\*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. Analyze the concepts and principles of the Hazard Analysis and Critical Control Points (HACCP) program approach to food safety from the Food and Drug Administration (FDA) and U.S. Department of Agriculture (USDA) in relation to meats and seafood. Create an informational graphic to summarize the program’s approach and demonstrate ability to follow procedures outlined within. |  |  |  |
| 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. Drawing on examples from culinary blogs and websites, compare and contrast a range of service styles (i.e., buffet, American service, Russian service, and French service) used in modern-day dining rooms. Evaluate when each style would be appropriate for a given audience, setting, or event, and create a presentation to share findings with the class. |  |  |  |
| 1. Demonstrate the ability to properly preset a dining area according to one of the commonly used place settings (i.e., American, a la carte, and banquet). Evaluate the different styles to fold napkins and select one style to demonstrate in a peer teaching environment. |  |  |  |
| *Dairy & Eggs*   1. Synthesize research from the National Dairy Council to determine the composition of milk. Summarize in a graphic the percentage of required butterfat content in various milk products and high butterfat dairy products. In the graphic, include a description of which product is best suited for different functions in the kitchen; outline guiding principles when cooking with milk, citing evidence from an example dish. |  |  |  |
| 1. Identify the three most common milk products (i.e., evaporated milk, sweetened condensed milk, and dried milk powder) used in the foodservice industry. Compare and contrast the different concentrations and compositions of each. Compile a collection of recipes in which each product (independently or in combination) may be used. |  |  |  |
| 1. Research the history and use of cultured dairy products from early civilizations to the present. Outline the processes used in culturing, noting the different types of bacteria that are added to the milk to create each product. Compare the taste, ingredients, and cost of different cultured dairy products, and explain these differences to a peer audience as would a foodservice professional. |  |  |  |
| 1. Compare and contrast the chemical properties of butter and margarine, citing evidence pertaining to molecular structure, nutritional facts, and nutritional claims. Justify why foodservice kitchens use clarified butter in place of butter substitutes. Demonstrate the multistep procedure for clarifying butter, noting temperature and time during each step. |  |  |  |
| 1. Research the cheese making process, describing how various stages of the process impact the flavor, shape, and color of cheese. Compare and contrast the roles of coagulants, bacteria, curds, and whey in different cheese types (i.e., fresh, soft, medium, firm, hard, blue, processed, and stretched cheese). Demonstrate the process of making cheese or yogurt product by following a multistep recipe. |  |  |  |
| 1. Referring to research from sources such as the American Egg Board or the Incredible Egg website, summarize the anatomy of eggs, and categorize the forms, grades, and sizes in which eggs may be purchased. Evaluate the storage procedures and principles, especially noting the temperature, time, and storage considerations concerning an egg’s porous shell. Compile a collection of recipes highlighting the diverse role of eggs in commercial kitchens. |  |  |  |
| *Meats & Poultry*   1. Identify major species and breeds of livestock and poultry utilized for meat production. Describe the composition of the meat (i.e., muscle, connective tissues, fat, and bones) and its impact on the quality analysis of the meat, including, but not limited to, marbling. Write an informative text summarizing the effects of aging on the texture of meats and poultry. |  |  |  |
| 1. Analyze the United States Department of Agriculture (USDA) inspection and grading procedures for meat. Summarize how meats are graded, classified, and inspected. Examine how meat carcasses are cut into primal and subprimal cuts of meats, outlining the importance of uniform portioning. |  |  |  |
| 1. Summarize how poultry is classified by bird type, size, and age in the foodservice industry. Craft an explanation supporting how the size of poultry items affects the portion control, tenderness, and cost of dishes. Calculate the price of a whole bird compared to the cost of purchasing individual pieces by fabricating a whole chicken. |  |  |  |
| 1. Compare and contrast the differences in mechanical and chemical tenderizers used in meat preparation. Discuss how the cut of meat influences the type of tenderizer and cooking method used when preparing. Research and develop a corresponding data table for the proper cooking methods of each cut. |  |  |  |
| 1. Identify, describe, and effectively demonstrate the use of hand tools and smallwares used in the bakeshop area of the commercial kitchen. 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. Compare and contrast the variety of mixing methods used in commercial kitchens. Demonstrate and practice these methods determined by the nature of the ingredient and desired product. Mixing methods include, but are not limited to:    1. Beat    2. Blend    3. Cream    4. Cut in    5. Fold    6. Knead    7. Whip   Either record a video or take a picture to demonstrate mastery of techniques to place in the student portfolio. Execute proper mixing techniques when mixing ingredients in labs. |  |  |  |
| 1. Summarize from recipes and other culinary resources the differences in baking ingredients used in commercial kitchens, and describe the physical properties of each:    1. Flour (high-gluten, bread flour, all-purpose, pastry, cake, whole wheat, self-rising, rye flour)    2. Sweeteners (granulated sugar, powdered sugar, brown sugar, molasses, honey, and corn syrup)    3. Shortening    4. Leavening agents (chemical and yeast)    5. Chocolate (powder, butter, and coating)   Create a chart that describes which ingredients are best suited for each function in the bakeshop, citing an example dish with claims from research that supports the rational provided. |  |  |  |
| *Quick versus Yeast Breads*   1. Summarize the differences in yeast breads, quick breads, and traditional batters, noting the differences in leaveners, preparation/mixing methods, and baking methods. Create an outline of the scientific processes that occur in mixing, kneading, and proofing yeast breads. |  |  |  |
| 1. Compile a collection of recipes from multiple sources that illustrates the diversity of bread products in commercial kitchens. Demonstrate proper preparation methods to prepare one or more of the selected recipes. |  |  |  |
| *Cookies*   1. Summarize and practice the two main mixing methods (one-stage and creaming) of cookies from sample recipes, notating the multiple steps involved. Analyze the forming techniques of cookies (i.e., drop, rolled, spritz/pressed, sheet, icebox, and bar), and describe how each contributes to the overall appearance, flavor, and texture, citing evidence from culinary textbooks and research gathered in the kitchen laboratory. |  |  |  |
| 1. Compile a collection of cookie recipes from multiple sources. Develop an original recipe, taking into consideration the ingredient proportions, flavor profile, and presentation of the final product. In small groups, review and revise the recipes of peers. Take a photograph of the prepared cookie and place in the student portfolio. |  |  |  |
| *Pies and Tarts*   1. Differentiate the distinguishing qualities of pies and tarts. Research different piecrust recipes and the 3-2-1 dough method, making note of the multistep procedures and paying close attention to the ingredients, temperature and mixing methods, and rolling and forming steps. Evaluate a variety of pie crusts using different preparation methods. |  |  |  |
| 1. Summarize the different types and characteristics of pie fillings (i.e., fruit, liquid, cream, and chiffon fillings), citing examples from recipes and cookbooks. Synthesize information concerning the chemical changes that happen when certain thickening agents are used. Examples of thickeners include:    1. Cornstarch in fruit pies    2. Arrowroot in fruit pies    3. Eggs in liquid filli |  |  |  |
| 1. Choose a fruit tart recipe from an online collection approved by the instructor. Using the recipe, make modifications to create an original multistep fruit tart recipe that follows proper safety guidelines. Outline recommendations to select a fruit for garnishing. Support recommendations by explaining the process of oxidation and the importance of acidulation when using certain fruits. |  |  |  |
| 1. Evaluate through taste test/comparison the differences between in-house made and convenience bakeshop products for taste, price, and appearance. Using a vendor website or catalog, compare the cost of the convenience product to the in-house made products. In a presentation, make a final recommendation for which product would be appropriate for a given situation or event, citing considerations such as cost-effectiveness, flavor, presentation, and intended audience. |  |  |  |
| **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. |  |