Career Cluster:

Hospitality and Tourism

Culinary Arts I

Primary Career Cluster:	Hospitality & Tourism
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C16H06
Prerequisite(s):	None
Credit:	1
Grade Level:	9
Elective Focus- Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality & Tourism courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the first course in the *Culinary Arts* program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ SkillsUSA: http://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Teacher Endorsement(s):	(050 and 060), (050 and 453), (051 and 060), (051 and 453), (154 and 155), (450 and 060), (450 and 453), 562, 563, 564, 566, 730
Required Teacher Certifications/Training:	Please refer to Occupational Educator Licensure Guidance for a full list.
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-hospitality-tourism.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st-century skills necessary to be successful in careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry-relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course. Note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference, FCCLA Fall Leadership Camps, FCCLA District STAR Events, SkillsUSA State Leadership and Skills Conference, and the DECA Emerging Leader Summit to engage with peers, demonstrate logical thought processes, and develop industry-specific skills that involve teamwork and project management.
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FCCLA and SkillsUSA career competitive events that highlight career development, including career investigation, interviewing, job skills demonstrations, career pathways showcase, and employment application process (ADA).
- Participate in DECA competitive events such as Food Marketing, Quick Serve Restaurant Management Series, Restaurant and Food Service Management, and Virtual Business Challenge – Restaurant.
- Participate in FCCLA and SkillsUSA competitive events such as Applied Math for Culinary Management, Baking and Pastry, Culinary Arts, Food Innovations, Nutrition and Wellness, Commercial Baking, and Culinary Arts.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.3** | Workplace tours and job shadowing of local restaurants and other commercial kitchen facilities to facilitate students' understanding of safety and sanitation in the food service industry and provide students with hands-on experience.
- **Standards 3.1-3.2** | Workplace tour of a kitchen workstation from a locally owned restaurant or the school's cafeteria kitchen.
- **Standard 3.3** | Guest speakers from the food service industry to discuss current issues and challenges within this industry.
- **Standards 4.1-4.2** | Guest speakers from the food service industry, including nutritionists, to help students master their understanding of nutrition and health standards.
- **Standards 6.1-8.1** | On-the-job training as part of the recommended 30 hours in a commercial kitchen laboratory to demonstrate mastery of knife cuts, use of kitchen staples, and cooking principles.

- **Standards 9.1-10.2** | Workplace tours and job shadowing to develop students' mastery of Garde Manager skills, including salad and sandwich preparation.

Course Description

Culinary Arts I equips students with the foundational knowledge and skills to pursue careers in the culinary field as competent entry-level quick service and fast-food employees. Throughout the course, students will gain experience in commercial food production and service operations while preparing for further training in the culinary arts program of study at the secondary and postsecondary levels. Upon completion of this course, proficient students will know the components of commercial kitchen safety and sanitation, the history of the food service industry, hospitality careers, nutritional concepts, recipe basics, proper kitchen tools and equipment, and kitchen staples. Students will create artifacts to include in a portfolio that they will maintain throughout the course sequence. **In addition to implementing the following standards, the course should include a suggested 30 hours in a commercial kitchen laboratory**.

Course Standards

1. **Food Safety and Sanitation**

   1.1 Food Pathogens: Identify the **pathogens** found in foods and illustrate the required **environmental factors** for transmission, symptoms, and categories of these pathogens.

   1.2 Disposal and Storage of Chemicals: 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. Maintain **Material Safety Data Sheets (MSDS)** outlining how to work with chemicals and potential hazards and identify procedures when cleaning and sanitizing the commercial food service laboratory using the proper chemicals and disposal of waste.

   1.3 Safety and Sanitation Procedures: Practice and critique **safety and sanitation procedures** for handling, preparing, storing, and serving food. Identify, review, and demonstrate **general laboratory safety procedures**, including prevention and control procedures of pests, insects, and rodents and personal hygiene expectations. Incorporate safety procedures and complete the safety test with 100 percent accuracy.

2. **History and Future of the Food Service Industry**

   2.1 Culinary Events and Milestones: Identify important **historical events** and **milestones** that have influenced culinary practices and cuisine styles from ancient times to the present.

   2.2 Foodservice Industry Growth and Development: Research the **growth** and **development** of the food service industry, focusing on the influence of **significant contributors**, including Maire-Antoine Careme, Auguste Escoffier, Catherine de Medici, Fernand Point, and Alexis Soyer.

2.3 <u>Influential Factors</u>: Evaluate the various **factors that influence the food service industry**, including, for example, economic climate, social changes, globalization of cuisines, green technologies, and farm-to-table.

2.4 <u>Ethical Artificial Intelligence</u>: **Explore the ethical implications of AI usage** through interactive discussions and case studies, learning to identify bias, ensure fairness, and protect privacy in AI systems. **Develop** critical thinking **skills to evaluate the societal impact of AI technologies** while fostering a sense of responsibility and ethical decision-making in the use of AI tools.

3. Foodservice Career Exploration

3.1 <u>Foodservice Occupations</u>: 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. Examine 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 food service industry.

3.2 <u>Brigade System</u>: Create an organizational diagram of the **kitchen workstations** in the **brigade system** labeling each workstation with its specific roles and responsibilities. Examine the licensing, certification, and credentialing requirements for each position.

3.3 <u>Teamwork and Collaboration</u>: Compare and contrast the qualities of **effective and ineffective teams**. Throughout the course, demonstrate teamwork, problem-solving, and decision-making skills when working collaboratively.

3.4 <u>Career and Technical Student Organization Introduction:</u> Introduce the program's aligned Career and Technical Student Organizations (CTSO), **FCCLA or SkillsUSA**, through an **interactive activity**, such as a classroom competition.

4. Nutrition and Health

4.1 <u>Macro- and Micro-Nutrients</u>: Identify and analyze **macro- and micro-nutrients** required in the human diet. Include the common food sources of those nutrients, their chemical properties, and their function in the body, as well as the influence upon biological systems in reference to maintenance and growth.
   a.   Macronutrients include carbohydrates, lipids, and proteins.
   b.   Micronutrients include minerals, vitamins, and water.

4.2 <u>Food Allergies and Intolerances</u>: Compare **food allergies** and **food intolerances** and the body's reaction to each. Research the eight (8) most common food allergens and recommend food substitutes and recipe modifications to avoid foods that may cause a reaction.

4.3 <u>FCCLA Nutrition and Wellness Star Event</u>: Develop a **nutrition and wellness program** to monitor food intake and physical activity in pursuit of wellness goals. Create a system to **analyze the data** from both **intake and activity**. Compile the elements of the nutrition

and wellness program with other artifacts for inclusion in a design portfolio, such as an engineering design notebook, to be updated throughout the program of study.

5. Recipe Basics

5.1 <u>Recipe Anatomy</u>: Examine the **anatomy of a recipe** identifying the key points and functions of each (name, yield, portion size, ingredients, quantity, and methods) and define common **recipe terminology**.

5.2 <u>Standardized vs. Home Recipe</u>: Compare the components of a **standardized recipe** with a **home recipe**. Apply the correct **conversion factor** to increase and decrease the yield according to specifications noted in recipes.

5.3 <u>Recipe Instructions</u>: Follow recipes precisely. Define and use specific culinary and **measurement** terms as needed and determine **food product waste reduction** methods.

6. Kitchen Equipment

6.1 <u>Hand tools and Smallwares</u>: Identify, describe, and effectively demonstrate the use of **hand tools** and **smallwares** in commercial food preparation. Identify the functions, cleaning procedures, storage, and examples of proper use of tools in commercial food service.

6.2 <u>Large Commercial Kitchen Equipment</u>: Examine various pieces of **large commercial kitchen equipment**, including refrigeration units, holding units, grills and broilers, ranges, and ovens. Explain each piece's **design properties** and **functionality**. Determine the appropriate equipment needed to perform various tasks in a commercial kitchen, while demonstrating safe use and **proper cleaning procedures**.

6.3 <u>Measuring Tools</u>: Identify the appropriate **measuring tools** (e.g., measuring cups, pitchers, spoons, scales, and thermometers) for various ingredients. Use proper measurements for recipe ingredients in lab settings.

7. Preparation Techniques

7.1 <u>Knife Types</u>: Distinguish among the different **types of knives** (e.g., paring, serrated, slicers, utility, and chef's) and explain their elements of construction. Identify and demonstrate the correct use, sharpening techniques, safety handling, and storage options for each knife.

7.2 <u>Knife Cuts</u>: Prepare a workstation for **knife work** and practice and execute the **three basic knife cuts** (slice, stick, and dice) using the correct safety methods. Include a picture or video in the student portfolio to document correct use.

8. Cooking Principles

8.1 <u>Cooking Methods</u>: Compare **dry, moist, and combination cooking methods**. Describe each method, locate an example recipe for each, and demonstrate the technique in a laboratory setting. Examples may include the following:
   a. blanching,
   b. baking,
   c. grilling,

d.   frying,
e.   poaching,
f.   boiling, and
g.   broiling.

9. Kitchen Staples

9.1   <u>Basic Seasonings</u>: Create an index of basic **seasonings**, **herbs**, and **spices** used in professional kitchens. Assess the cost of using fresh herbs versus substituting dried herbs without affecting the final product's quality.

9.2   <u>Sweeteners</u>: Determine the differences in form and flavor for various **sweeteners** (e.g., sugar, molasses, honey, brown sugar, maple syrup, corn syrup, and agave nectar) in a taste test/observation in the lab setting. Discuss common **substitutions** for sweeteners in recipes without compromising quality.

9.3   <u>Starches</u>: Compare types of **starches** used in commercial kitchens and describe the physical properties of each.
a.   flour (all-purpose, semolina, rice flour),
b.   cornmeal,
c.   cornstarch,
d.   arrowroot, and
e.   breadcrumbs (panko, dried, and fresh breadcrumbs).

9.4   <u>Acids</u>: Identify the roles of **acids** in **food preparation techniques**. Acids may include vinegar, lemon juice, and lime juice.

10. Garde Manger

10.1   <u>Salads and Salad Types</u>: Compare types of **salads** (e.g., simple, composed, and bound) and their ingredients. Discuss the qualities of **simple** and **emulsified dressings**. Evaluate a salad recipe, analyzing the choice of ingredients, as well as any proposed modifications or substitute ingredients. Draft the modified recipe with modification and prepare the salad.

10.2   <u>Sandwiches and Sandwich Types</u>: Categorize types of **sandwiches**, including their ingredients, assembly methods, and attributes. Create a recipe for a **cold sandwich** that reflects local tastes and culinary trends.

11. Data Analysis in Culinary Arts

11.1 <u>Data Analysis in Culinary Arts</u>: Research the use of data in **Culinary Arts** career fields. Include data that is generated internally by businesses, and externally by local communities, state, and the nation. Explore examples of how the data is used, including the following:
a.   customer/client use of products and services;
b.   demographics of end users;
c.   community, state, and national statistics; and
d.   data that must be reported to another entity.

The following artifacts will reside in the student portfolio:

- Index of pathogens
- List of procedures for cleaning and sanitizing
- Safety exam
- History events and milestones timeline
- Contributor paper
- Educational pathway assignment
- Organizational diagram of work sessions

- Persuasive contemporary issues essay
- Allergy substitution recommendation
- Knife how-to-graphic
- Documentation of knife cuts
- Cooking principle artifact
- Seasoning index
- Common substitution
- Starch chart
- Sandwich recipe
- Salad recipe

Standards Alignment Notes

*References to other standards include:
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Culinary Arts II

Primary Career Cluster:	Hospitality & Tourism
Course Contact:	CTE.Standards@tn.gov
Course Code:	C16H07
Prerequisite:	*Culinary Arts I* (C16H06)
Credit:	1
Grade Level:	10
Focus Elective - Graduation Requirements:	This course satisfies one credit of three credits required for an elective focus when taken in conjunction with other Hospitality & Tourism courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the second course in the *Culinary Arts* program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ DECA: https://www.tndeca.org/ SkillsUSA: http://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Teacher Endorsement(s):	(050 and 060), (050 and 453), (051 and 060), (051 and 453), (154 and 155), (450 and 060), (450 and 453), 562, 563, 564, 566, 730
Required Teacher Certifications/Training:	Please refer to Occupational Educator Licensure Guidance for a full list.
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-hospitality-tourism.html Best for All Central: https://bestforall.tnedu.gov/

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Using a Career and Technical Student Organization (CTSO) in Your Classroom
CTSOs are a great resource to put classroom learning into real-life experiences for students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.
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Using Work-Based Learning (WBL) in Your Classroom
Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.
- **Standards 1.1-1.3** | Workplace tours and job shadowing of local restaurants or other commercial kitchen facilities to facilitate students' understanding of safety and sanitation in the food service industry and provide students with hands-on experience.
- **Standards 2.1-2.3** | Workplace tours and job shadowing of local restaurants or commercial kitchen facilities to develop students' mastery of restaurant menu planning, including menu types and labor costs in pricing.
- **Standards 3.1-3.2** | On-the-job training as part of the recommended 30 hours in a commercial kitchen laboratory to master skills in platter and buffet presentation and garnishing.
- **Standards 4.1-4.3** | Technical mentoring through online interactions with foodservice industry professionals to develop students' mastery of purchasing and receiving/inventory and storage in the foodservice industry.

- **Standards 6.1-6.2** | On-the-job training as part of the recommended 30 hours in a commercial kitchen laboratory to develop mastery of various knife cuts and food preparation methods.
- **Standards 6.3-6.11** | On-the-job training in various methods of food preparation, including fruits, vegetables, stocks, and soups, as part of the recommended 30 hours in a commercial kitchen laboratory and/or compensated internship connected to curriculum at a local restaurant or other foodservice provider.

Course Description

Culinary Arts II is an applied-knowledge course to prepare students for careers in the culinary field as a prep cook, line cook, catering assistant, and many other entry-level food and beverage occupations. Students will gain experience in commercial food production and service operations while preparing for further training in the culinary arts program of study at the secondary and postsecondary levels. Upon completion of this course, proficient students will have a working knowledge of commercial kitchen safety and sanitation, menu planning, food presentation, purchasing and inventory, cooking principles, and food preparation. Students will create artifacts to include in their portfolios. **The course should also include a suggested 30 hours in a commercial kitchen laboratory**.

Course Standards

1. Food Safety and Sanitation

1.1 <u>Cross-Contamination</u>: Summarize the different ways that **cross-contamination** can occur in the kitchen. Write a script and create a video or public service announcement explaining how to prevent cross-contamination in the kitchen.

1.2 <u>Sanitizing Surfaces</u>: Identify the steps for **sanitizing food-contact surfaces** in the kitchen. Compare different **sanitizing methods** (e.g., heat and chemical) and determine when to use each method. Inspect the classroom kitchen using the Food Service Establishment Inspection Report from the Tennessee Department of Health.

1.3 <u>Safety and Sanitation Procedures</u>: Identify, practice, and critique **safety** and **sanitation procedures** related to handling, preparing, storing, and serving food. 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 the safety test with 100 percent accuracy.

2. Menu Planning

2.1 <u>Menu Types and Planning Principles</u>: Compare the main types of **menus** (market menu, a la carte, static menu, cycle menu, and table d'hôtel) and synthesize **basic planning principles** for different restaurant menus. Apply menu planning principles to create a menu for an assigned concept, incorporating appropriate service style, cuisine, and atmosphere when crafting the menu.

2.2 <u>Food and Labor Costs</u>: Analyze the elements that affect food cost and labor costs in food service operations. Demonstrate working knowledge of **costing a recipe** and **predicting labor cost percentages**. Formulas include the following:

a. calculating Per Pound Unit Cost (Price per Case ÷ Number of pounds in case = Per Pound);
b. calculating Per Ounce Unit Cost (Price per Pound ÷ 16 ounces = Cost per Ounce);
c. calculating Per Piece Unit Cost (Cost ÷ Number of Pieces = Cost per Piece);
d. calculating Total Cost (Number of Units x Unit Price = Total Cost);
e. calculating Edible Portion (EP) Price (As Purchased [AP] Cost ÷ Yield Percentage = Edible Portion [EP] Price);
f. calculating Yield Percentage (Edible Portion [EP] ÷ As Purchased [AP] x 100 = Yield Percentage); and
g. calculating Labor Cost (Labor Cost ÷ Food Sales = Labor Cost Percentage).

2.3 <u>Calculating Dish Prices</u>: Evaluate the different methods and formulas (e.g., the going rate, prix fixe, markup, and food cost percentage) that food service operations use to calculate the **price of dishes**. Select the correct formulas to calculate the menu price for an assigned dish. Formulas include the following:
a. Markup (Food Cost + Markup = Menu Price), and
b. Food Cost Percentage (Food Cost per Portion ÷ Standard Food Cost Percentage = Menu Price)

3. Food Presentation

3.1 <u>Platter and Buffet Presentation</u>: 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 platters and plate presentations.

3.2 <u>Edible Garnishes</u>: Generate a list of commonly used **edible garnishes** and create a cheat sheet of principles to remember which garnish should accompany a dish. Examples of principles include dish temperature, functional appearance, and using garnishes sparingly.

4. Food Purchasing, Receiving, and Storing

4.1 <u>Food Price and Quality</u>: List the factors (e.g., environmental, economic, social, and/or government regulations) that influence **food prices** and **quality**. Analyze the **purchasing methods** (e.g., bids, purchase orders, requisition, and sales quotes) that food service operations use to order supplies.

4.2 <u>Receiving and Storage of Food Products</u>: Summarize the requirements for proper **receiving** and **storage of food products**. Identify proper procedures for receiving and storing food products, including both raw and prepared foods, attending to temperature and product rotation.

4.3 <u>Foodservice Management and Software</u>: Investigate **technological advances** in **food service management software**, including inventory databases and employee timekeeping systems. Create a basic inventory system for easy reference of par stock, recipes, ordering, and receiving of items.

5. **Cooking Principles**

   5.1 <u>Cooking Method Classifications</u>: Define the **three classifications of cooking methods** (i.e., combination, dry, and moist) and cite an example of each. Discuss how heat is transferred by conduction, convection, and radiation.

   5.2 <u>Overcooked/Undercooked Foods</u>: Select **three pieces of food** (e.g., a piece of chicken, apple, or potato) to determine what happens when that food is overcooked or undercooked using a certain cooking method. Outline the physical change in appearance, flavor, texture, weight, and moisture of each food.

6. **Food Preparation**
   For each of the following food types, prepare a "cheat sheet" to include as part of a food preparation index in the student portfolio. The index will address forms, preparation methods, classification and grading processes, receiving and storage practices, and a sample standardized recipe and photograph of the prepared dish. For each entry, draw on relevant culinary research and guidelines from regulatory agencies and organizations to support the information included in the index.

   6.1 <u>Cuts</u>: Compare and contrast the size and shape of **cuts** used in commercial kitchens. Practice performing different cuts using the correct steps corresponding to each. Cuts include the following:
      a. brunoises,
      b. chiffonade,
      c. dice,
      d. julienne,
      e. mince, and
      f. rondelle.
   Execute proper safety and cutting techniques when using knives in the lab.

   6.2 <u>Fruits and Fruit Classifications</u>: Research **fruit classifications** and cite an example fruit for each classification. Categorize the **purchasing grades** for fruits, noting the primary growing season and explaining the different types available to consumers.

   6.3 <u>Fruit Preparation and Cooking</u>: Summarize the **steps to prepare and/or cook fruits** when preparing dishes, displays, and garnishes. Draw on basic **chemistry principles** to explain the oxidation process and the importance of acidulation when preparing certain fruit dishes. Select a fruit recipe and modify the recipe to incorporate fruits currently in season.

   6.4 <u>Vegetables and Commonly Used Vegetables</u>: Identify the **vegetables** most used in **commercial food service** and describe the **anatomy** and **use** of each. Evaluate the **quality factors** when selecting vegetables, including growing seasons and regions, available forms of purchase, and vegetable gradings. Compile standardized recipes that demonstrate the diverse cooking methods for vegetables in food service settings.

   6.5 <u>Vegetable Cooking Methods</u>: Summarize various **moist-heat** and **dry-heat cooking methods** from the collection of standardized recipes compiled in the previous standard. Research the principles of vegetable cookery 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.

6.6 <u>Vegetables and Acid/Alkaline Solutions</u>: Determine the **role of acid** and **alkaline solutions** in a vegetable's color during the cooking process.

6.7 <u>Stock Ingredients and Production</u>: Summarize various ingredients' roles in the **production of stocks** (e.g., white stock, brown stock, broth/bouillon, vegetable stock, and fish stock) and create a list of steps when making **stocks** and **bases**. Compare the characteristics of the stocks, cooking times, and ingredients' contributions to the flavor profile. Make a stock and evaluate its quality.

6.8 <u>Soups</u>: Compare **soups** (e.g., clear soups, thick soups, and specialty soups). Follow and modify **soup recipes** to create various soups for a menu. Discuss the advantages and disadvantages of serving different types of soups on certain menus.

6.9 <u>Mother and Derivative Sauces</u>: Synthesize the characteristics of the **mother sauces** and **derivative sauces**. Identify how to choose a **thickening agent** when preparing different sauces. Create a recipe for a sauce and prepare that sauce.

6.10 <u>Starches</u>: Synthesize different **starches** in commercial kitchens, including, for example, potatoes, grains, corn, rice, and wheat. Identify how the starch content determines **botanical differences** among starches and influences their selection for dishes. Compile standardized recipes that demonstrate the diversity of starches in food service settings.

6.11 <u>Fresh and Dry Pasta</u>: Compare the differences in appearance, flavor, and texture of **fresh pasta** and **dry pasta**. Select a fresh pasta recipe and modify it to create an original multistep recipe, demonstrating proper safety techniques throughout.

7. Team Project with Data Analysis

7.1 <u>Team Project with Data Analysis</u>: As a team, identify a problem related to the program of study as a whole. Research and utilize the **Engineering Design Process** to design a solution. Document the following steps in an **engineering design notebook** for inclusion in the program portfolio. When possible, connect the problem to an FCCLA or SkillsUSA event.
   a. **Problem Identification**: Brainstorm specific problems and challenges within the program of study. Conduct basic research to understand the scope and implications of the identified problem. Identify one problem as a focus area.
   b. **Research and Analysis**: Conduct in-depth research on chosen topics related to the problem. Locate and analyze a dataset related to the problem.
   c. **Review the Stages of the Engineering Design Process**: Define the problem, research, brainstorm solutions, develop prototypes, test and evaluate, and iterate. Consider constraints such as cost, efficiency, and environmental impact during the design process.
   d. **Project Implementation**: Assign specific roles within the design teams (e.g., project manager, researcher, designer, tester). Design a solution tailored to address the identified problem or scenario. Document progress through design journals, sketches, diagrams, and digital presentations. (Note: Prototype is optional in the Year 2 course.)
   e. **Presentation and Reflection**: Showcase the problem and solution to the class. Share the data that was analyzed and how it affected the solution. Discuss the design process and challenges. As a class, critically evaluate the effectiveness and feasibility of the solutions and propose potential improvements.

The following artifacts will reside in the student's portfolio:
- safety and sanitation assignment,
- sample menu,
- collection of recipes,
- receiving and storing manual,
- cooking principle results,
- cheat sheets,
- research papers, and
- pictures of skills.

Standards Alignment Notes

*References to other standards include:
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Culinary Arts III

Primary Career Cluster:	Hospitality & Tourism
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C16H08
Prerequisite(s):	*Culinary Arts I* (C16H06) and/or *Culinary Arts II* (C16H07)
Credit:	1
Grade Level:	11-12
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality & Tourism courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the third course in the *Culinary Arts* program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ DECA: http://www.tndeca.org SkillsUSA: http://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Teacher Endorsement(s):	(050 and 060), (050 and 453), (051 and 060), (051 and 453), (154 and 155), (450 and 060), (450 and 453), 562, 563, 564, 566, 730
Required Teacher Certifications:	Please refer to Occupational Educator Licensure Guidance for a full list.
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-hospitality-tourism.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st-century skills necessary to be successful in careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry-relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference, FCCLA Fall Leadership Camps, FCCLA District STAR Events, SkillsUSA State Leadership and Skills Conference, and the DECA Emerging Leader Summit to engage with peers, demonstrate logical thought processes, and develop industry-specific skills that involve teamwork and project management.
- Participate in FCCLA and SkillsUSA career competitive events that highlight career development, including career investigation, interviewing, job skills demonstrations, career pathways showcase, and employment application process (ADA).
- Participate in DECA competitive events such as Food Marketing, Quick Serve Restaurant Management Series, Restaurant and Food Service Management, and Virtual Business Challenge – Restaurant.
- Participate in FCCLA and SkillsUSA competitive events such as Applied Math for Culinary Management, Baking and Pastry, Culinary Arts, Food Innovations, Nutrition and Wellness, and Commercial Baking.

For more ideas and information, visit Tennessee DECA at https://www.tndeca.org/, Tennessee FCCLA at https://www.tennesseefccla.org/, and Tennessee SkillsUSA at skillsusatn.org.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.2** | Workplace tours and job shadowing of local restaurants or other commercial kitchen facilities to facilitate students' understanding of safety and sanitation in the food service industry and provide students with hands-on experience.
- **Standard 2.1-2.2 |** On-the-job training as part of the recommended 30 hours in a commercial kitchen laboratory to develop students' mastery of presetting a dining area.
- **Standards 4.1-4.3** | Technical mentoring through online interactions with food service industry professionals to develop students' mastery of bakeshop basics.
- **Standards 5.1-5.8** | On-the-job training in food preparation, including dairy and eggs, meats and poultry, cookies, and pies and tarts, as part of recommended 30 hours in commercial kitchen laboratory and/or compensated internship connected to curriculum at a local restaurant or other foodservice provider.

Course Description

Culinary Arts III is an advanced course intended to further equip students with the skills and knowledge needed for various culinary careers. Students will gain experience in commercial food production and service operations while preparing for further training at the postsecondary level. Upon completion of the course, students will be proficient in commercial kitchen safety and sanitation, dining room service, food preparation and presentation, bakeshop preparation skills and equipment, and advanced cooking principles. Students will create artifacts to include in their portfolios. **The course should also include a suggested 30 hours in a commercial kitchen laboratory**.

Course Standards

1. **Food Safety & Sanitation**

   1.1 <u>HACCP, FDA, & USDA</u>: Analyze the concepts and principles of the **Hazard Analysis and Critical Control Points (HACCP)** from the **Food and Drug Administration (FDA)** and the **U.S. Department of Agriculture (USDA)** for meats and seafood.

   1.2 <u>Safety & Sanitation Procedures</u>: Identify, practice, and critique **safety** and **sanitation procedures** related to handling, preparing, storing, and serving food. Review and demonstrate common laboratory safety procedures, including prevention and control procedures and personal hygiene expectations. Incorporate safety procedures and complete the safety test with 100 percent accuracy.

2. **Dining Room Service**

   2.1 <u>Service Styles</u>: Compare various **service styles** (e.g., buffet, American service, Russian service, and French service) used in modern-day dining rooms. Evaluate the appropriate style for a given audience, setting, or event.

   2.2 <u>Dining Area Presentation</u>: Properly **preset a dining area** according to one of the commonly used **place settings** (i.e., American, a la carte, and banquet). Evaluate different **napkin folding** styles and techniques and then demonstrate one.

3. **Food Preparation**
   For each of the following food types, prepare a "cheat sheet" to include as part of a food preparation index in the student portfolio. The index will address forms, preparation methods, classification and grading processes, receiving and storage practices, and a sample standardized recipe and photograph of the prepared dish. For each entry, draw on relevant culinary research and guidelines from regulatory agencies and organizations to support the information included in the index.

   3.1 <u>Milk Composition</u>: Synthesize research from the **National Dairy Council** to determine the **composition of milk**. Summarize the percentage of required **butterfat content** in various milk products and high-butterfat dairy products. Describe which product is best for different functions in the kitchen and outline guiding principles when cooking with milk.

   3.2 <u>Common Milk Products</u>: Identify the three most common **milk products** (i.e., evaporated milk, sweetened condensed milk, and dried milk powder). Compare the different

concentrations and **compositions** of each. Compile a collection of recipes that features the use of each product independently or in combination.

3.3 <u>Cultured Dairy Products</u>: Research the history and use of **cultured dairy products** from early civilizations to the present. Outline the processes used in culturing, noting the types of bacteria that create each dairy product. Compare the taste, ingredients, and cost of different cultured dairy products.

3.4 <u>Butter & Margarine</u>: Compare the **chemical properties** of **butter** and **margarine**, citing evidence of molecular structure, nutritional facts, and nutritional claims. Justify why food service kitchens use clarified butter in place of butter substitutes. Demonstrate the multistep process for **clarifying butter**, noting temperature and time during each step.

3.5 <u>Cheese-Making</u>: Research the **cheese-making process**, describing how various stages of the process impact the flavor, shape, and color of cheese. Compare the roles of coagulants, bacteria, curds, and whey in different cheese types (i.e., fresh, soft, medium, firm, hard, blue, processed, and stretched cheese). Make a cheese or **yogurt** product by following a multistep recipe.

3.6 <u>Eggs</u>: Summarize the anatomy of **eggs** and categorize the forms, grades, and sizes for purchasing eggs. Evaluate **storage procedures**, especially the temperature and time. Compile recipes that highlight the diverse role of eggs in commercial kitchens.

3.7 <u>Poultry & Livestock</u>: Identify major **species** and **breeds** of **livestock** and **poultry** used 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 marbling. Summarize the effects of **aging** on the texture of meats and poultry.

3.8 <u>USDA Inspection & Grading Procedures</u>: Analyze the United States Department of Agriculture's (USDA) **meat inspection and grading procedures** and 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**.

3.9 <u>Poultry Classification</u>: Summarize the **classification of poultry** by bird type, size, and age in the food service industry. Explain 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.

3.10 <u>Mechanical & Chemical Tenderizers</u>: Compare **mechanical and chemical tenderizers** used in **meat preparation**. Discuss how the cut of meat influences the type of tenderizer and cooking method used. Develop a corresponding data table for the proper cooking methods of each cut.

4. Bakeshop Basics

4.1 <u>Hand Tools & Smallwares</u>: Describe and demonstrate the use of **hand tools and smallwares** in the **bakeshop** area of the commercial kitchen. Identify the functions, cleaning procedures, storage, and examples of proper use of tools in commercial food service.

4.2 <u>Mixing Methods</u>: Compare **mixing methods** used in commercial kitchens. Demonstrate and practice these methods according to the ingredient and desired product. Mixing methods include the following:

a. beat,
   b. blend,
   c. cream,
   d. cut in,
   e. fold,
   f. knead, and
   g. whip.

4.3 <u>Baking Ingredients</u>: Summarize the characteristics of **baking ingredients** in commercial kitchens and describe the physical properties of each:
   a. flour (high-gluten, bread flour, all-purpose, pastry, cake, whole wheat, self-rising, rye flour);
   b. sweeteners (granulated sugar, powdered sugar, brown sugar, molasses, honey, and corn syrup);
   c. shortening;
   d. leavening agents (chemical and yeast); and
   e. chocolate (powder, butter, and coating).

5. Bakeshop Preparation

5.1 <u>Bread & Batter Types</u>: Summarize the characteristics of **yeast bread**, **quick bread**, and **traditional batters**, noting the differences in leaveners, preparation/mixing methods, and baking methods. Outline the scientific processes that occur in mixing, kneading, and proofing yeast breads.

5.2 <u>Bread Products</u>: Collect recipes that illustrate the **diversity of bread products** in commercial kitchens. Properly prepare one or more of the selected recipes.

5.3 <u>Cookie Mixing Methods</u>: Practice the two main **mixing methods** (one-stage and creaming) for **cookies**, noting 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 cookie's overall appearance, flavor, and texture.

5.4 <u>Cookie Recipes</u>: Collect **cookie recipes** and then create an original recipe, focusing on ingredient proportions, flavor profile, and presentation.

5.5 <u>Pies & Tarts</u>: Identify the **qualities of pies and tarts**. Research different **piecrust** recipes and the **3-2-1 dough method**, paying close attention to the ingredients, temperature, mixing methods, and rolling and forming steps. Evaluate various pie crusts using different preparation methods.

5.6 <u>Pie Fillings</u>: Summarize types and characteristics of **pie fillings** (i.e., fruit, liquid, cream, and chiffon fillings). Synthesize the chemical changes caused by certain thickening agents. Examples of **thickeners** include the following:
   a. cornstarch in fruit pies,
   b. arrowroot in fruit pies, and
   c. eggs in liquid fillings.

5.7 <u>Fruit Tart Recipes</u>: Modify a **fruit tart recipe** to create an original multistep fruit tart recipe that follows proper safety guidelines. Recommend how to select fruit for **garnishing**. Support recommendations and explain the process of **oxidation** and the importance of **acidulation**.

5.8 <u>In-House & Convenience Bakeshop Products</u>: Evaluate **in-house made** and **convenience bakeshop** products for taste, price, and appearance. Compare the cost of the convenience product to in-house products.

The following artifacts will reside in the student's portfolio:
- Safety and sanitation assignments
- Dining room service artifacts
- Collection of recipes
- Dairy and egg artifacts
- Meat and poultry artifacts
- Bakeshop basic artifacts
- Pictures of skills

Standards Alignment Notes

*References to other standards include:
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Culinary Arts IV

Primary Career Cluster:	Hospitality & Tourism
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C16H09
Prerequisite(s):	*Culinary Arts I* (C16H06), *Culinary Arts II* (C16H07), and *Culinary Arts III* (C16H08)
Credit:	1
Grade Level:	12
Elective Focus-Graduation Requirement:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality & Tourism courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the fourth course in the *Culinary Arts* program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ DECA: http://www.tndeca.org SkillsUSA: http://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the State Board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Teacher Endorsement(s):	(050 and 060), (050 and 453), (051 and 060), (051 and 453), (154 and 155), (450 and 060), (450 and 453), 562, 563, 564, 566, 730
Required Teacher Certifications/Training:	Please refer to Occupational Educator Licensure Guidance for a full list.
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-hospitality-tourism.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st-century skills necessary to be successful in careers and life. In pursuit of ensuring every student in

Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry-relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom
CTSOs are a great resource to put classroom learning into real-life experiences for students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.
- Participate in the CTSO Fall Leadership Conference, DECA and FCCLA Fall Leadership Camps, FCCLA District STAR Events, SkillsUSA State Leadership and Skills Conference, and the DECA Emerging Leader Summit to engage with peers, demonstrate logical thought processes, and develop industry-specific skills that involve teamwork and project management.
- Participate in FCCLA and SkillsUSA career competitive events highlighting career development, including career investigation, interviewing, job skills demonstrations, career pathways showcases, and employment application process (ADA).
- Participate in DECA competitive events such as Food Marketing, Quick Serve Restaurant Management Series, Restaurant and Food Service Management, and Virtual Business Challenge – Restaurant.
- Participate in FCCLA and SkillsUSA competitive events such as Applied Math for Culinary Management, Baking and Pastry, Culinary Arts, Food Innovations, Nutrition and Wellness, Commercial Baking, and Culinary Arts.

For more ideas and information, visit Tennessee DECA at https://www.tndeca.org/, Tennessee FCCLA at https://www.tennesseefccla.org/, and Tennessee SkillsUSA at skillsusatn.org.

Using Work-Based Learning (WBL) in Your Classroom
Sustained and coordinated activities related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.
- **Standard 1.1**| On-the-job training at a local restaurant or other commercial kitchen facility throughout the course for students to develop mastery of course standards.
- **Standards 2.1-2.3** | Workplace tours and job shadowing at local restaurants or other commercial kitchen facilities to facilitate students' understanding of safety and sanitation in the food service industry and provide students with hands-on experience.
- **Standards 3.1-4.6** | On-the-job training at a local restaurant or other commercial kitchen facility in food and bakeshop preparation, including finfish and shellfish, cakes, custards, and buttercreams, as part of the recommended 30 hours in commercial kitchen laboratory and/or compensated internship connected to curriculum at a local restaurant or other foodservice provider.
- **Standards 5.1-5.2** | Virtual exchange with professionals from the food service industry to develop students' mastery of food service sustainability practices and procedures.
- **Standards 6.1-6.2** | On-the-job training at a local restaurant or commercial kitchen facility for students to develop successful job materials, particularly resumes and interview practice required for food service positions.
- **Standard 7.1** | Virtual exchanges with professionals from the food service industry to illustrate the various business models available within the food service industry.

- **Standards 8.2-8.4** | Integrated project with multiple interactions with food service and hospitality management professionals to develop students' mastery of drafts, proposing, and then putting together a catering event for a mock client as part of their final capstone requirement.

Course Description

Culinary Arts IV is the capstone course in the *Culinary Arts* program of study intended to prepare students for careers such as banquet cook, catering assistant, event planning assistant, and many other entry-level food and beverage careers. Course content reinforces the components of commercial kitchen safety and sanitation, food presentation, bakeshop preparation skills, sustainability practices, professionalism, and business opportunities. Upon completion of this course, proficient students will have applied the full range of knowledge and skills acquired in this program of study to the planning and catering of an instructor-approved event. Students will create artifacts to include in their portfolios. **The course should also include a suggested 30 hours in a commercial kitchen laboratory**.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

1. **Personalized Learning Plan**

   1.1 Personalized Learning Plan: A student will have a **Personalized Learning Plan** that identifies their long-term goals, demonstrates how the work-based learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
   - a. application of academic and technical knowledge and skills embedded in course standards;
   - b. career knowledge and navigation skills;
   - c. 21st-century learning and innovation skills, and
   - d. personal and social skills.

2. **Food Safety & Sanitation**

   2.1 HACCP, FDA, & USDA: Analyze the concepts and principles of the **Hazard Analysis and Critical Control Points (HACCP)** from the **Food and Drug Administration (FDA)** and the **United States Department of Agriculture (USDA)** for meats and seafood.

2.2 <u>Foodservice Business State Laws & Rules</u>: Research the **state laws and rules** that govern food service businesses, including catering operations, from the **Tennessee Department of Health (TDH)**. Adhere to all applicable laws while completing the capstone project.

2.3 <u>Safety & Sanitation Procedures</u>: Practice and critique **safety and sanitation procedures** related to handling, preparing, storing, and serving food. Demonstrate common laboratory safety procedures, including prevention and control procedures and personal hygiene expectations. Incorporate safety procedures and complete the safety test with 100 percent accuracy.

3. **Food Preparation**

For each of the following food types, prepare a "cheat sheet" to include as part of a food preparation index in the student portfolio. The index will address forms, preparation methods, classification and grading processes, receiving and storage practices, and a sample standardized recipe and photograph of the prepared dish. For each entry, draw on relevant culinary research and guidelines from regulatory agencies and organizations to support the information included in the index.

3.1 <u>Shellfish & Finfish</u>: Identify the major types of **shellfish** and **finfish** (saltwater and freshwater) used in commercial food service. Summarize guidelines for assessing the quality and freshness of finfish and shellfish.

3.2 <u>NOAA Inspection & Grading Procedures</u>: Analyze the **National Oceanic and Atmospheric Administration (NOAA)** inspection and grading procedures for **finfish** and **shellfish** and summarize how the products are graded, classified, and inspected. Examine the United States Food and Drug Administration's (FDA) list of approved acceptable market names.

3.3 <u>Fabrication Forms</u>: Identify different **fabrication forms** that chefs may work on within a commercial kitchen. Summarize the various **moist-heat** and dry-heat cooking methods for seafood. Research the principles of finfish and shellfish cookery and select the best cooking method for certain finfish and shellfish. Explain to a potential customer, client, or supervisor how the cooking method achieves the desired flavor profile, texture, and presentation.

3.4 <u>Entrée Menu Listing</u>: Create an entrée menu listing for a **restaurant-quality finfish or shellfish dish**. The entrée listing should reflect the use of local products and connections to a certain region.

4. **Bakeshop Preparation**

4.1 <u>Cake Types</u>: Categorize cakes by their **mixing methods** (e.g., creaming and sponge), the **ingredients**, and **pan preparation**. Compile a collection of cake recipes into an index and demonstrate the preparation method of one recipe for a group.

4.2 <u>Multilayer Cake Assembly</u>: Summarize the steps to follow a **multilayer cake** and identify the necessary kitchen tools to successfully practice the skill. Investigate current trends in finishing and decorating cakes.

4.3 <u>Custards & Foams</u>: Compare types of **custards** (stirred and baked) and foams (whipped cream, meringue, mousse, and Bavarian crème) commonly used in commercial food service. Discuss how the preparation methods affect the **appearance, volume, and weight of foams**. Compile a collection of recipes that illustrates the diversity of custards and foams in the food service industry.

4.4 <u>Buttercream</u>: Research types of **buttercreams** (American and French) and the multistep process for preparing each. Compare the taste, structure, and composition of each. Create and revise the recipes for different buttercreams.

4.5 <u>Dessert Sauces</u>: Analyze different types of **dessert sauces** (i.e., crème anglaise, chocolate, caramel, and fruit sauces) and the ingredients in each. Evaluate dessert dishes that may benefit from the addition of various sauces. Demonstrate the ability to prepare sauces from recipes, make modifications when needed, and evaluate the sauces for proper appearance, flavor, and texture.

4.6 <u>Frozen Dessert Qualities</u>: Discuss the qualities of **frozen desserts**. Evaluate a frozen dessert recipe and outline any proposed modifications, including substitute ingredients.

5. Sustainability in the Kitchen

5.1 <u>Green, Responsible, & Sustainable Designs</u>: Research the principles of **green design**, **responsible design**, and **sustainable design** in the commercial kitchen setting. Examine how a food service establishment has successfully implemented one of these principles and discuss its impact on the business.

5.2 <u>Sustainable Practices</u>: Research the importance of **sustainable practices** in the food service industry. Create a plan to reduce **food service waste** and minimize environmental impact, particularly by reducing water and conserving energy.

6. Food Service Career Development

6.1 <u>Professional Resumes</u>: Analyze the **resumes** of **professional chefs** and **food service professionals**. Create a resume for a food service industry career.

6.2 <u>Mock Interview</u>: Participate in a **mock interview**. Identify **tips on dress** and **grooming**, most asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures, including a thank you letter to the interviewer.

7. Business Opportunities

7.1 <u>Business Ownership Models</u>: Compare **business ownership models**, including sole proprietorships, partnerships, small businesses, cooperatives, limited liability corporations, and corporations. Explain the **organizational structure** of each model and describe its advantages and disadvantages to both owner and customer.

7.2 <u>Cost Reduction Methods</u>: Investigate **methods for reducing costs** in the commercial kitchen, including investments in energy-saving technologies, bulk purchasing strategies, and buying locally. Develop a **proposal for a mock client or manager**, outlining how the business can save money while also adhering to its mission, without compromising the quality of food or service.

8. Capstone Project

8.1 <u>Foodservice Strategies</u>: Evaluate appropriate **food service strategies** that **event planning and catering companies use for certain events** (e.g., banquets, receptions, lunches, etc.). As part of the class capstone project, investigate potential clients for a catering event and determine the appropriate client given classroom constraints. Potential clients could include,

for example, a local non-profit or community organization, a parent-teacher association, a student government association, a sports team, and more.

8.2 <u>Event Planning & Catering Proposals</u>: Research how event planning and catering companies submit **proposals** to potential clients and compare sample proposals in various formats. Determine the **central components** necessary for any foodservice-related proposal (e.g., a projected budget). Develop an original event proposal, including at least the following:
   a. introduction;
   b. theme of event;
   c. timeline of planning;
   d. appropriate tableware, linens, and decorations;
   e. menu;
   f. budget/cost analysis, and
   g. professionalism evaluation rubric.

8.3 <u>Event Proposal Presentation</u>: Present the **event proposal to the client for feedback** and recommendations. Analyze the feedback and recommendations to justify any changes to the event proposal. Submit the final event proposal for approval, documenting all changes.

8.4 <u>Event Proposal Execution</u>: Using the final approved event proposal, execute the **timeline** to demonstrate teamwork, problem-solving, and decision-making skills. Work collaboratively to ensure that the needs and expectations of the client are met for the event. Document the capstone experience, drawing on the connections between the project and course content.

9. Portfolio

9.1 <u>Portfolio</u>: Update the **portfolio** started in *Culinary Arts I* to demonstrate **mastery of skills and knowledge** acquired throughout the full *Culinary Arts* program of study and applied in the final course. The portfolio should reflect a thoughtful assessment and evaluation of the progression of work, exhibiting personal and professional growth in the culinary field.

The following artifacts will reside in the student's portfolio:
- Safety and sanitation assignments
- Fish and shellfish artifacts
- Recipes
- Photos of food product
- Bakeshop artifacts
- Sustainability assignment
- Professionalism artifacts
- Capstone project artifacts

Standards Alignment Notes

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Hospitality and Tourism Management I

Primary Career Cluster:	Hospitality and Tourism
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C16H17
Prerequisite(s):	None
Credit:	1
Grade Level:	9-10
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality and Tourism courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the first course in the *Hospitality and Tourism Management* program of study.
Aligned Student Organization(s):	FCCLA: https://www.tennesseefccla.org/ DECA: https://www.tndeca.org/ SkillsUSA: https://www.skillsusatn.org/
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Teacher Endorsement(s):	035, 039, 050, 051, 052, 054, 152, 153, 154, 158, 202, 204, 311, 430, 435, 436, 450, 471, 472, 474, 475, 476, 952, 953, 954, 958
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-hospitality-tourism.html Best for All Central: https://bestforall.tnedu.gov/

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Students engage in industry-relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course. Note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference, DECA and FCCLA Fall Leadership Camps, FCCLA District STAR Events, SkillsUSA State Leadership and Skills Conference, and the DECA Emerging Leader Summit to engage with peers, demonstrate logical thought processes, and develop industry-specific skills that involve teamwork and project management.
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FCCLA and SkillsUSA career competitive events highlighting career development, including career investigation, interviewing, job skills demonstrations, career pathways showcase, and employment application process (ADA).
- Participate in DECA, FCCLA, and SkillsUSA competitive events such as Principles of Hospitality and Tourism, Franchise Business Plan, Hospitality and Tourism Operations Research, Hospitality Service Team Decision Making, Travel and Tourism Team Decision Making, Hotel and Lodging Management Series, Hospitality and Tourism Professional Selling, Virtual Business Challenge – Hotel Management, Hospitality, Tourism, and Recreation and Customer Service.

For more ideas and information, visit Tennessee DECA at https://www.tndeca.org/, Tennessee FCCLA at https://www.tennesseefccla.org/, and Tennessee SkillsUSA at skillsusatn.org.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.4**| Guest speakers from the local businesses and agencies in the hospitality and tourism industry to discuss innovative industry trends and how to apply trends in real-world scenarios.
- **Standards 2.1-2.2** | Guest speakers/professional panel from local professionals in the hospitality and tourism industry to discuss job options and opportunities within this industry.
- **Standards 3.1-3.3** | Guest speakers from local businesses and agencies in the hospitality and tourism industry to discuss social responsibility, ethics, and cultural diversity within the industry and provide students with real-world scenarios to illustrate concepts.
- **Standards 4.1-4.3** | Career panel with representatives from various sectors within the hospitality and tourism industry, including profit and non-profit, sole proprietorship, corporation, etc.

- **Standards 5.1-5.5** | Guest speakers, whose primary focus is marketing, from local businesses and agencies in the hospitality and tourism industry.
- **Standards 6.1-6.5** | Panel of guest speakers from local hospitality and tourism businesses and agencies with follow-up workplace tours.

Course Description

Hospitality and Tourism Management I is the foundational course for students interested in careers within the hospitality and tourism industry. The course allows students to explore the career opportunities and fundamental principles that guide the organization and management of the hospitality and tourism industry. Upon completion of this course, students will be proficient in the foundations of hospitality and tourism, industry segments, business concepts and operations, the role of marketing, and customer relations.

Course Standards

1. **Trends in Hospitality and Tourism: Past, Present, Future**

   1.1 Hospitality and Tourism Industry Milestones: Research significant **milestones and trends** from ancient history to the present that have influenced the development of the hospitality and tourism industry.

   1.2 Hospitality and Tourism Industry Trends: Analyze local, national, and global hospitality and tourism **innovations and trends** (e.g., artificial intelligence (AI), digitalization, extensive data use, voice recognition software for automated tasks, sleep pods in public spaces, overseas air travel showers, etc.). Predict how the hospitality and tourism industry will change in the next twenty years.

   1.3 Hospitality and Tourism Industry Evolution: Detail the **evolution of hospitality and tourism** in the United States and explain the impact that various **technological innovations** (e.g., the steam engine, assembly line, telephone, automobile, computer, internet, digital key, instant text messaging) have had on hospitality and/or tourism and consumer behavior over time. Identify how emerging technologies continue to transform hospitality and tourism and present new challenges and opportunities to business owners.

   1.4 Ethical Artificial Intelligence (AI): **Explore the ethical implications of AI usage** through interactive discussions and case studies, learning to identify bias, ensure fairness, and protect privacy in AI systems. **Develop** critical thinking **skills to evaluate the societal impact of AI technologies**, while fostering a sense of responsibility and ethical decision-making in the use of AI tools.

   1.5 Hospitality and Tourism Challenges or Trends: Evaluate a **challenge or trend** that influences the hospitality and tourism industry today. Research topics may include:
      a. delivering consistent service,
      b. diversity of the workforce,
      c. demographic trends of customers,
      d. impact of seasons/weather,
      e. globalization,

    f. political conditions, and

    g. economic conditions.

1.6 <u>Career and Technical Student Organization Introduction</u>: Introduce the program's aligned Career and Technical Student Organization (CTSO), **FBLA, FCCLA, DECA,** or **SkillsUSA**, through an interactive activity, such as a classroom competition.

2. Hospitality Segments and Career Exploration

2.1 <u>Hospitality Industry Segments</u>: Identify different **segments** of the hospitality **industry** and provide an example of a business or organization for each. Explain the characteristics and importance of each segment in relation to the local, state, and national economies.

2.2 <u>Hospitality Industry Careers</u>: Create a ***Careers in the Hospitality Glossary*** using the five W's (i.e., who, what when, where, and why) to identify all professions (e.g., financial analyst, hotel engineer, guest service agent, etc.) in each segment (i.e., travel and tourism, lodging, food and beverage, and recreation) of the hospitality industry. Define each listing, including job descriptions and typical activities, and detail the aptitudes and training required for careers of interest. Conduct a self-assessment of aptitudes, interests, and personality traits and devise a tentative career plan to reach employment goals.

2.3 <u>Tourist Classifications</u>: Define and explain the **roles of a tourist, domestic tourist**, and **international tourist** in the hospitality industry. Describe the different types of tourism (e.g., sustainable tourism, disaster tourism, culinary tourism, ecotourism, genealogy tourism, sports tourism, voluntourism, etc.) in the industry.

2.4 <u>Lodging Businesses</u>: Compare and contrast the **characteristics of lodging businesses** (e.g., full-service hotels, limited-service properties, specialty accommodations, Bed and Breakfasts, and Airbnb) in the national and/or global market.

2.5 <u>Food & Beverage Segment</u>: Research the **food and beverage segment** of the hospitality industry, comparing the two main groups (commercial and noncommercial). Describe the role the food service industry plays within the larger hospitality industry, noting its relationship and overlap with other segments, such as tourism and entertainment.

3. Social Responsibility and Ethics

3.1 <u>Market, Command, and Mixed Economies</u>: Cite the advantages and disadvantages of a **market economy,** a **command economy**, and a **mixed economy**. Discuss the relationships between consumers, hospitality businesses, and government in various economic systems and analyze the rights and responsibilities of these entities in countries with these distinctive systems.

3.2 <u>Social Responsibility and Ethics</u>: Research the roles of **social responsibility** and **ethics** in the hospitality and tourism industry. Evaluate how businesses benefit from engaging in responsible business practices.

3.3 <u>Cultural Diversity</u>: Investigate the role of **cultural diversity** in the hospitality and tourism industry. Discuss the components of cultural diversity, including religious customs, dietary habits, and traditions. Identify strategies to increase **multicultural awareness** in the hospitality and tourism industry.

4. Business Concepts and Operations

4.1 <u>Profit</u>: Describe **profit's role in the economy**. Analyze the relationship between the hospitality and tourism industry and an area's economic health.

4.2 <u>For-Profit vs. Nonprofit</u>: Compare the missions, organizational structures, compensation models, and tax statuses of **for-profit** and **non-profit hospitality businesses**. Examine how different segments of hospitality support each other.

4.3 <u>Types of Business Ownership</u>: Compare the **three primary types of business ownership**: sole proprietorship, partnership, and corporation. Research a local hospitality business, focusing on the type of ownership, history, background of founding, and description of products or services offered. Highlight any operational changes in response to market and population shifts, infrastructure development (e.g., interstates, public transportation), inventions, expansion opportunities, and other market factors.

5. Role of Marketing in Hospitality and Tourism

5.1 <u>Seven Functions of Marketing</u>: Define marketing and describe the **seven functions of marketing**: distribution, financing, marketing information management, pricing, product/service management, promotion, and selling. Analyze marketing as part of a hospitality and tourism business strategy to increase revenue.

5.2 <u>Marketing Mix</u>: Describe the components of the **marketing mix** (product or service, place, price, and promotion) and the **four Cs of hospitality** (consumer, costs, communication, and convenience). Investigate the launch of a new service, focusing on how the company employed the marketing mix or the four Cs of hospitality to aid in the launch. Critique the company's strategies and suggest alternative ideas for future campaigns, following the principles of the marketing mix or the four Cs of hospitality.

Storyboard the investigation, the use of the company's four C's and the marketing mix, and the critique of the company strategies. Design the future campaign based on the storyboard. Compile the elements of the storyboard and campaign with other artifacts for inclusion in a design portfolio, such as an engineering design notebook, to be updated throughout the program of study.

5.3 <u>Advertising and Media</u>: Define **advertising** and list the **types of media** that hospitality businesses use to reach potential customers. Analyze sample advertisements, evaluating the purpose and medium (e.g., TV, radio, social media, billboard, magazine, newspaper, or other) in terms of market reach.

5.4 <u>Market Segmentation</u>: Summarize the concept of **market segmentation** and analyze how hospitality and tourism businesses use marketing to increase their **market share**.

5.5 <u>SWOT Analysis</u>: 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.

6. **Customer Services and Professionalism**

6.1 <u>Management Skills</u>: Identify the **management skills** required of individuals in the workplace, including time management, organizational planning, teamwork, and professionalism.

6.2 <u>Guest Life Cycle</u>: Describe the **guest life cycle** and **Maslow's Hierarchy of Needs** and how the hospitality and tourism industry helps meet both the cycle's stages and Maslow's needs.

6.3 <u>Customer-Focused Practices</u>: Determine the correlation between **customer-focused business practices** and **customer satisfaction**. Identify employee habits, characteristics, and practices of strong customer service-oriented individuals.

6.4 <u>Communication Skills</u>: Develop and practice effective **communication skills** vital to **customer** and **interdepartmental relationships**, such as active listening and nonverbal, verbal, and written communication. Determine best practices for addressing **customer complaints** and **interdepartmental disputes**. Using conflict management techniques and industry-appropriate communication, critique the role-play and written exercises of peers.

6.5 <u>Company-Customer Relationships</u>: Identify successful practices for **strengthening a company's relationship with its customers** and improving customer satisfaction, loyalty, and advocacy.

7. **Data Analysis in Hospitality and Tourism**

7.1 <u>Data Analysis in Hospitality and Tourism</u>: Research the **use of data in Hospitality and Tourism** career fields. Include data that is generated internally by businesses, and externally by local communities, state, and the nation. Explore examples of how the data is used, including the following:
   a. customer/client use of products and services;
   b. demographics of end users;
   c. community, state, and national statistics; and
   d. data that must be reported to another entity.

Standards Alignment Notes

*References to other standards include:
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Hospitality and Tourism Management II

Primary Career Cluster:	Hospitality and Tourism
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C16H18
Prerequisite(s):	*Hospitality and Tourism Management I* (C16H17)
Credit:	1
Grade Level:	10-11
Elective Focus-Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality and Tourism courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the second course in the *Hospitality and Tourism Management* program of study.
Aligned Student Organization(s):	FCCLA: https://www.tennesseefccla.org/ DECA: https://www.tndeca.org/ SkillsUSA: https://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Teacher Endorsement(s):	035, 039, 050, 051, 052, 054, 152, 153, 154, 158, 202, 204, 311, 430, 435, 436, 450, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-hospitality-tourism.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st-century skills necessary to be successful in careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry-relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference, DECA and FCCLA Fall Leadership Camps, FCCLA District STAR Events, SkillsUSA State Leadership and Skills Conference, and the DECA Emerging Leader Summit to engage with peers, demonstrate logical thought processes, and develop industry-specific skills that involve teamwork and project management.
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For more ideas and information, visit Tennessee DECA at https://www.tndeca.org/, Tennessee FCCLA at https://www.tennesseefccla.org/, and Tennessee SkillsUSA at skillsusatn.org.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.5** | Guest speakers from the hospitality and tourism industry to discuss management styles and illustrate how to apply various styles using real-world examples and problems.
- **Standard 2.1** | Integrated project with multiple interactions with hospitality and tourism industry professionals to help students develop a mission, vision, and employee manual for a hospitality and tourism organization.
- **Standards 2.4-2.6** | Guest speakers from human resources and legal within the hospitality and tourism industry.
- **Standards 4.1-4.2** | Virtual exchanges with partners in the hospitality and tourism industry to develop students' mastery of risk management strategies.
- **Standards 5.1-5.7** | Virtual exchanges with hospitality and tourism professionals to develop students' mastery of business marketing plans.

- **Standards 7.1-7.4** | Integrated project with multiple hospitality and tourism industry professionals to develop students' mastery of industry-related financial concepts.
- **Standards 8.1-8.3** | Guest speakers and informational interviews with hospitality and tourism industry professionals to discuss industry ethics and professionalism.

Course Description

Hospitality and Tourism Management II is an intermediate course for students interested in learning more about careers in the hospitality and tourism industry. This course prepares students for the hospitality and tourism industry by focusing on management, human resources, recruitment, career development, marketing, finances, economics, and customer services. Upon completion of this course, proficient students will be able to pursue more advanced coursework in the Hospitality and Tourism Management program of study.

Course Standards

1. **Management Structures and Roles**

   1.1 Management Process and Functions: Examine both the **management process** and **functions** (e.g., setting goals, planning, organizing, leading, and controlling). Analyze how concerns for the environment, an increasingly diverse workforce, globalization of the industry, and rapidly changing technology have impacted how hospitality and tourism businesses apply these functions.

   1.2 Horizontal and Vertical Management Styles: Compare **organizational differences** between **horizontal** and **vertical business management styles**. Outline the advantages and disadvantages of horizontal and vertical management for a specific segment of the hospitality industry.

   1.3 Management and Leadership Styles: Compare **management styles** (e.g., authoritarian, collaborative, bureaucratic, administrative, democratic, laissez-faire, and cultural) and **leadership styles** in the hospitality industry. Explain the importance of varying leadership or management styles to respond to organizational needs.

   1.4 Management and Leadership Skills: Research the **management** and **leadership skills** (e.g., delegation, motivation, communication, technical skills, time management, organizational planning, empowerment, and professionalism) typically found in a successful hospitality team. Illustrate the pros and cons of a specific management or leadership style and its effect on employee performance, engagement, and morale.

   1.5 Stressful Situations: Create a list of **stressful situations** that a manager may experience in everyday operations in a specific hospitality segment. Investigate the potential outcomes and actions of each situation based on a certain **management style**.

2. **Human Resources, Recruitment, and Career Development**

   2.1 Mission and Vision Statement: Describe the process of developing a **mission and vision statement** for a hospitality or tourism organization and identify how these statements impact both **day-to-day functions** and **employee morale**. Identify and examine the components of

both a mission and a vision statement. Create a new, or recommend updates to an existing, mission and vision statement for a business.

2.2 <u>Employee Manual</u>: Generate a new, or recommend updates to an existing, **employee manual** for a hospitality or tourism business that focuses on human resource policies and employee expectations. Include the following:
   a. procedures for employee hiring and release,
   b. orientation of new employees,
   c. performance assessments,
   d. handling grievances, and
   e. compensation packages.

2.3 <u>Legal/Illegal Labor and Management Strategies</u>: Explain **legal** (e.g., strikes, boycotts, layoffs, and lockouts) and **illegal** (e.g., wildcat strikes, secondary boycotts, and preventing workers from forming unions) **labor strategies**. Analyze labor and management **disputes** and their impacts on hospitality or tourism businesses.

2.4 <u>Human Resources</u>: Identify the **purpose** of and separate **roles** within **human resources**. Compare human resources departments in large organizations, midsize organizations, and small organizations.

2.5 <u>Candidate Selection Tools</u>: Identify and explain the **functions of selection tools** (e.g., interviews, tests, and reference and background checks) used in the candidate hiring process. Research how companies conduct **interviews** and move a candidate through an **interview process**. Compare the **hiring process** in different-sized businesses (e.g., large, midsize, and small) and discuss how an organization finds the right candidate for an open position.

2.6 <u>Labor Legislation</u>: Identify **policies** and **laws** (e.g., the Americans with Disabilities Act, Genetic Information Nondiscrimination Act, Age Discrimination in Employment Act, etc.) that affect **employee recruitment** and **selection**. Examine **employers' policies** and determine if employers use specific tools to meet the requirements of these current policies and laws.

3. Business and Organizational Structure

3.1 <u>Business Ownership</u>: Analyze the advantages and disadvantages of **basic forms of business ownership** (i.e., sole proprietorship, partnership, and corporation) and identify variations (i.e., franchise, limited partnership, cooperative, limited liability company, and corporation).

3.2 <u>Operations Plan</u>: Analyze the **operations plan** of a hospitality or tourism business, identifying location, hours of operation, customer accessibility, equipment, storage and inventory needs, and current supply chain elements. Determine the business' significant **weakness(es)**, and/or **area(s) of growth** and recommend improvements to its current plan.

3.3 <u>Organizational Structure</u>: Diagram and describe the **organizational structure** of a hospitality or tourism business, paying close attention to documentation of job descriptions, including reporting structures, accurate number of employees, and any outsourced labor.

4. Safety, Security, and Legislation

4.1 <u>Applicable Risks</u>: Identify applicable **risks** to a hospitality or tourism business, such as fire or flood damage or significant theft of inventory, and research available **risk management options**, such as insurance.

4.2 <u>Regulations and Laws</u>: Identify appropriate national, state, and local bodies governing the operations of a hospitality or tourism business. Summarize **federal, state, and local regulations and laws** (e.g., environmental regulations, zoning or licensing requirements, and legal stipulations) necessary to operate the business.

4.3 <u>Customer Accommodations</u>: Analyze suggestions and regulations to **accommodate customers with special needs**. Create a list of **accommodations** or **modifications** (e.g., accessibility for mobility issues, service animals, food allergies, bathroom usage, smoking, breastfeeding, etc.) found in different environments (e.g., restaurants, hotels, ships, sporting venues, theatres, airports, etc.).

5. Marketing Concepts and Research

5.1 <u>Marketing and Advertising</u>: Define **marketing** and **advertising**. Describe each **marketing core function** (i.e., channel management, marketing information management, market planning, pricing, product service management, promotion, and selling). Illustrate how each function supports the marketing concept of a hospitality and tourism business.

5.2 <u>Marketing Concepts and Campaigns</u>: Investigate positive and negative **marketing choices**, **concepts**, and **campaigns** (e.g., good vs. bad, appropriate vs. inappropriate) from businesses in the past five years. Explain their effects on the business and recommend alternatives.

5.3 <u>Marketing Plan Elements</u>: Research and analyze the **elements of marketing plans** for hospitality and tourism businesses. Identify common elements in each marketing plan and discuss the concept of **return on investment** (ROI).

5.4 <u>Green and Traditional Marketing Plans</u>: Create a **green or traditional marketing plan** for a hospitality or tourism business aimed at increasing the business's visibility to a non-local customer. Outline specific marketing strategies, implementation plans, and evaluation standards and explain how to quantify the return on investment (ROI).

5.5 <u>Promotions and Loyalty Programs</u>: Analyze the main benefits of effective **promotions** and **loyalty programs**. Research a prominent example of a promotion or loyalty program, focusing on the company sponsor, nonprofit benefactors, the promotion's launch, continued existence, and use of social media tools.

5.6 <u>Promotional or Loyalty Plan Design</u>: Design a **promotion** or **loyalty plan** for a hospitality business. Include all elements of the promotional mix and address the following:
   a. goals,
   b. target market,
   c. message or theme,
   d. coordination aspects,
   e. action plan/implementation, and
   f. evaluation instrument.

5.7 <u>Tennessee Travel and Tourism Marketing</u>: Analyze the **Tennessee Department of Tourist Development's marketing plan** for local, in-state travelers, and national and global visitors to Tennessee. Research the hospitality and tourism industry's economic impact on Tennessee in the past five years and determine the effectiveness of state videos and slogans (e.g., The Soundtrack of America – Made in Tennessee).

5.8 <u>Team Project with Data Analysis</u>: As a team, identify a problem related to the program of study as a whole. Research and utilize the **Engineering Design Process** to design a solution. Document the following steps in an **engineering design notebook** for inclusion in the program portfolio. When possible, connect the problem to a DECA, FBLA, FCCLA, or SkillsUSA event..
   a. **Problem Identification**: Brainstorm specific problems and challenges within the program of study. Conduct basic research to understand the scope and implications of the identified problem. Identify one problem as a focus area.
   b. **Research and Analysis**: Conduct in-depth research on chosen topics related to the problem. Locate and analyze a dataset related to the problem.
   c. **Review the Stages of the Engineering Design Process**: Define the problem, research, brainstorm solutions, develop prototypes, test and evaluate, and iterate. Consider constraints such as cost, efficiency, and environmental impact during the design process.
   d. **Project Implementation**: Assign specific roles within the design teams (e.g., project manager, researcher, designer, tester). Design a solution tailored to address the identified problem or scenario. Document progress through design journals, sketches, diagrams, and digital presentations. (Note: Prototype is optional in the Year 2 course.)
   e. **Presentation and Reflection**: Showcase the problem and solution to the class. Share the data that was analyzed and how it affected the solution. Discuss the design process and challenges. As a class, critically evaluate the effectiveness and feasibility of the solutions and propose potential improvements.

6. Economics

6.1 <u>Supply and Demand</u>: Summarize the foundational economic principles of supply and demand. Determine **factors involved** in supply and demand and how supply and demand influences **businesses' production of goods and services**.

6.2 <u>Economic Indicators</u>: Analyze how **economic conditions** affect **employment and product consumption** and determine the implications on the creation, expansion, and relocation of hospitality or tourism businesses.

6.3 <u>Business Cycle</u>: Illustrate the **four stages of a business cycle** (i.e., recession, depression, recovery, and peak), plot the generally accepted economic activities that occur at each stage, and identify the U.S. Federal Reserve's impact on each stage of the business cycle.

7. Financial Concepts

7.1 <u>Financial Concepts and Terms</u>: Define and furnish examples of **foundational financial concepts and terminology**, including but not limited to financial statements, revenue, expenses, assets, liabilities, equity, net worth, profit, and net loss. Apply **basic mathematical operations skills** to understand **financial concepts** such as interest and savings.

7.2 <u>Fixed and Variable Expenses</u>: Differentiate between **fixed and variable expenses** on a hospitality-related business' income statement. Select three expenses and determine their importance to the business. Analyze possible **cost-cutting strategies** to minimize expenses in each category.

7.3 <u>Invoices and Receipts</u>: Prepare a **mock purchase order**, **invoice**, and/or **sales receipt,** including shipping and taxes, for a sample product/package. Explain the elements of the financial document and identify any mistakes and miscalculations for a mock client.

7.4 <u>Budgeting Process</u>: Describe the process of **developing a budget** and identifying the elements of a budget, including income statement, balance sheet, and cash flow. Plan a budget for an upcoming community service project or career and technical student organization (CTSO) event. Create a comprehensive **budget narrative**, including both a written statement and a summary worksheet listing all expenses, to justify each cost.

8. **Professionalism, Customer Service, and Ethics**

8.1 <u>Personal and Professional Communication</u>: Demonstrate **appropriate verbal and written communication in both professional and personal settings/situations**. Compose and format **various types of business communications** (e.g., letters, memos, reports, resumes, emails, etc.). Proofread **business documents** to ensure **clarity, consistency, accuracy, and precision**.

8.2 <u>Cross-Cultural Communication</u>: Demonstrate proper respect for **diversity** and the ability to communicate with people from different **cultures** and **countries**. Compose effective **business communication** according to an understanding of appropriate environments and differences in tone, style, and format.

Business Ethics: Research the concepts of social responsibility and ethics as important components of business. Hypothesize why businesses must increasingly consider their impact on society when making decisions.

Standards Alignment Notes

*References to other standards include:
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Hospitality and Tourism Management III

Primary Career Cluster:	Hospitality and Tourism
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C16H19
Prerequisite(s):	*Hospitality and Tourism Management I* (C16H17) and *Hospitality and Tourism Management II* (C16H18)
Credit:	1
Grade Level:	11-12
Elective Focus- Graduation Requirement:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality and Tourism courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the third course in the *Hospitality and Tourism Management* program of study.
Aligned Student Organization(s):	DECA: https://www.tndeca.org/ FCCLA: https://www.tennesseefccla.org/ SkillsUSA: http://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Teacher Endorsement(s):	035, 039, 050, 051, 052, 054, 152, 153, 154, 158, 202, 204, 311, 430, 435, 436, 450, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-hospitality-tourism.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st-century skills necessary to be successful in careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry-relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference, DECA and FCCLA Fall Leadership Camps, FCCLA District STAR Events, SkillsUSA State Leadership and Skills Conference, and the DECA Emerging Leader Summit to engage with peers, demonstrate logical thought processes, and develop industry-specific skills that involve teamwork and project management.
- Participate in FCCLA and SkillsUSA career competitive events that highlight career development, including career investigation, interviewing, job skills demonstrations, career pathways showcase, and employment application process (ADA).
- Participate in DECA, FCCLA, and SkillsUSA competitive events such as Franchise Business Plan, Hospitality and Tourism Operations Research, Hospitality Service Team Decision Making, Travel and Tourism Team Decision Making, Hotel and Lodging Management Series, Hospitality and Tourism Professional Selling, Virtual Business Challenge – Hotel Management, Hospitality, Tourism, and Recreation, and Customer Service.

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Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.3** | Virtual exchanges and informational interviews with hospitality and industry professionals to develop students' mastery of international and global hospitality and tourism.
- **Standards 2.1-2.2** | Guest speakers from the hospitality and tourism industry to address the distribution and transportation components of the industry.
- **Standards 3.1-3.5** | Guest speakers and informational interviews with hospitality and tourism industry professionals to develop students' mastery of the laws and legislation that regulate the industry.
- **Standard 5.1-5.6** | Technical mentoring through online interactions with hospitality and tourism industry professionals to develop students' mastery of marketing and selling to a particular consumer audience.

Course Description

Hospitality and Tourism Management III is an advanced course intended to further build on the knowledge and skills from previous courses and prepare students for various careers in the hospitality and tourism industry. This course covers multiple topics in employability and professionalism, international and global hospitality and tourism, legislation and governing laws, crisis preparedness and emergency procedures, marketing and selling, and financial applications. Upon completion of this course, proficient students will be able to pursue more advanced coursework in the Hospitality and Tourism Management program of study.

Course Standards

1. **International and Global Hospitality and Tourism**

   1.1 <u>International Hospitality Employers</u>: Identify top **international** hospitality and tourism employers. Evaluate their strategies and business practices to determine how they succeed.

   1.2 <u>International Marketing</u>: Analyze the importance of international **marketing** to Tennessee's hospitality and tourism industry. Research the reasons a company might enter a foreign market. Examine **cross-cultural communication marketing** challenges, as well as the laws and regulations, that govern **international franchising** and franchising relationships.

   1.3 <u>Marketing to Global Consumers</u>: Explore marketing's implications for a **global consumer** and evaluate how other countries' **customs** and **traditions** affect U.S. companies' advertising messages in the global marketplace.

2. **Distribution and Transportation Affecting Hospitality and Tourism**

   2.1 <u>Major Transportation Modes</u>: Describe the **major modes of transportation** that impact tourism and other hospitality services and determine how both the **lack** and **surplus** of transportation can affect tourism.

   2.2 <u>Delivery & Distribution Channels</u>: Identify how global hospitality organizations' **delivery** and **distribution channels** differ from the United States' channels. Determine how recent technological advancements impact the operations of **warehouses** and **distribution centers**.

3. **Legislation and Governing Laws**

   3.1 <u>Workers' Rights Laws</u>: Summarize various **workers' rights laws** and explain how they apply to the hospitality and tourism industry. Analyze the conditions that prompted the laws, the law's enforcement, and any changes.

   3.2 <u>Laws & Regulations</u>: Research **laws** that regulate and govern the hospitality industry. Outline key recommendations and requirements to ensure a workplace follows **codes** and **certifications** for all employees.

   3.3 <u>Licensing & Regulatory Permits</u>: Outline the steps to obtain **licenses from regulatory agencies** such as the Tennessee Department of Commerce and Insurance, Division of Regulatory Boards. Discuss **liability issues** that may arise without the proper licenses for a project or event.

3.4 <u>Consumer Protection Laws</u>: Investigate **consumer protection laws** in the hospitality and tourism industry. Analyze the historical context and significance of at least one law on customer and business behavior.

3.5 <u>Industry Self-Regulation</u>: Summarize **legal opinions** and/or **applicable legislation** (e.g., use of nutritional labels) and **self-regulation**, including ethical considerations and social responsibility, in the hospitality and tourism industry.

4. Crisis Preparedness and Emergency Procedures

4.1 <u>Risk</u>: Identify the various **risks** that can affect customers and employees in hospitality and tourism businesses and describe how businesses can manage risk. Identify types of risk, explain how to identify risk, identify signs or symptoms of risk complications, describe guidelines for preventing risk, and outline residents' rights.

4.2 <u>Risk Reduction & Prevention</u>: Categorize **risks** and **emergencies** that impact a specific hospitality and tourism segment and/or business. Create a flowchart of how local, state, and federal governments coordinate to handle requests for assistance related to human resources, supplies/equipment, and medical countermeasures. Identify how risk reduction or prevention applies to the following, but not limited to these areas:
   a. employee screening and training;
   b. safety conditions and safety instructions;
   c. employee theft;
   d. shoplifting, and
   e. reduction in workplace threats.

4.3 <u>Property & Liability Insurance</u>: Compare features of **property** and **liability insurance**. Obtain three quotes for minimum liability insurance coverage for a hospitality business in your area.

4.4 <u>Disasters</u>: Differentiate **environmental** and **natural disasters**, acts of **terrorism**, and **technological hazards** that can affect hospitality and tourism businesses. Identify appropriate local, state, and national agencies that could respond to each type of disaster.

5. Marketing and Selling

5.1 <u>Customer Profile</u>: Develop a **customer profile**, based on demographic, geographic, psychographic, and behavioral information, with a detailed description of the potential **target market** for the proposed hospitality or tourism business. Assess the profile's viability by determining the number of customers, reachability, and product desirability.

5.2 <u>Feature, Advantage, & Benefit Selling</u>: Explain **feature, advantage, and benefit selling**. Break down a selected service into the features, advantages, and benefits most likely to resonate with a target population. Translate five service features into five customer benefits or advantages.

5.3 <u>High-Touch vs. Low-Touch Selling</u>: Distinguish **high-touch** and **low-touch selling**, **conversational marketing**, and **drip marketing**. Select a local hospitality business and investigate how they apply these sales techniques.

5.4 <u>Selling & Customer Relationships</u>: Explain the **selling process** and the role of **customer service** in developing customer relationships and maintaining selling relationships. Identify techniques to build and enhance customer relationships and increase sales.

5.5 <u>Mock Sales Demonstration</u>: Prepare a **mock sales demonstration** to include the following steps:
  a. describe the setting (specific hospitality segment or business);,
  b. identify the approach;
  c. determine needs;
  d. present the service;
  e. overcome the objections;
  f. close the sale (using a variety of purchase options);
  g. offer suggestive selling, and
  h. relationship management.

5.6 <u>Pricing Decisions</u>: Select a hospitality and tourism business and outline its **services** and **prices**; then compare these prices to the industry standard. Summarize how businesses make and review **pricing decisions** based on **four key market factors**: cost and expenses, supply and demand, consumer perception, and competition. Analyze each factor for the selected business to determine how these factors align with organizational goals of profit, market share, and competition.

6. Financial Applications

6.1 <u>Equity & Debt Capital</u>: Compare **equity capital** and **debt capital**, explaining the advantages and disadvantages of each.

6.2 <u>Credit Worthiness</u>: Identify the **six C's** (character, capacity, capital, conditions, collateral, and confidence) used to evaluate a hospitality business' **credit worthiness**. Identify and explain the role each criterion plays in a lender's ability to determine overall risk and approval of financing.

6.3 <u>Business Plan Financial Documents</u>: Recognize the types of **financial documents** typically included in a **business plan**. Prepare examples of the following:
  a. personal financial statement;
  b. estimated startup costs;
  c. projected business income statement for one quarter, and
  d. projected balance sheet after one year.

Standards Alignment Notes

*References to other standards include:
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Event Planning and Management

Primary Career Cluster:	Hospitality & Tourism
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C16H12
Prerequisite(s):	At least two credits earned in a previous Hospitality & Tourism or Marketing program of study.
Credit:	1
Grade Level:	11-12
Elective Focus - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality & Tourism or Marketing courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is a capstone course in the *Hospitality & Tourism Management* and *Marketing Management* programs of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FCCLA: https://www.tennesseefccla.org/ SkillsUSA: skillsusatn.org
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the State Board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Teacher Endorsement(s):	035, 039, 050, 051, 052, 054, 152, 153, 154, 158, 202, 204, 311, 430, 435, 436, 450, 471, 472, 474, 475, 476, 952, 953, 954, 958
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-hospitality-tourism.html Best for All Central: https://bestforall.tnedu.gov/

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- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FCCLA and SkillsUSA career competitive events highlighting career development, including career investigation, interviewing, job skills demonstrations, career pathways showcase, and employment application process (ADA).
- Participate in DECA, FCCLA, and SkillsUSA competitive events such as Integrated Marketing Campaign – Events, Franchise Business Plan, Hospitality and Tourism Operations Research, Hospitality Service Team Decision Making, Travel and Tourism Team Decision Making, Hotel and Lodging Management Series, Hospitality and Tourism Professional Selling, Virtual Business Challenge – Hotel Management, Hospitality, Tourism, and Recreation, and Customer Service.

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Using Work-Based Learning (WBL) in Your Classroom
Sustained and coordinated activities **related** to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.
- **Standard 1.1** | On-the-job training at a local hotel, an event planning firm, a restaurant, a tourism agency, etc. to develop mastery of course standards.
- **Standards 2.1-2.2, 4.6** | On-the-job training at a local hotel, an event planning firm, a restaurant, a tourism agency, etc. which will include students developing polished job materials, including a resume and industry-specific portfolio.
- **Standards 3.1-3.5** | Integrated project with multiple interactions with hospitality and tourism industry professionals, particularly in the nonprofit area. Students demonstrate mastery of these planning stage standards in their capstone project.

- **Standards 4.1, 4.3-4.4** | Integrated project with multiple interactions with hospitality and tourism industry professionals, particularly in the nonprofit area. Students demonstrate mastery of these event approval and timetable standards in their capstone project.
- **Standard 4.2** | Integrated project with multiple interactions with hospitality and tourism industry professionals, particularly in the nonprofit area. Bring in a panel of hospitality and tourism industry professionals to evaluate and provide feedback on students' event proposals.
- **Standard 4.5** | Integrated project with multiple interactions with hospitality and tourism industry professionals, particularly in the nonprofit area. Bring in a panel of hospitality and tourism industry professionals to evaluate and provide feedback on students' final event projects.

Course Description

Event Planning & Management is designed to be a project-based, capstone experience in which students research, prepare, deliver, and reflect upon an original event for a community organization, business, or non-profit. Upon completion of this course, proficient students will further refine leadership, teamwork, and management skills acquired in previous courses and apply them in a practicum setting. The course is highly customizable to meet local needs; partner organizations may be chosen at the discretion of student teams with the approval of the instructor and appropriate school personnel. Organizations can include local non-profits, charities, shelters, agencies, businesses, sports teams, school-based enterprises, or other entities with a demonstrated need for assistance in staging an event or a commitment to providing students with work-based learning opportunities.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

1. Personalized Learned Plan

1.1 Personalized Learning Plan: A student will have a **Personalized Learning Plan** that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
   a. application of academic and technical knowledge and skills embedded in course standards;

b. career knowledge and navigation skills;
c. 21st-century learning and innovation skills, and
d. personal and social skills.

2. Professionalism, Ethics, and 21ˢᵗ-Century Skills

2.1 <u>Professional Resumes</u>: Analyze **resumes** of professional event planners or convention managers to determine the typical content and structure of resumes for event planner professionals and then create a personal resume according to these conventions.

2.2 <u>Career Skills for Event Planning</u>: Document **skills learned** during the **event planning experience** and draw connections between this experience and previous course content by reflecting on the following:
   a. tasks accomplished and activities implemented;
   b. positive and negative aspects of the experience;
   c. how challenges were addressed;
   d. team participation in a learning environment;
   e. comparisons and contrasts between classroom and work environments;
   f. interactions with colleagues and supervisors;
   g. personal career development, and
   h. personal satisfaction.

3. Planning Stages

3.1 <u>Event Planning Strategies</u>: Compare and contrast **successful strategies** used by event planning companies and evaluate which strategies are appropriate for certain events (e.g., galas, banquets, weddings, etc.). As part of the class project, investigate potential **nonprofits** or **organizations** for an event and select the appropriate organization according to classroom constraints.

3.2 <u>Event Planning Services</u>: Research and select a nonprofit or organization that needs **event planning services** and summarize the following information about the organization:
   a. the mission and history of the organization;
   b. headquarters and organizational structure;
   c. services provided;
   d. clients/customers served;
   e. policies and procedures;
   f. reports, newsletters, and other documents published by the organization; and
   g. website and contact information.

3.3 <u>Authentic Classroom-Based Project</u>: Apply and demonstrate skills and knowledge from previous courses in an **authentic classroom-based project**.

3.4 <u>Identifying Event Objectives</u>: Identify the **objective** of the nonprofit or organization's event, and then prepare, review, and revise a **project proposal**, which should include the main objective, goals (e.g., fundraising or attendance), location, criteria, constraints, information obtained through research, and deliverables.

3.5 <u>Creating an Evaluation Professionalism Rubric</u>: Collaborate to develop a **professionalism rubric** with **performance indicators** for each of the following **professional attributes**:
   a. attendance/punctuality,
   b. professional dress and behavior,
   c. positive attitude,
   d. collaboration,
   e. honesty,
   f. respect,
   g. responsibility, and
   h. appropriate technology use.

4. Event Approval & Timetable

4.1 <u>Writing an Original Event Proposal</u>: Research how event planning companies submit **proposals** to potential clients and compare sample proposals in various formats to determine the **key components** for a proposal (e.g., a projected budget, maps/diagrams of the event space, and personnel involved). Develop an original **event proposal** with claims and recommendations for event logistics, including at a minimum the following:
   a. introduction;
   b. theme of the event;
   c. venue;
   d. entertainment;
   e. timeline of planning;
   f. food and beverage;
   g. appropriate tableware, linens, and decorations;
   h. budget/cost analysis; and
   i. evaluation professionalism rubric.

4.2 <u>Event Proposal Presentation and Feedback</u>: Present the **event proposal** to the client for feedback and recommendations. Analyze the feedback and recommendations to justify any changes to the event proposal and incorporate edits into a **formal contract** with the client. Submit the final contract for approval, documenting all changes made.

4.3 <u>Event Planning Timeline</u>: Using the final approved contract, execute a **timeline** to demonstrate teamwork, problem-solving, and decision-making skills, and work collaboratively to ensure that the **client's needs and expectations** are met for the event.

4.4 <u>Client Evaluation Rubric and Feedback</u>: Compile and interpret the **evaluation rubric** and **feedback from the client**, analyzing the results carefully to ensure critical analysis and reflection.

4.5 <u>Presentation on the Event</u>: Upon completion of the event, present the **highlights, challenges, and lessons learned** from the experience.

4.6 <u>Career Portfolio</u>: Create a **portfolio**, or similar collection of work, that illustrates mastery of skills and knowledge learned in the previous courses and applied in the capstone experience. The following documents will reside in the career portfolio:
   a. career and professional development plan;

b. resume;
c. list of responsibilities undertaken throughout the course;
d. examples of visual materials developed and used during the course, such as graphics, drawings, models, presentation slides, videos, and demonstrations;
e. event proposal;
f. final contract;
g. description of the technology used with examples, if appropriate;
h. periodic journal entries reflecting on tasks and activities; and
i. feedback from instructor and/or supervisor on observations.

Standards Alignment Notes

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