\*For the purposes of this document, Tennessee CTE students are considered to be enrolled in course “levels” (i.e., Level 1, Level 2, Level 3, and Level 4) due to variation in the *grade* level at which students may take a course. For example, a tenth-grade student may be enrolled in a Level 1 course. For this reason, reviewers are asked to evaluate materials on the basis of their alignment to particular *course levels*, not *grade* *levels* or *grade bands*.

|  |  |  |  |
| --- | --- | --- | --- |
| **SECTION I**  **Alignment to Standards**  *Materials must meet 80% of indicators in Section I*  **Students and teachers using the materials as designed devote the majority of time in each level to the course standards.\*** | | | |
| *Of the 16 standards listed below, 13 indicators must be marked “yes” as having aligned to mastery the standard in order for the textbook to pass section I.* **Use an “x” in the selected “yes” or “no” column. Avoid using the actual word “yes” or “no”** | | | |
| **Evidence of 80% Alignment to Standards** | | | |
| **Standards** | **Yes** | **No** | **Evidence/Notes** |
| 1. Explain the concept of economy, delineating between micro and macroeconomic principles; discuss how scarcity and factors of production require nations to make economic choices. Compare and contrast how the various economic systems (traditional, market, command, mixed) try to answer the questions: “What to produce? How to produce it? For whom to produce?” |  |  |  |
| 1. Drawing on resources such as the Tennessee Department of Labor and Workforce Development, investigate the current economic situation in a county with a hospitality industry presence and compare it to the economic situation for the state and/or nation. Write a report on the findings, citing evidence from sources researched. Discuss how the hospitality industry contributes to the local economy, including its effect on employment and consumers. |  |  |  |
| 1. Explain the theory of supply and demand by diagramming a hospitality or tourism business in a certain location, using reliable resources such as the Tennessee Department of Economic and Community Development. Use the price listed at the time of the assignment as the equilibrium price; show the impact on price due to an increase (peak season) or decrease (off season) in demand or supply. |  |  |  |
| 1. Produce a graphic illustration of the business cycle (recession, depression, recovery, and peak) and describe what happens to the economy at each stage of the business cycle. Cite examples of how prices fluctuate at each stage of the cycle, and discuss the impact on both consumers and businesses within the context of hospitality segments, presenting claims and counterclaims persuasively from research. |  |  |  |
| 1. Compare and contrast the meaning of the terms marketing and advertising. Describe each marketing core function (i.e., channel management, marketing information management, market planning, pricing, product service management, promotion, and selling). Supply examples of how each of these functions supports the marketing concept in the hospitality and tourism businesses. |  |  |  |
| 1. Investigate the impact of cultural diversity on the hospitality and tourism industry. Discuss the components of cultural diversity, including religious customs, dietary habits, and traditions. Create a presentation to increase multicultural awareness as a strategy to accommodate consumers. |  |  |  |
| 1. Examine the marketing mix and relate how hospitality businesses conduct marketing research. Select a service and construct a visual representation with details and examples illustrating each of the four P’s of the marketing mix (product, price, promotion, and place) and the four C’s of hospitality (consumer, cost, communications, and convenience) as they relate to the selected service or business in the hospitality industry. |  |  |  |
| 1. Investigate the launch of a new service offered by a hospitality or tourism business, or the opening of a new tourist attraction in the community. For example, review the opening of a new location of a hotel/restaurant chain, or the construction of a new sports or entertainment venue. Research how the company employed the marketing mix to aid in the launch; then create a presentation highlighting successes, challenges, and lessons learned. Additionally, critique the company’s strategies and suggest alternative ideas for future campaigns, following the principles of the marketing mix. |  |  |  |
| 1. Explain the concept of market segmentation, citing textbooks and case studies in a discussion of how market segmentation is used as a strategy by hospitality and tourism business to increase their market share. Examples may include differentiated pricing of tickets for sporting events or concerts, or different levels of service in lodging or food and beverage businesses. |  |  |  |
| 1. Conduct a SWOT analysis on a hospitality and tourism business, identifying its most significant strengths, weaknesses, opportunities, and threats. Highlight the techniques or specific results of market segmentation by including demographic, psychographic, and geographic data in the analysis. |  |  |  |
| 1. Research and analyze the elements of a marketing plan from different businesses in the hospitality and tourism industry. Identify elements commonly found and discuss the concept of return on investment (ROI) as it appears in marketing plans. Cite specific textual evidence from the plans to describe how hospitality businesses measure ROI. |  |  |  |
| 1. Create a green or traditional marketing plan for a selected business in the local hospitality industry aimed at increasing the business’s visibility to the non-local customer. Outline specific marketing strategies, implementation plans, and evaluation standards. Explain the measures that will be used to quantify the return on investment (ROI). |  |  |  |
| 1. Identify the types of promotion used in the hospitality and tourism industry, such as but not limited to advertising, direct marketing (including social media marketing), sales promotion, personal selling, and public relations. Describe the concept of the promotional mix. Give examples of why all elements of the promotional mix must be coordinated. Identify the major types of advertising media and cite the pros and cons of each. |  |  |  |
| 1. Identify and categorize the main benefits of effective promotions and loyalty programs by analyzing journal articles about, each. Research a prominent example of a promotion or loyalty program; name the company sponsor, identify any nonprofit benefactors, and construct an essay highlighting factors that contributed to the launch of the promotion as well as to its continued existence. Address how social media tools have been leveraged to support the selected example. |  |  |  |
| 1. Design a promotion or loyalty plan for a local hospitality business. Include all elements of the promotional mix. Ensure that the plan addresses the following:    1. Goals    2. Target market    3. Message or theme    4. Coordination aspects    5. Action plan/implementation    6. Evaluation instrument |  |  |  |
| 1. Describe the concept of standardization as it relates to expansion of hospitality businesses into additional franchises. Describe how a business’s image is created and/or enhanced through themes, furnishings, layout, and displays. Conduct site visits comparing and contrasting two businesses in the same hospitality segment, and document with photos, written observations, and/or interviews with personnel. Present findings to the class, assessing the qualities that set each business apart. |  |  |  |
| **Additional comments on the standards alignment with the materials:** | | | |
| **Materials meet 80% Alignment with section 1: Standards?**  This means that at least 13 boxes in this section were marked “YES.” If 4 or more “No” boxes are marked, then this program does not pass. | Yes | No |  |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **SECTION II**  **RIGOR**  *Each level’s instructional materials reflect high expectations for all students. They follow faithfully the level of rigor intended in the standards and support student learning through high-quality presentation of content and challenging application. In order to pass section II each of the following metrics must be met with a “yes.”* **Use an “x” in the selected “yes” or “no” column. Avoid using the word “yes” or “no”** | | | |
| **METRICS:** | | | |
| |  |  |  |  | | --- | --- | --- | --- | |  | **YES** | **No** | **Evidence/Notes** | | 1. Materials effectively meet the level of rigor intended in the standards. |  |  |  | | 1. High-quality problems and questions designed to invite exploration and support conceptual understanding are included throughout. A variety of problems, both conceptual and technical, enable students to connect course content and transfer understandings to new situations. |  |  |  | | 1. All materials reinforce literacy and mathematics instruction in career and technical education environments. Texts are of an appropriately challenging Lexile level; mathematics problems push students to apply quantitative reasoning to specific technical situations. |  |  |  | | 1. Materials support the development of fluency, including regular opportunities to practice knowledge and skills, appropriately apply tools, and use technology. |  |  |  | | 1. Domain-specific vocabulary and industry terminology are frequently used to explain topics, or to make connections to key workplace activities. |  |  |  | | | | |
| **Additional comments on rigor of materials:** | | | |
| **Materials meet all 5 metrics in section II: Rigor**  This means that each of the 5 boxes were marked “yes” in section II. | **YES** | **NO** |  |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **SECTION III**  **POSTSECONDARY AND CAREER READINESS**  *Materials promote multiple pathways to student success beyond high school, highlighting a range of career opportunities aligned with entry and exit points to and from appropriate postsecondary programs. Aligned pathways are presented in a fair and balanced fashion that underscores the need for advanced training beyond high school, but does not privilege one set of credentials over another and is consistent with occupational requirements.* **Use an “x” in the selected “yes” or “no” column. Avoid using the word “yes” or “no.”** | | | |
| **METRICS:** | | | |
| |  |  |  |  | | --- | --- | --- | --- | |  | **Yes** | **No** | **Evidence/Notes** | | 1. Technical skills are promoted within the context of applicable industries and work environments. They are *not* presented in isolation or without meaningful connections to aligned careers. |  |  |  | | 1. Materials showcase a diversity of career and postsecondary opportunities for students upon completion of high school, including all applicable levels of postsecondary training (i.e., technical schools, community colleges, four-year universities, etc.). |  |  |  | | 1. Connections to relevant certifications and other credentials are clearly explained, and their value in industry is communicated where appropriate. |  |  |  | | 1. Materials provide opportunities for students to practice and reflect upon 21st century (or “soft”) skills. |  |  |  | | | | |
| **Justification/Notes** | | | |
| **Materials meet each of the 4 metrics for Postsecondary and Career Readiness.**  **This means ALL 4 metrics are marked “yes” in section III.** | **Yes** | **No** |  |
|  |  |

|  |
| --- |
| **SECTION IV**  **ADDITIONAL CRITERIA AND INDICATORS OF QUALITY** |
| *Materials must meet all non-negotiable criteria in Section I, II, and III to be aligned to the course standards and receive state approval.*  *Section IV includes additional criteria for alignment to the course standards as well as indicators of quality. Section IV will not disqualify a text from being approved on the state adoption list. This section provides districts with additional information to use during their decision-making process.* **Use an “x” in the selected “yes” or “no” column. Avoid using the word “yes” or “no.”** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Alignment to industry standards** | **Yes** | **No** | **JUSTIFICATION/NOTES** |
| 1. Materials are aligned to relevant **national and/or industry standards** where appropriate. For example, *Mechatronics I* materials routinely make reference to and reinforce connections with national industry certification standards from companies like Siemens. |  |  |  |
| 1. Materials are aligned to discipline-specific **content or pedagogical frameworks** frequently used by professionals in associated industries. For example, Differentiating Instruction materials routinely make reference to and reinforce connections with instructional strategies that meet the educational needs of the student, as specified in the standards. |  |  |  |
| 1. Connections are made to discipline-specific **professional societies and organizations**, and their value is clearly communicated in the materials. For example, *School Counseling* materials routinely make reference to and reinforce connections with the American School Counselor Association (ASCA). |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **SEQUENCE AND PROGRESSION OF STANDARDS** | **Yes** | **No** | **JUSTIFICATION/NOTES** |
| 1. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards. |  |  |  |
| 1. Materials are vertically coherent with previous courses and these connections are made clear in the materials. The connections are explicit to the other materials in the course. |  |  |  |
| 1. For materials in a series, content progressions reflect the progressions as seen in the standards. These progression connections are clearly indicated in the materials. Any discrepancies in content progressions enhance the required learning in each course and are clearly aimed at helping students meet the standards as written. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **TEACHER SUPPORTS** | **Yes** | **No** | **JUSTIFICATION/NOTES** |
| 1. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies. |  |  |  |
| 1. Materials include teacher-directed materials that explain the role of the practice activities in the classroom and in students’ content development. Problems and activities present opportunities for students to make use of and exhibit the skills as they work on mastery of content. |  |  |  |
| 1. Opportunities and resources are provided for teachers to conduct independent study to enhance their own understanding and knowledge of course topics. Materials provide avenues to seek and identify quality professional development in a manner that will support student learning. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **USABILITY** | **Yes** | **No** | **JUSTIFICATION/NOTES** |
| 1. Materials can be accessed in a variety of formats and media, including but not limited to printed textbooks, digital storage devices, online applications, and cloud-based forums. |  |  |  |
| 1. Materials are clear and easy to read for students, teachers, and parents. The design and graphics do not distract from the course content and are appropriately placed. |  |  |  |
| 1. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students. |  |  |  |
| 1. Materials are culturally and politically sensitive to the full range of potential users, and do not advance unwarranted opinions that are not factually based. All materials strive to present content, not beliefs. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **ASSESSMENTS** | **Yes** | **No** | **JUSTIFICATION/NOTES** |
| 1. Materials include aligned assessments at regular intervals throughout the text(s), or as supplements to the primary instructional materials. Aligned assessments may include end-of-chapter quizzes, unit test modules, and practice exams. |  |  |  |
| 1. Materials offer ideas and guidance on measuring student progress throughout the duration of the aligned course(s). Formative, interim, and summative assessment strategies are all presented to inform instructional strategy and improvement. |  |  |  |
| 1. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency. |  |  |  |

|  |
| --- |
| **SECTION V *(optional)*:FOCUS AREA**  *Use this section to capture qualitative observations on an additional area of focus, if presented in the materials. A sample focus area for the Health Informatics program of study is provided in the following. If applicable, fill in the blank table with observations and notes.* |

|  |  |
| --- | --- |
| **III. EXAMPLE: FOCUS IN Health Information Systems** | **NOTES** |
| 1. Materials include coverage of major parameters most frequently reported in health databases. |  |
| 1. Materials draw clear connections between policy and procedures and the legal ramifications of health informatics. |  |