

TEXTBOOK SELECTION AND ADOPTION FORM

Vital Information

Title Hospitality and Tourism Management/Year 1 Price \$80

Material (check one): Major text series Supplementary material

Instructional Course for which material will be used: Hospitality

Author: The American Hotel and Lodging Institute Publisher: The American Hotel and Lodging Institute

Place of Publication: FL

Year of Publication: 2012 Edition: 1

Current Text: None Year of Adoption: NA

**Please score each item 1 – 3 points. 1 = Poor 2 = Fair 3 = Excellent
If an item is not applicable, please mark N/A.**

Please provide evidence and/or comments for each indicator.

Section A

Understanding: Content / Standards	Evidence / Comments	Points (1-3)
The materials support big ideas and/or essential questions that are aligned to the department/course curriculum.	The textbook is up to date and has relevant materials.	3
The content addresses district, state and national standards.	Each chapter covers different standards.	3
The content flows in a logical progression appropriate for this course--from simple to complex, chronological, topical, etc.	Yes, the content flows smoothly and in a logical sequence.	3
Subtotal		<u>9</u>

Section A (continued)

Understanding: Critical Thinking / Assessment	Evidence / Comments	Points (1-3)
The content, including illustrations and examples, presents ethnic and gender diversity.	The illustrations are diverse.	3
The materials require learners to be thoughtful, reflective and use high level skills.	The textbook contains several critical thinking sections.	3
The materials include valid and varied assessments-both traditional and performance based.	There are standard tests, as well as many project-performance based assessments.	3
The assessment tools encourage both assessment of learning and assessment for learning to document student progress and achievement.	Yes	3
The content develops critical 21 st century skills which will enable students to effectively participate in a global society.	There are many 21 st Century Skills including technology and global awareness.	3

Subtotal 15

Understanding: Integration / Differentiation	Evidence / Comments	Points (1-3)
Materials and activities are differentiated to address the diverse abilities, interests and needs of students.	Each chapter highlights a different career and/or successful individual in the industry and contains many diverse activities to interest students.	3
The materials include interdisciplinary connections and allow for application of skills to promote lifelong learning.	The textbook has several chapters devoted to life skills.	3
The materials reflect a “developmentally appropriate” approach to student learning.	Yes, students have many different opportunities that are age appropriate that are addressed in assignments.	3
Outside experiences, including family involvement, are part of the learning experience.	Supplemental assignments in the textbook allow for outside sources to get involved in student learning	3

Subtotal 12

Total Points for Section A 36

Section B

Pre-Reading: Background Knowledge	Evidence / Comments	Points (1-3)
Chapter introductions help students relate their own life experiences and previously learned information to the topic.	There are fun facts and connection sections at the beginning of each chapter.	3
The materials build on the students' prior knowledge within the chapter subsections.	Students will be encouraged through assignments to build on prior knowledge.	3

Subtotal 6

Pre-Reading: Purpose Setting	Evidence / Comments	Points (1-3)
Chapters begin with a list of objective statements or essential questions indicating what students will learn.	Yes, each chapter begins with objectives and competencies.	3
Section headings are specific enough so that students can convert them to focus questions which direct their reading.	Section headings are clearly visible and are easy for students to comprehend.	3

Subtotal 6

Total Points for Section B 12

Section C

Active Reading: Main Ideas	Evidence / Comments	Points (1-3)
Titles of sections within the chapter indicate the main idea of each section.	The titles are clearly stated with the main idea at the beginning of each section.	3
The main idea of each paragraph is clearly stated and easy to locate.	Yes, each paragraph has a main idea and is easily understood.	3

Subtotal 6

Section C (continued)

Active Reading: Supporting Main Ideas	Evidence / Comments	Points (1-3)
Main idea explanations are thorough.	Main ideas are in layman's terms.	3
Charts, pictures and other graphics support the main ideas and are appropriately located.	There are many charts, pictures and graphics that readily support the content.	3
Interesting details are included to expand on the essential information in the text and to engage students.	Current and interesting details are used to expand the students' interest.	3

Subtotal 9

Active Reading: Organization of Information	Evidence / Comments	Points (1-3)
The text is organized logically, so students can easily take notes.	The text is written in logical sequence and main words and topics are outlined.	3
Signal words are provided to indicate how ideas in the section are related to one another.	Signal words are bold or in italics.	3
The presentation of main ideas and details is consistent in each chapter.	There is consistency of each main idea with supporting details that are easily understood.	3

Subtotal 9

Active Reading: Vocabulary Development	Evidence / Comments	Points (1-3)
Important words/concepts are highlighted in the text (bold, italics, color).	The words are outlined in red.	3
Important words/concepts are clearly defined or explained within the reading.	All words/concepts are defined.	3
Concrete examples or analogies are included to clarify abstract ideas.	There are many examples throughout the textbook that clarify concepts.	3

Section C (continued)

The author provides more than just a definition (e.g. pictures, examples, analogies, counter examples).	Illustrations, graphics and charts are consistent throughout the textbook.	3
The number of highlighted vocabulary terms is appropriate for the concepts being explained. (Avoid too much jargon!)	The vocabulary is not overwhelming and the use of jargon is not too much.	3

Subtotal 15

Active Reading: Author's Writing/Student Engagement	Evidence / Comments	Points (1-3)
The author's style engages students— sentence structure is varied and not overly complex, verbs are mostly in the active voice.	The sentence structure is age appropriate for high school.	3
The author uses imagery and concrete examples to help students visualize information.	There are frequent real life examples and sections that have students create imagery of their own.	3

Subtotal 6

Total Points for Section C 45

Section D

Post Reading: Metacognition	Evidence / Comments	Points (1-3)
The author provides quality questions within and at the end of each chapter. They correlate to the chapter objectives, help students check their understanding as they read, encourage higher order thinking, and promote class or small group discussions.	At the end of each chapter there are questions on key terms and concepts as a review of the material.	3

Section D (continued)

Signal words are provided to indicate how ideas in the section are related to one another.	The use of hospitality/tourism vocabulary throughout the textbook are words that signal relationships with one another.	3
The summary accurately reflects the main ideas and key supporting information within the chapter.	At the end of each chapter there is a review of questions that clearly help students summarize the key concepts.	3

Total Points for Section D 9

Section E

Teacher's Guide and other Resources	Evidence / Comments	Points (1-3)
The teacher's guide includes activities for helping students to organize information, to lead their own discussions, and to work in cooperative groups.	There is an excellent teacher's manual that provides extra assistance if needed.	3
The materials and instructional plans are well organized and easy to use (teacher friendly).	Very teacher friendly	3

Total Points for Section E 6

Section F

Ancillary Materials* for Students	Evidence / Comments	Points (1-3)
Ancillary materials expand knowledge of content by focusing on essential ideas.	The workbook has many opportunities for students to expand their knowledge. For example, each chapter in the workbook contains a technology/internet section.	3
Ancillary materials meet the varying individual needs of students.	The workbook is student friendly, easily understood and diverse.	3
Ancillary materials incorporate state of the art technology resources to facilitate teacher use and support student learning.	There are online resources that support student learning.	3

*Workbooks, blackline masters, skill sheets, CDs, videos, DVDs, multi-level libraries, and primary resource documents.

Total Points for Section F 9

Total Points Section A = 36
Total Points Section B = 12
Total Points Section C = 45
Total Points Section D = 9
Total Points Section E = 6
Total Points Section F = 9

Total Points for Text 117

Final Recommendation and explanation:

Submitted by:



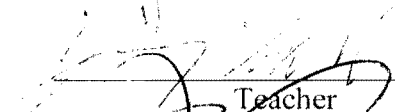
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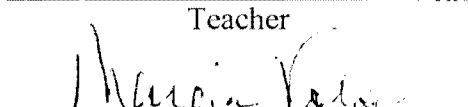
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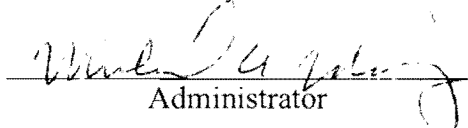

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