\*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 27 standards listed below, 22 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. Synthesize research from government publications such as Food and Drug Administration (FDA) Food Codes to identify the pathogens found in foods. Create an alphabetical index of pathogens, citing the research, which illustrates the required environmental factors for transmission, symptoms, and categories. |  |  |  |
| 1. Summarize the requirements for proper disposal and storage of chemicals used in the commercial foodservice laboratory and adhere to laboratory work requirements throughout the course. Create or update an existing binder of Material Safety Data Sheets (MSDS) outlining how to work with chemicals and potential hazards. Develop a list of, and demonstrate, procedures to schedule when cleaning and sanitizing the commercial foodservice laboratory using the proper chemicals and disposal of waste; include the list in the student portfolio. |  |  |  |
| 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 general laboratory safety procedures including but not limited to prevention and control procedures of pest, insects, and rodents and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy; include exam in course portfolio. |  |  |  |
| 1. Articulate important historical events and milestones that influenced culinary practices from ancient times to the present. Create a timeline or other graphic to illustrate the major impacts of these culinary practices on the progression of various styles of cuisine, citing specific textual evidence from research. |  |  |  |
| 1. Research the growth and development of the foodservice industry, focusing on the influence of significant contributors. Craft an explanatory text to outline significant contributions and the impact on the modern day industry. Examples of significant contributors include, but are not limited to:    1. Maire-Antoine Careme    2. Auguste Escoffier    3. Catherine de Medici    4. Fernand Point    5. Alexis Soyer |  |  |  |
| 1. Evaluate factors that influence the foodservice industry. Form a hypothesis about how specific factors may impact the foodservice industry. Develop claim(s) and counterclaim(s) fairly, supplying data and text-based evidence. Influential factors may include:    1. Economic climate    2. Social changes    3. Globalization of cuisines    4. Green technologies    5. Farm to Table |  |  |  |
| 1. Compile and analyze real-time labor market data, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to compare and contrast occupations by education requirements, job availability, salaries, and benefits. Outline an educational pathway to obtain the necessary level of education and relevant certifications for a chosen occupation in the foodservice industry, review and revise throughout the program of study. |  |  |  |
| 1. Create an organizational diagram of the kitchen workstations in the brigade system, labeling each workstation with its unique list of roles and responsibilities. Examine the licensing, certification, and credentialing requirements for each position. Craft an explanatory essay describing modern variations of the brigade system and how it enhances productivity. |  |  |  |
| 1. Conduct research to develop a persuasive essay on contemporary issues and challenges facing the foodservice industry. Synthesize multiple perspectives and advance an original argument to address the issues. Develop claim(s) and counterclaim(s) fairly, supplying data and text-based evidence. Contemporary issues and challenges may include but are not limited to:    1. Living wage    2. Labor demands    3. Customer demands    4. Technology advances impacting labor needs |  |  |  |
| 1. Compare and contrast the qualities of effective and ineffective teams. Work collaboratively to correct and refine the actions of team members to ensure productivity. Throughout the course, demonstrate teamwork, problem solving, and decision making skills when working collaboratively. |  |  |  |
| 1. Identify, analyze, and visually represent the macro- and micro- nutrients required in the human diet. Include the common food sources of those nutrients, their chemical properties, and function in the body, as well as the influence upon biological systems in reference to maintenance and growth.    1. Macro nutrients include: carbohydrates, lipids, and proteins    2. Micro nutrients include: minerals, vitamins, and water |  |  |  |
| 1. Differentiate between food allergies and food intolerances, and describe the body’s reaction to each. Research the eight (8) most common food allergens. Make recommendations for food substitutes and recipe modifications to avoid foods that may cause a reaction, citing specific reasoning and evidence to justify the recommendation. |  |  |  |
| 1. Examine the anatomy of a recipe identifying the key points and functions of each (name, yield, portion size, ingredients, quantity, and methods). Define common recipe terminology. Use the definitions to gain a proficient working understanding of terms and characteristics used in the standardized recipes. |  |  |  |
| 1. Compare and contrast the components of a standardized recipe with a home recipe, citing evidence from each recipe format to support comparisons. Using proper formulas, apply the correct conversion factor to increase and decrease the yield according to specifications noted in recipes. |  |  |  |
| 1. Follow recipes precisely, including defining and utilizing specific culinary and measurement terms as needed. Discuss ways to reduce waste in food products. |  |  |  |
| 1. Identify, describe, and effectively demonstrate the use of hand tools and smallwares used in commercial food preparation. Using supporting evidence from a variety of equipment manuals and fact sheets, create an informational guide to differentiate the functions, cleaning procedures, storage, and examples of proper use of tools used in commercial foodservice. |  |  |  |
| 1. Examine various pieces of large equipment employed in commercial kitchens, including refrigeration units, holding units, grills and broilers, ranges and ovens. Explain the properties of design and their relationship to functionality for each piece of equipment examined. Determine the appropriate equipment needed for various tasks performed in the commercial kitchen, properly demonstrate safe use, and outline and practice proper cleaning procedures. |  |  |  |
| 1. Identify, and be able to select, the appropriate measuring tools (i.e. measuring cups, pitchers, spoons, scales, and thermometers) for a variety of ingredients. Execute proper measuring required for ingredients for recipes in lab settings. |  |  |  |
| 1. Distinguish among the different types of knives (i.e. paring, serrated, slicers, utility, and chef’s) and explain their elements of construction. Identify and demonstrate the correct use, sharpening techniques, and storage options for each type of knife examined. Create a how-to graphic outlining the proper safety handling techniques when using knifes in the kitchen, citing evidence. |  |  |  |
| 1. Categorize the different types of cuts by justifying how they should be used for a given recipe or presentation. Prepare a workstation for knife work. Practice and execute the three basic knife cuts (slice, stick, and dice) using the correct safety methods. Upload either a picture or video into the student portfolio documenting correct use. |  |  |  |
| 1. Using culinary resources, such as textbooks or industry magazines, compare and contrast dry, moist, and combination cooking methods in a class discussion. Create an informational artifact that describes each method, locate an example recipe for each, and demonstrate effective use of the technique in a laboratory setting. Examples may include:    1. Blanching    2. Baking    3. Grilling    4. Frying    5. Poaching    6. Boiling    7. Broiling |  |  |  |
| 1. Create an index of basic seasonings, herbs, and spices used in professional kitchens. Research and cite evidence from digital text resources and culinary guides that describes the sources, varied forms, and uses in professional kitchens. Assess the cost of using fresh herbs or substituting dried herbs without affecting the quality of the final product. Provide an example of a recipe for which the substitution may be made successfully. |  |  |  |
| 1. Distinguish the differences in form and flavor between the variety of sweeteners (i.e. sugar, molasses, honey, brown sugar, maple syrup, corn syrup, and agave nectar) from a taste test/observation in the lab setting. Discuss common substitutions for sweeteners in recipes without compromising quality, citing culinary research. |  |  |  |
| 1. Compare and contrast the different types of starches used in commercial kitchens and describe the physical properties of each:    1. Flour (all-purpose, semolina, rice flour)    2. Cornmeal    3. Cornstarch    4. Arrowroot    5. Breadcrumbs (panko, dried, and fresh breadcrumbs)   Create a chart that describes which starch is best suited for each function in the kitchen, citing an example dish. |  |  |  |
| 1. Research the roles of acids as ingredients in the kitchen using culinary journals and text. Form a hypothesis and design and conduct an experiment to identify the role of the acid ingredients in relations to food preparation techniques. Summarize experiment results into an argument making a claim about the impact of a selected acid ingredient on food composition. Compare results to findings in news media and note when findings support or contradict previous explanations or accounts. Acid ingredients may include but are not limited to vinegars, lemon juice, and lime juice. |  |  |  |
| 1. Compare and contrast the different types of salads (i.e. simple, composed, and bound) and the role of the ingredients in each, citing evidence from culinary textbooks. Using print or digital resources, discuss the qualities of simple and emulsified dressings, citing examples of each. Evaluate a salad recipe, analyzing the choice of ingredients, and any proposed modifications, or substitute ingredients. Draft the recipe with modification and prepare the salad. Include the recipe and a photo of the salad in the student portfolio. |  |  |  |
| 1. Categorize the different types of sandwiches, discussing the roles of ingredients, assembly methods, and attributes. Create a recipe for a cold sandwich that reflects the local taste of your region and culinary trends. The recipe should reflect the use of local products, taste of consumers, and connections to the region. Craft an accompanying explanatory text discussing the use of the local products, connection to the region, and description of the sandwich. |  |  |  |
| **Additional comments on the standards alignment with the materials:** | | | |
| **Materials meet 80% Alignment with section 1: Standards?**  This means that at least 22 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. |  |