\*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*.

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| **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 25 standards listed below, 20 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 with Standards** | | | |
| **Standards** | **Yes** | **No** | **Evidence/Notes** |
| 1. Summarize the different ways that cross-contamination can occur in the kitchen, citing sources from the U.S. Department of Health and Human Services or other federal guidelines. Write a script and create a video or public service announcement explaining how to prevent cross-contamination in the kitchen. |  |  |  |
| 1. Identify the steps for sanitizing food-contact surfaces in the kitchen, citing evidence from textbooks, regulations, or similar collections of best practices. Compare and contrast the different types of sanitizing (i.e., heat and chemical) and distinguish when each type should be used. In small groups, inspect the classroom kitchen using the Food Service Establishment Inspection Report from the Tennessee Department of Health. |  |  |  |
| 1. Compile, practice, and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government published fact sheets. Identify, review, and demonstrate common laboratory safety procedures, including but not limited to prevention and control procedures and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy; include exam in the student portfolio. |  |  |  |
| 1. Compare and contrast the main types of menus (market menu, a la carte, static menu, cycle menu, and table d’hote) and synthesize basic planning principles for a variety of different restaurant menus. Apply menu planning principles to create a menu for an assigned concept, following recommendations in state truth-in-menu guidelines, or in the Nutrition Labeling and Education Act (NLEA). Incorporate appropriate service style, cuisine, and atmosphere when crafting the menu. In small groups, review the menu of peers to strengthen their overall quality through revising and editing. |  |  |  |
| 1. Analyze the elements that affect food cost and labor cost in foodservice operations, citing examples from real companies. Demonstrate working knowledge of costing a recipe and predicting labor cost percentages. Craft an explanatory text illustrating the impact of such costs. Formulas include:    1. Calculating Per Pound Unit Cost (Price per Case ÷ Number of pounds in case = Per Pound)    2. Calculating Per Ounce Unit Cost (Price per Pound ÷ 16 ounces = Cost per Ounce)    3. Calculating Per Piece Unit Cost (Cost ÷ Number of Pieces = Cost per Piece)    4. Calculating Total Cost (Number of Units x Unit Price = Total Cost)    5. Calculating Edible Portion (EP) Price (As Purchased [AP] Cost ÷ Yield Percentage = Edible Portion [EP] Price)    6. Calculating Yield Percentage (Edible Portion [EP] ÷ As Purchased [AP] x 100 = Yield Percentage)    7. Calculating Labor Cost (Labor Cost ÷ Food Sales = Labor Cost Percentage) |  |  |  |
| 1. Evaluate the different methods and formulas (going rate, prix fixe, markup, and food cost percentage) that foodservice operations use to calculate the price of dishes. Select the correct formulas to calculate the menu price for an assigned dish. Formulas include but are not limited to:    1. Markup (Food Cost + Markup = Menu Price)    2. Food Cost Percentage (Food Cost per Portion ÷ Standard Food Cost Percentage = Menu Price) |  |  |  |
| 1. Research and describe the plating principles that guide platter and buffet presentation, including color, height, focal point, temperature, and proportion. Apply plating principles throughout the course to design attractive platter and plate presentations. |  |  |  |
| 1. From recipe research, create a list of commonly used edible garnishes. Create a cheat sheet of principles to remember when deciding which garnish should accompany a given dish. Examples of principles include dish temperature, functional appearance, and using garnishes sparingly. |  |  |  |
| 1. List the factors (i.e., environmental, economic, social, and/or government regulations) that influence food prices and quality, drawing on diverse resources and perspectives including recent news media. Research the purchasing methods (i.e., bids, purchase orders, requisition, and sales quotes) that foodservice operations use to order supplies. Craft an explanatory text outlining the pros and cons of each, analyzing how such methods are used to manage food costs. |  |  |  |
| 1. Summarize the requirements for proper receiving and storage of food products from the U.S. Department of Agriculture and other culinary resources. Develop a brief manual on proper procedures for receiving and storage of food products, including both raw and prepared foods, justifying recommendations specific to temperature and product rotation. |  |  |  |
| 1. Investigate technology advances in foodservice management softwares, including inventory databases and employee time keeping systems. Create a basic inventory system for easy reference of par stock, recipes, ordering, and receiving of items; employ consistent documentation procedures using purchase orders and related templates. |  |  |  |
| 1. Compare and contrast the size and shape of different cuts used in commercial kitchens. Practice performing different cuts using the correct steps corresponding to each. Cuts include but are not limited to:    1. Brunosie    2. Chiffonade    3. Dice    4. Julienne    5. Mince    6. Rondelle   Either record a video or take a picture to demonstrate mastery of techniques to place in the student portfolio. Execute proper safety and cutting techniques when using knives in the lab.   1. Define the three classifications of cooking methods (combination, dry, and moist), citing an example of each. Discuss how heat is transferred by conduction, convection, and radiation, incorporating evidence from kitchen equipment manuals or textbooks. Compare the uses of these techniques in the kitchen laboratory to their explanations in texts. |  |  |  |
| 1. Select three pieces of food (i.e., a piece of chicken, apple, or potato). Form a hypothesis regarding what happens when that food is overcooked or undercooked using a certain cooking method. Conduct an experiment to test the hypothesis. Report results in an explanatory text outlining the physical change in appearance, flavor, texture, weight, and moisture of the food. |  |  |  |
| *Fruit*   1. Research the classification of fruits and cite an example of a fruit from each classification commonly used in commercial foodservice, including those often mistaken as vegetables. Referring to research from the U.S. Department of Agriculture (USDA), categorize the grades that fruit may be purchased in, note its primary growing season, and explain the different forms available to consumers. |  |  |  |
| 1. From recipes, summarize the steps to prepare and/or cook fruits when preparing dishes, displays, and garnishes. Draw on basic chemistry principles to explain the process of oxidation and the importance of acidulation when preparing certain fruit dishes. Select a fruit recipe and modify the recipe to incorporate fruits that are currently in season. |  |  |  |
| 1. Write a research paper or conduct a research project on a current culinary topic or issue affecting the foodservice industry, using appropriate digital search resources and academic writing. Topics may include but are not limited to:   a. Organic fruits versus nonorganic fruits  b. Technologies for preserving fruits (canned, frozen, and dried)  c. Buying local  d. Traceability of produce (i.e., carbon footprint)  e. Acidulating fruits |  |  |  |
| *Vegetables*   1. Distinguish among the most commonly used vegetables in commercial foodservice. For each vegetable examined, describe its anatomy and use based on information gathered in culinary textbooks. Evaluate the quality factors when selecting vegetables, including growing seasons and regions, available forms of purchase, and vegetable gradings, citing relevant research from government authorities where appropriate. Compile a collection of standardized recipes that demonstrates the diverse cooking methods employed in foodservice settings. |  |  |  |
| 1. Summarize various moist-heat and dry-heat cooking methods from the collection of standardized recipes gathered in standard 18. Research the principles of vegetable cookery using culinary journals and magazines to identify the factors that affect the flavor, texture, color and retention of nutrients in cooked vegetables. Select the best cooking method for a chosen vegetable, justifying the selection based on the evidence. |  |  |  |
| 1. Form a hypothesis and design and conduct an experiment to determine the role of acid and alkaline solutions in a vegetable’s color during the cooking process. Summarize experiment results into an argument making a claim about the impact of a selected solution ingredient on vegetable composition. Compare results to findings in news media and culinary journals, and note when findings support or contradict previous explanations or accounts. |  |  |  |
| *Stocks, Soups, & Sauces*   1. Research and summarize the roles of a variety of ingredients in the production of stocks (i.e., white stock, brown stock, broth/bouillon, vegetable stock, and fish stock). Compare the characteristics of the stocks, cooking times, and ingredients’ contributions to the flavor profile. Create a list of steps to execute when making stocks and bases. Demonstrate the skill of making stock and evaluating the quality of the finished product by following the multistep procedure created above. |  |  |  |
| 1. Compare and contrast the types of soups (i.e., clear soups, thick soups, and specialty soups). Follow and continually modify soup recipes to create a variety of soups for a given menu. Justify with the advantages and disadvantages of serving different types of soups for certain menus. |  |  |  |
| 1. Synthesize the characteristics of the mother sauces and derivative sauces. Justify from culinary textbooks and other sources how to choose a thickening agent when preparing different sauces, citing evidence from recipes. Create a recipe for a sauce and prepare the sauce. |  |  |  |
| *Starches*   1. Synthesize from culinary research the different types of starches used in commercial kitchens, including but not limited to potatoes, grains, corn, rice, and wheat. Identify how the starch content determines botanical differences among starches and influences how cooks select them for dishes. Compile a collection of standardized recipes that demonstrates the diversity of starches in foodservice settings. |  |  |  |
| 1. Compare and contrast the differences in appearance, flavor, and texture of fresh pasta and dry pasta. Research a fresh pasta recipe from the Internet. Using the recipe, make modifications to create an original multistep recipe, demonstrating proper safety techniques throughout. |  |  |  |
| **Additional comments on the standards alignment with the materials:** | | | |
| **Materials meet 80% Alignment with section 1: Standards?**  This means that at least 20 boxes in this section were marked “YES.” If 5 or more “No” boxes are marked, then this program does not pass. | Yes | No |  |
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| **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** |  |
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| **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** |  |

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| **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.”** |

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| **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). |  |  |  |

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| **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. |  |  |  |

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| **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. |  |  |  |

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| **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. |  |  |  |

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| **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. |  |  |  |

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| **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.* |

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| **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. |  |