example: ability to locate, organize, use, analyze, interpret, and communicate information</i>   | 1 2 3 4 IE |  |
| 11. Display personal qualities that contribute to effective relationships, professional growth, and career success.<br><i>Examples: confidence, enthusiasm, positive attitude, initiative, integrity, willingness to learn, self-discipline, responsibility, ability to work with others, flexibility, open-mindedness</i> | 1 2 3 4 IE |  |
| 12. Compare and contrast business and personal ethics.   | 1 2 3 4 IE |  |
| <b>Leadership</b>  |            |  |
| 13. Gather and share information on effective leadership styles and the qualities of a good leader.<br>a. Identify the skills needed for effective leadership.   | 1 2 3 4 IE |  |

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| 14. Demonstrate personal traits associated with teamwork and good leadership.   | 1 | 2 | 3 | 4 | IE |
| 15. Gather and share information on parliamentary procedure and its importance in the workplace.  | 1 | 2 | 3 | 4 | IE |
| <b>Digital Citizenship</b>  |   |   |   |   |    |
| 16. Explain how the use of social media and other technology has the potential to damage one's future career prospects.   | 1 | 2 | 3 | 4 | IE |
| <b>Computer Hardware and Software</b>   |   |   |   |   |    |
| 17. Demonstrate proper maintenance and techniques when using hardware and software, including file management, backing up files, having a backup plan when technology fails, and troubleshooting systems and applications.  | 1 | 2 | 3 | 4 | IE |
| 18. Use technology systems and operations in a business environment. <ul style="list-style-type: none"> <li>a. Utilize various hardware and software to produce business-related publications. <ul style="list-style-type: none"> <li><i>Examples: letters, memos, minutes, agendas, web pages, podcasts, fliers, business cards, mailing labels, advertisements</i></li> </ul> </li> </ul> | 1 | 2 | 3 | 4 | IE |
| <b>Personal and Business Finance</b>  |   |   |   |   |    |
| 19. Compare and contrast types of personal and business banking services.   | 1 | 2 | 3 | 4 | IE |
| 20. Create a personal budget based upon possible future employment, including projected income and expenditures.  | 1 | 2 | 3 | 4 | IE |
| 21. Create financial records fundamental to business. <ul style="list-style-type: none"> <li><i>Examples: bank account reconciliations, payroll, taxes, invoices, purchase orders</i></li> </ul>  | 1 | 2 | 3 | 4 | IE |

**Total Points:** \_\_\_\_\_



**Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Business Management and Administration (Digital Technology)**

Textbook Title: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Grade Level or Subject Area: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

\_\_\_\_\_ Number of Standards \_\_\_\_\_ Number of Standards Met \_\_\_\_\_ Percentage of Standards Met

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## CONTENT STANDARDS: MIDDLE SCHOOL COURSES

### Digital Technology

*Each content standards completes the stem "Students will...."*

| Computer Basics   | Citations |   |   |      |
|---|-----------|---|---|------|
| 1. Exhibit proper use of basic computer components, including hardware, operating systems, software, file management, network functions, hardware maintenance, and problem-solving.<br><i>Examples: changing printer cartridge, replenishing paper, scanning disk, defragmenting disk, clearing paper jam</i> | 1         | 2 | 3 | 4 IE |
| 2. Describe types and purposes of computer systems.<br>a. Outline the history of computing.   | 1         | 2 | 3 | 4 IE |
| <b>Software Application</b>   |           |   |   |      |
| 3. Demonstrate data input techniques with speed and accuracy.<br><i>Examples: touch method, voice recognition</i>   | 1         | 2 | 3 | 4 IE |
| 4. Utilize word processing skills, including creating page layouts, proofreading, editing, printing, and saving.  | 1         | 2 | 3 | 4 IE |
| 5. Use spreadsheet software to create, save, open, edit, and print a workbook or worksheet.<br>a. Utilize formulas for problem-solving.<br>b. Create charts to interpret spreadsheet data.  | 1         | 2 | 3 | 4 IE |

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| 6. Create a database file.<br><i>Examples: tables, reports, forms, queries</i>  | 1 | 2 | 3 | 4 | IE |
| 7. Demonstrate procedures for creating, saving, retrieving, and delivering multimedia presentations.  | 1 | 2 | 3 | 4 | IE |
| 8. Demonstrate uses of the Internet in business.<br><i>Examples: purchasing, research and development, publicity, communication, selling</i>  | 1 | 2 | 3 | 4 | IE |
| <b>Career Opportunities</b>   |   |   |   |   |    |
| 9. Research career and entrepreneurial opportunities, responsibilities, and educational and credentialing requirements in high-demand, entry-level information technology positions and identify opportunities for career advancement to upper-level positions in the field.<br>a. Utilize research and local Workforce Development data to select one high-demand entry-level information technology position of particular interest and identify education and training needed to advance to upper-level positions in the profession.<br>b. Prepare and present a slide presentation outlining progression from an entry-level information technology position to upper-level positions in the profession. Examples: wages, education/training, travel, correspondence, advertisement | 1 | 2 | 3 | 4 | IE |
| <b>Technology</b>   |   |   |   |   |    |
| 10. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.  | 1 | 2 | 3 | 4 | IE |
| 11. Analyze the impact of information technology on society.<br><i>Examples: mobility, time saving, cost efficiency, innovation, ease of</i>  | 1 | 2 | 3 | 4 | IE |

|   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| <i>access to information, communication</i> |   |   |   |   |   |    |
| <b>Ethics</b>                               |   |   |   |   |   |    |
| 12.   | Describe ethical considerations resulting from technological advances.<br><i>Examples: hacking risks, privacy concerns, restricted sites, copyright, intellectual property rights</i>   | 1 | 2 | 3 | 4 | IE |
| 13.   | Describe positive, safe, legal, and ethical behavior when using technology.<br><i>Examples: social interactions online, networked devices, email, music, video</i>  | 1 | 2 | 3 | 4 | IE |
| <b>Computational Thinking</b>               |   |   |   |   |   |    |
| 14.   | Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.<br><i>Examples: technology trends, online search term data, shopping trends</i> | 1 | 2 | 3 | 4 | IE |

**Total Points:** \_\_\_\_\_