



TENNESSEE DEPARTMENT OF

**EDUCATION**

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## Culinary Arts I

<b>Primary Career Cluster:</b>	Hospitality and Tourism
<b>Consultant:</b>	Deborah Thompson, (615)-532-2840, <a href="mailto:Deborah.Thompson@tn.gov">Deborah.Thompson@tn.gov</a>
<b>Course Code(s):</b>	5979
<b>Prerequisite(s):</b>	None
<b>Credit:</b>	1
<b>Grade Level:</b>	9
<b>Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality and Tourism courses.
<b>Programs of Study and Sequence:</b>	This is the first course in <i>Culinary Arts</i> program of study.
<b>Necessary Equipment:</b>	Commercial Kitchen Laboratory
<b>Aligned Student Organization(s):</b>	Family, Career and Community Leaders of America (FCCLA): <a href="http://www.tennesseefccla.org/">http://www.tennesseefccla.org/</a> SkillsUSA: <a href="http://tnskillsusa.com/">http://tnskillsusa.com/</a> Brandon Hudson, (615) 532-2804, <a href="mailto:Brandon.Hudson@tn.gov">Brandon.Hudson@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit <a href="http://www.tn.gov/education/cte/work_based_learning.shtml">http://www.tn.gov/education/cte/work_based_learning.shtml</a> .
<b>Available Student Industry Certifications:</b>	ServSafe
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
<b>Teacher Endorsement(s):</b>	(050 and 060), (050 and 043), (051 and 060), (051 and 453), (450 and 60), (450 and 453), 562, 563, 564, 566 and Serve-Safe or National Registry of Food Safety Professionals or Culinary Chef Educator (CCE) Industry Certification
<b>Required Teacher Certifications/Training:</b>	Teachers supervising a school-sponsored enterprise must complete the state-approved work-based learning training.
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/HospitalityTourism.shtml">http://www.tn.gov/education/cte/HospitalityTourism.shtml</a>

### Course Description

*Culinary Arts I* equips students with the foundational knowledge and skills to pursue careers in the culinary field as a personal chef, caterer, executive chef, and food and beverage manager. Upon

completion of this course, proficient students will have knowledge in the components of commercial kitchen safety and sanitation, history of the foodservice industry, careers, nutrition, recipe basics, proper kitchen tools and equipment, and kitchen staples. Throughout the course students will gain experience in commercial food production and service operations, while preparing for further training at the postsecondary level. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects.\*

## Program of Study Application

This is the first course in the *Culinary Arts* program of study. For more information on the benefits and requirements of implementing this program in full, please visit Hospitality and Tourism website: <http://www.tn.gov/education/cte/HospitalityTourism.shtml>.

## Course Standards

### Safety & Sanitation

- 1) Synthesize research from government publications such as Food and Drug Administration (FDA) Food Codes to identify the pathogens found in foods. Create an alphabetical index of pathogens, citing the research, which illustrates the required environmental factors for transmission, symptoms, and categories. (TN Reading 1, 4; TN Writing 2, 8, 9)
- 2) Summarize the requirements for proper disposal and storage of chemicals used in the commercial foodservice laboratory. Create or update an existing binder of Material Safety Data Sheets (MSDS) outlining how to work with chemicals and potential hazards. Develop a list of procedures to schedule when cleaning and sanitizing the commercial foodservice laboratory using the proper chemicals and disposal of waste; include the list in the student portfolio. (TN Reading 2)
- 3) Compile and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government published fact sheets. Identify and review general laboratory safety procedures including but not limited to prevention and control procedures of pest, insects, and rodents and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy; include exam in course portfolio. (TN Reading 3)

### History & Influences on the Food Service Industry

- 4) Articulate important historical events and milestones that influenced culinary practices from ancient time to the present. Create a timeline or other graphic to illustrate the major impacts of these culinary practices on the progression of various styles of cuisine, citing specific textual evidence from research. (TN Reading 1, 2, 7; TN Writing 2, 9)
- 5) Research the growth and development of the foodservice industry, focusing on the influence of significant contributors. Craft an explanatory text to outline significant contributions and the impact on the modern day industry. Examples of significant contributors include but are not limited to:



- a. Maire-Antoine Careme
  - b. Auguste Escoffier
  - c. Catherine de Medici
  - d. Fernand Point
  - e. Alexis Soyer
- (TN Reading 2; Writing 2, 4, 9)

- 6) Evaluate the factors that influence the foodservice industry. Form a hypothesis about how specific factors may impact the foodservice industry. Develop claim(s) and counterclaim(s) fairly, supplying data and text-based evidence. Influential factors may include:
- a. Economic climate
  - b. Social changes
  - c. Globalization of cuisines
  - d. Green technologies
  - e. Farm to Table
- (TN Reading 1; TN Writing 1, 4, 6)

### **Foodservice Careers**

- 7) Compile and analyze real-time labor market data, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to compare and contrast occupations by education requirements, job availability, salaries, and benefits. Outline an educational pathway to obtain the necessary level of education and relevant certifications for a chosen occupation in the foodservice industry, review and revise throughout the program of study. (TN Reading 2, 9; TN Writing 4, 5)
- 8) Create an organizational diagram of the kitchen workstations in the brigade system, labeling each workstation with its unique list of roles and responsibilities. Examine the licensing, certification, and credentialing requirements for each position. Craft an explanatory essay describing modern variations of the brigade system and how it enhances productivity. (TN Reading 9; TN Writing 2)
- 9) Conduct research to develop a persuasive essay on contemporary issues and challenges facing the foodservice industry. Synthesize multiple perspectives and advance an original argument to address the issues. Develop claim(s) and counterclaim(s) fairly, supplying data and text-based evidence. Contemporary issues and challenges may include but are not limited to:
- a. Living wage
  - b. Labor demands
  - c. Customer demands
  - d. Technology advances impacting labor needs
- (TN Reading 1, 9; TN Writing 1, 7, 8, 9)
- 10) Compare and contrast the qualities of effective and ineffective teams. Work collaboratively to correct and refine the actions of team members to ensure productivity. Throughout the course, demonstrate teamwork, problem solving, and decision making skills when working collaboratively.



## **Nutrition and Health Overview**

- 11) Identify, analyze, and visually represent the macro- and micro- nutrients required in the human diet. Include the common food sources of those nutrients, their chemical properties, and function in the body, as well as the influence upon biological systems in reference to maintenance and growth.
  - a. Macro nutrients include: carbohydrates, lipids, and proteins
  - b. Micro nutrients include: minerals, vitamins, and water(TN Reading 1, 7; TN Writing 4)
- 12) Differentiate between food allergies and food intolerances, and describe the body's reaction to each. Research the eight (8) most common food allergens. Make recommendations for food substitutes and recipe modifications to avoid foods that may cause a reaction, citing specific reasoning and evidence to justify the recommendation. (TN Reading 1; Writing 4)

## **Recipe Basics**

- 13) Examine the anatomy of a recipe identifying the key points and functions of each (name, yield, portion size, ingredients, quantity, and methods). Define common recipe terminology. Use the definitions to gain a proficient working understanding of terms and characteristics used in the standardized recipes. (TN Reading 4, 5)
- 14) Compare and contrast the components of a standardized recipe with a home recipe, citing evidence from each recipe format to support comparisons. Using proper formulas, apply the correct conversion factor to increase and decrease the yield according to specifications noted in recipes. (TN Reading 3)
- 15) Follow recipes precisely, including defining and utilizing specific culinary and measurement terms as needed. Discuss ways to reduce waste in food products. (TN Reading 3, 4)

## **Kitchen Equipment**

- 16) Identify and describe the hand tools and smallwares used in commercial food preparation. Using supporting evidence from a variety of equipment manuals and fact sheets, create an informational guide to differentiate the functions, cleaning procedures, storage, and examples of proper use of tools used in commercial foodservice. (TN Reading 1; TN Writing 2)
- 17) Examine various pieces of large equipment employed in commercial kitchens, including refrigeration units, holding units, grills and broilers, ranges and ovens. Explain the properties of design and their relationship to functionality for each piece of equipment examined. Determine the appropriate equipment needed for various tasks performed in the commercial kitchen, and outline proper cleaning procedures. (TN Reading 1)
- 18) Identify and be able to select the appropriate measuring tool (i.e. measuring cups, pitchers, spoons, scales, and thermometers) for a variety of ingredients. Execute proper measuring required for ingredients for recipes in lab settings.



## Preparation Techniques

- 19) Distinguish among the different types of knives (i.e. paring, serrated, slicers, utility, and chef's) and explain their elements of construction. Identify the correct use, sharpening techniques, and storage options for each type of knife examined. Create a how-to graphic outlining the proper safety handling techniques when using knives in the kitchen, citing evidence. (TN Reading 1, 3, 7; TN Writing 1, 9)
- 20) Categorize the different types of cuts by justifying how they should be used for a given recipe or presentation. Prepare a workstation for knife work. Practice and execute the three basic knife cuts (slice, stick, and dice) using the correct safety methods. Upload either a picture or video into the student portfolio documenting correct use.

## Cooking Principles

- 21) Using culinary resources, such as textbooks or industry magazines, compare and contrast dry, moist, and combination cooking methods in a class discussion. Create an informational artifact that describes each method and an example recipe for each. Examples may include:
- Blanching
  - Baking
  - Grilling
  - Frying
  - Poaching
  - Boiling
  - Broiling
- (TN Reading 1, 5; TN Writing 2, 4, 9)

## Kitchen Staples

- 22) Create an index of basic seasonings, herbs, and spices used in professional kitchens. Research and cite evidence from digital text resources and culinary guides that describes the sources, varied forms, and uses in professional kitchens. Assess the cost of using fresh herbs or substituting dried herbs without affecting the quality of the final product. Provide an example of a recipe for which the substitution maybe made successfully. (TN Reading 1, 4; TN Writing 2, 8, 9)
- 23) Distinguish the differences in form and flavor between the variety of sweeteners (i.e. sugar, molasses, honey, brown sugar, maple syrup, corn syrup, and agave nectar) from a taste test/observation in the lab setting. Discuss common substitutions for sweeteners in recipes without compromising quality, citing culinary research. (TN Reading 1, 6)
- 24) Compare and contrast the different types of starches used in commercial kitchens and describe the physical properties of each:
- Flour (all-purpose, semolina, rice flour)
  - Cornmeal
  - Cornstarch
  - Arrowroot
  - Breadcrumbs (panko, dried, and fresh breadcrumbs)



Create a chart that describes which starch is best suited for each function in the kitchen, citing an example dish. (TN Reading 1, 5, 6; TN Writing 2, 9)

- 25) Research the roles of acids as ingredients in the kitchen using culinary journals and text. Form a hypothesis and design and conduct an experiment to identify the role of the acid ingredients in relations to food preparation techniques. Summarize experiment results into an argument making a claim about the impact of a selected acid ingredient on food composition. Compare results to findings in news media and note when findings support or contradict previous explanations or accounts. Acid ingredients may include but are not limited to vinegars, lemon juice, and lime juice. (TN Reading 2, 3, 8, 9; TN Writing 2, 8, 9)

## **Garde Manger**

### *Salads*

- 26) Compare and contrast the different types of salads (i.e. simple, composed, and bound) and the role of the ingredients in each, citing evidence from culinary textbooks. Using print or digital resources, discuss the qualities of simple and emulsified dressings citing examples of each. Evaluate a salad recipe, analyzing the choice of ingredients, and any proposed modifications, or substitute ingredients. Draft the recipe with modification and prepare the salad. Include the recipe and a photo of the salad in the student portfolio. (TN Reading 2, 9; TN Writing 2, 4, 9)

### *Sandwiches*

- 27) Categorize the different types of sandwiches discussing the roles of ingredients, assembly methods, and attributes. Create a recipe for a cold sandwich that reflects the local taste of your region and culinary trends. The recipe should reflect the use of local products, taste of consumers, and connections to the region. Craft an accompanying explanatory text discussing the use of the local products, connection to the region, and descriptions of the sandwich. (TN Reading 2, 9; TN Writing 2, 8, 9)

## **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:

- TN Reading: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
  - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Writing: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- 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.





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## Culinary Arts II

<b>Primary Career Cluster:</b>	Hospitality and Tourism
<b>Consultant:</b>	Deborah Thompson, (615)-532-2840, <a href="mailto:Deborah.Thompson@tn.gov">Deborah.Thompson@tn.gov</a>
<b>Course Code(s):</b>	5980
<b>Prerequisite(s):</b>	Culinary Arts I
<b>Credit:</b>	1
<b>Grade Level:</b>	10
<b>Graduation Requirements:</b>	This course satisfies one credit of three credits required for an elective focus when taken in conjunction with other Hospitality and Tourism courses.
<b>Programs of Study and Sequence:</b>	This is the second course in <i>Culinary Arts</i> program of study.
<b>Necessary Equipment:</b>	Commercial Kitchen Laboratory
<b>Aligned Student Organization(s):</b>	Family, Career and Community Leaders of America (FCCLA): <a href="http://www.tennesseefccla.org/">http://www.tennesseefccla.org/</a> SkillsUSA: <a href="http://tnskillsusa.com/">http://tnskillsusa.com/</a> Brandon Hudson, (615) 532-2804, <a href="mailto:Brandon.Hudson@tn.gov">Brandon.Hudson@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit <a href="http://www.tn.gov/education/cte/work_based_learning.shtml">http://www.tn.gov/education/cte/work_based_learning.shtml</a> .
<b>Available Student Industry Certifications:</b>	ServSafe
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
<b>Teacher Endorsement(s):</b>	(050 and 060), (050 and 043), (051 and 060), (051 and 453), (450 and 60), (450 and 453), 562, 563, 564, 566 and Serve-Safe or National Registry of Food Safety Professionals or Culinary Chef Educator (CCE) Industry Certification
<b>Required Teacher Certifications/Training:</b>	Teachers supervising a school-sponsored enterprise must complete the state-approved work-based learning training.
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/HospitalityTourism.shtml">http://www.tn.gov/education/cte/HospitalityTourism.shtml</a> .

## Course Description

*Culinary Arts II* is an applied-knowledge course to prepare students for careers in the culinary field as a personal chef, caterer, executive chef, and food and beverage manager. Upon completion of this course, proficient students will have an understating of commercial kitchen safety and sanitation, menu planning, food presentation, purchasing and inventory, preparation skills, cooking principles, and food preparation. Students will gain experience in commercial food production and service operations, while preparing for further training at the postsecondary level. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.\*

## Program of Study Application

This is the second course in the *Culinary Arts* program of study. For more information on the benefits and requirements of implementing this program in full, please visit Hospitality and Tourism website: <http://www.tn.gov/education/cte/HospitalityTourism.shtml>.

## Course Standards

### Safety & Sanitation

- 1) Summarize the different ways that cross-contamination can occur in the kitchen, citing sources from the U.S. Department of Health and Human Services or other federal guidelines. Create a video or public service announcement explaining how to prevent cross-contamination in the kitchen. (TN Reading 1, 6)
- 2) Identify the steps for sanitizing food-contact surfaces in the kitchen, citing evidence from textbooks, regulations, or similar collections of best practices. Compare and contrast the different types of sanitizing (i.e., heat and chemical) and distinguish when each type should be used. In small groups, inspect the classroom kitchen using the Food Service Establishment Inspection Report from the Tennessee Department of Health. (TN Reading 3, 9)
- 3) Compile and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government published fact sheets. Identify and review common laboratory safety procedures, including but not limited to prevention and control procedures and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy; include exam in the student portfolio. (TN Reading 3)

### Menu Planning

- 4) Compare and contrast the main types of menus (market menu, a la carte, static menu, cycle menu, and table d'hote) and synthesize basic planning principles for a variety of different restaurant menus. Apply menu planning principles to create a menu for an assigned concept, following recommendations in state truth-in-menu guidelines, or in the Nutrition Labeling and Education Act (NLEA). Incorporate appropriate service style, cuisine, and atmosphere when



crafting the menu. In small groups, review the menu of peers to strengthen their overall quality through revising and editing. (TN Reading 2, 9; TN Writing 2, 4, 5)

- 5) Analyze the elements that affect food cost and labor cost in foodservice operations, citing examples from real companies. Demonstrate working knowledge of costing a recipe and predicting labor cost percentages. Craft an explanatory text illustrating the impact of such costs. Formulas include:
- Calculating Per Pound Unit Cost ( $\text{Price per Case} \div \text{Number of pounds in case} = \text{Per Pound}$ )
  - Calculating Per Ounce Unit Cost ( $\text{Price per Pound} \div 16 \text{ ounces} = \text{Cost Per Ounce}$ )
  - Calculating Per Piece Unit Cost ( $\text{Cost} \div \text{Number of Pieces} = \text{Cost per Piece}$ )
  - Calculating Total Cost ( $\text{Number of Units} \times \text{Unit Price} = \text{Total Cost}$ )
  - Calculating Edible Portion (EP) Price ( $\text{As Purchased [AP] Cost} \div \text{Yield Percentage} = \text{Edible Portion [EP] Price}$ )
  - Calculating Yield Percentage ( $\text{Edible Portion [EP]} \div \text{As Purchased [AP]} \times 100 = \text{Yield Percentage}$ )
  - Calculating Labor Cost ( $\text{Labor Cost} \div \text{Food Sales} = \text{Labor Cost Percentage}$ )

(TN Reading 1; TN Writing 2, 4; TN Math N-Q)

- 6) Evaluate the different methods and formulas (going rate, prix fixe, markup, and food cost percentage) that foodservice operations utilize to calculate the price of dishes. Select the correct formulas to calculate the menu price for an assigned dish. Formulas include but are not limited to:
- Markup ( $\text{Food Cost} + \text{Markup} = \text{Menu Price}$ )
  - Food Cost Percentage ( $\text{Food Cost per Portion} \div \text{Standard Food Cost Percentage} = \text{Menu Price}$ )

(TN Math N-Q)

### **Presentation**

- 7) 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 remaining sequence of courses to design attractive platter and plate presentations. (TN Reading 1; TN Writing 2, 4; TN Math N-Q)
- 8) From recipe research, create a list of commonly used edible garnishes. Create a cheat sheet of principles to remember when deciding which garnish should accompany a given dish. Examples of principles include dish temperature, functional appearance, and using garnishes sparingly. (TN Reading 1, 7)

### **Purchasing, Receiving, and Inventory & Storage**

- 9) List the factors (i.e., environmental, economic, social, and/or government regulations) that influence food prices and quality, drawing on diverse resources and perspectives including recent news media. Research the purchasing methods (i.e., bids, purchase orders, requisition, and sales quotes) that foodservice operations use to order supplies. Craft an explanatory text outlining the pros and cons of each, analyzing how such methods are used to manage food costs. (TN Reading 2, 8; TN Writing 2, 9)



- 10) Summarize the requirements for proper receiving and storage of food products from the U.S. Department of Agriculture and other culinary resources. Develop a brief manual on proper procedures for receiving and storage of food products, including both raw and prepared foods, justifying recommendations specific to temperature and product rotation. (TN Reading 1, 3, 5; TN Writing 4, 6)
- 11) Investigate technology advances in foodservice management softwares, including inventory databases and employee time keeping systems. Create a basic inventory system for easy reference of par stock, recipes, ordering, and receiving of items; employ consistent documenting procedures using purchase orders and related templates. (TN Reading 2, 6; TN Writing 6)

### **Preparation Skills**

- 12) Compare and contrast the size and shape of different cuts used in commercial kitchens. Practice performing different cuts using the correct steps corresponding to each. Cuts include but are not limited to:
  - a. Brunosie
  - b. Chiffonade
  - c. Dice
  - d. Julienne
  - e. Mince
  - f. Rondelle

Either record a video or take a picture to demonstrate mastery of techniques to place in the student portfolio. Execute proper safety and cutting techniques when using knives in the lab.

### **Cooking Principles**

- 13) Define the three classifications of cooking methods (combination, dry, and moist), citing an example of each. Discuss how heat is transferred by conduction, convection, and radiation, incorporating evidence from kitchen equipment manuals or textbooks. (TN Reading 2, 5)
- 14) Select three pieces of a food (i.e., a piece of chicken, apple, or potato). Form a hypothesis regarding what happens when that food is overcooked or undercooked using a certain cooking method. Conduct an experiment to test the hypothesis. Report results in an explanatory text outlining the physical change in appearance, flavor, texture, weight, and moisture of the food. (TN Reading 3; TN Writing 2)

### **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 information included in the index.



## *Fruits*

- 15) Research the classification of fruits and cite an example of a fruit from each classification commonly used in commercial foodservice, including those often mistaken as vegetables. Referring to research from the U.S. Department of Agriculture (USDA), categorize the grades that fruit may be purchased in, note its primary growing season, and explain the different forms available to consumers. (TN Reading 1, 4; TN Writing 9)
- 16) Summarize from recipes the steps to prepare and/or cook fruits when preparing dishes, displays, and garnishes. Draw on basic chemistry principles explain the process of oxidation and the importance of acidulation when preparing certain fruit dishes. Select a fruit recipe and modify the recipe to incorporate fruits that are currently in season. (TN Reading 3, 7; TN Writing 4, 9)
- 17) Write a research paper or conduct a project on a current culinary topic or issue affecting the foodservice industry, using appropriate digital search resources and academic writing. Topics may include but are not limited to:
  - a. Organic fruits versus nonorganic fruits
  - b. Technologies for preserving fruits (canned, frozen, and dried)
  - c. Buying local
  - d. Traceability of produce (i.e., carbon footprint)
  - e. Acidulating fruits(TN Reading 2, 6; TN Writing 7)

## *Vegetables*

- 18) Distinguish among the most commonly used vegetables in commercial foodservice. For each vegetable examined, describe its anatomy and use based on information gathered in culinary textbooks. Evaluate the quality factors when selecting vegetables, including growing seasons and regions, available forms of purchase, and vegetable gradings, citing relevant research from government authorities where appropriate. Compile a collection of standardized recipes that demonstrates the diverse cooking methods employed in foodservice settings. (TN Reading 1, 4; TN Writing 6)
- 19) Summarize various moist-heat and dry-heat cooking methods from the collection of standardized recipes gathered in standard 18. Research the principles of vegetable cookery using culinary journals and magazines to identify the factors that affect the flavor, texture, color and retention of nutrients in cooked vegetables. Select the best cooking method for a chosen vegetable, justifying the selection based on the evidence. (TN Reading 1, 4; TN Writing 2, 9)
- 20) Form a hypothesis and design and conduct an experiment to determine the role of acid and alkaline solutions in a vegetable's color during the cooking process. Summarize experiment results into an argument making a claim about the impact of a selected solution ingredient on vegetable composition. Compare results to findings in news media and culinary journals, and note when findings support or contradict previous explanations or accounts. (TN Reading 3, 4, 5; TN Writing 2, 7, 9)



### *Stocks, Soups, & Sauces*

- 21) Research and summarize the roles of a variety of ingredients in the production of stocks (i.e., white stock, brown stock, broth/bouillon, vegetable stock, and fish stock). Compare the characteristics of the stocks, cooking times, and ingredients' contributions to the flavor profile. Create a list of steps to execute when making stocks and bases. Demonstrate the skill of making stock and evaluating the quality of the finished product by following the multistep procedure created above. (TN Reading 1, 3, 4; TN Writing 2)
- 22) Compare and contrast the types of soups (i.e., clear soups, thick soups, and specialty soups). Follow and continually modify soup recipes to create a variety of soups for a given menu. Justify with the advantages and disadvantages of serving different types of soups for certain menus. (TN Reading 3, 9)
- 23) Synthesize the characteristics of the mother sauces and derivative sauces. Justify from culinary textbooks and other sources how to choose a thickening agent when preparing different sauces, citing evidence from recipes. Create a recipe for a sauce and prepare the sauce. (TN Reading 2, 5; TN Writing 2, 4)

### *Starches*

- 24) Synthesize from culinary research the different types of starches used in commercial kitchens, including but not limited to potatoes, grains, corn, rice, and wheat. Identify how the starch content determines botanical differences among starches and influences how cooks select them for dishes. Compile a collection of standardized recipes that demonstrates the diversity of starches in foodservice settings. (TN Reading 1, 4)
- 25) Compare and contrast the differences in appearance, flavor, and texture of fresh pasta and dry pasta. Research a fresh pasta recipe from the Internet. Using the recipe, make modifications to create an original multistep recipe, demonstrating proper safety techniques throughout. (TN Reading 9; TN Writing 5)

### **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
- Pictures of skills



## Standards Alignment Notes

\*References to other standards include:

- TN Reading: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
  - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Writing: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- TN Math: [Tennessee State Standards for Mathematics](#); Math Standards for High School: Number and Quantity.
  - Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate on lesson planning. Students who are engaging in activities listed above should be able to demonstrate quantitative reasoning as applied to specific technical concepts. In addition, students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.
- 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.





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## Culinary Arts III

<b>Primary Career Cluster:</b>	Hospitality and Tourism
<b>Consultant:</b>	Deborah Thompson, (615)-532-2840, <a href="mailto:Deborah.Thompson@tn.gov">Deborah.Thompson@tn.gov</a>
<b>Course Code(s):</b>	5981
<b>Prerequisite(s):</b>	Culinary Arts I, Culinary Arts II
<b>Credit:</b>	1
<b>Grade Level:</b>	11
<b>Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality and Tourism courses.
<b>Programs of Study and Sequence:</b>	This is the third course in the <i>Culinary Arts</i> program of study.
<b>Necessary Equipment:</b>	Commercial Kitchen Laboratory
<b>Aligned Student Organization(s):</b>	Family, Career and Community Leaders of America (FCCLA): <a href="http://www.tennesseefccla.org/">http://www.tennesseefccla.org/</a> SkillsUSA: <a href="http://tnskillsusa.com/">http://tnskillsusa.com/</a> Brandon Hudson, (615) 532-2804, <a href="mailto:Brandon.Hudson@tn.gov">Brandon.Hudson@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit <a href="http://www.tn.gov/education/cte/work_based_learning.shtml">http://www.tn.gov/education/cte/work_based_learning.shtml</a>
<b>Available Student Industry Certifications:</b>	ServSafe
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
<b>Teacher Endorsement(s):</b>	(050 and 060), (050 and 043), (051 and 060), (051 and 453), (450 and 60), (450 and 453), 562, 563, 564, 566 and Serve-Safe or National Registry of Food Safety Professionals or Culinary Chef Educator (CCE) Industry Certification
<b>Required Teacher Certifications/Training:</b>	Teachers supervising a school-sponsored enterprise must complete the state-approved work-based learning training.
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/HospitalityTourism.shtml">http://www.tn.gov/education/cte/HospitalityTourism.shtml</a>

### Course Description

*Culinary Arts III* is an advanced course intended to further equip students with the skills and knowledge needed to pursue a variety of careers in the culinary field. Upon completion of the course, students will

be proficient in components of commercial kitchen safety and sanitation, dining room service, food preparation and presentation, bakeshop preparation skills and equipment, and advanced cooking principles. Students will gain experience in commercial food production and service operations, while preparing for further training at the postsecondary level. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.\*

## Program of Study Application

This is the third course in the *Culinary Arts* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Hospitality and Tourism website at <http://www.tn.gov/education/cte/HospitalityTourism.shtml>.

## Course Standards

### Safety & Sanitations

- 1) Analyze the concepts and principles of the Hazard Analysis and Critical Control Points (HACCP) program approach to food safety from the Food and Drug Administration (FDA) and U.S. Department of Agriculture (USDA) in relation to meats and seafood. Create an informational graphic to summarize the program's approach. (TN Reading 2, 3; TN Writing 2, 4)
- 2) Compile and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government published fact sheets. Identify and review common laboratory safety procedures, including but not limited to prevention and control procedures and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy; include exam in the student portfolio. (TN Reading 3)

### Dining Room Service

- 3) Drawing on examples from culinary blogs and websites, compare and contrast a range of service styles (i.e., buffet, American service, Russian service, and French service) used in modern-day dining rooms. Evaluate when each style would be appropriate for a given audience, setting, or event, and create a presentation to share findings with the class. (TN Reading 9)
- 4) Demonstrate the ability to properly preset a dining area according to one of the commonly used place settings (i.e., American, a la carte, and banquet). Evaluate the different styles to fold napkins and select one style to demonstrate in a peer teaching environment. (TN Reading 3, 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 information included in the index.



## *Dairy & Eggs*

- 5) Synthesize research from the National Dairy Council to determine the composition of milk. Summarize in a graphic the percentage of required butterfat content in various milk products and high butterfat dairy products. In the graphic, include a description of which product is best suited for different functions in the kitchen; outline guiding principles when cooking with milk, citing evidence from an example dish. (TN Reading 2, 3, 4; TN Writing 2, 6)
- 6) Identify the three most common milk products (i.e., evaporated milk, sweetened condensed milk, and dried milk powder) used in the foodservice industry. Compare and contrast the different concentrations and compositions of each. Compile a collection of recipes that each product may be used in. (TN Reading 1, 9)
- 7) Research the history and use of cultured dairy products from early civilizations to the present. Outline the processes used in culturing, noting the different types of bacteria that are added to the milk to create each product. Compare the taste, ingredients, and cost of different cultured dairy products, and explain these differences to a peer audience as would a foodservice professional. (TN Reading 2, 4, 8; TN Writing 4)
- 8) Compare and contrast the chemical properties of butter and margarine, citing evidence pertaining to molecular structure, nutritional facts, and nutritional claims. Justify why foodservice kitchens use clarified butter in place of butter substitutes. Demonstrate the multistep procedure for clarifying butter, noting temperature and time during each step. (TN Reading 3, 9; TN Writing 2, 7)
- 9) Research the cheese making process, describing how various stages of the process impact the flavor, shape, and color of cheese. Compare and contrast the roles of coagulants, bacteria, curds, and whey in different cheese types (i.e., fresh, soft, medium, firm, hard, blue, processed, and stretched cheese). Demonstrate the process of making cheese or yogurt product by following a multistep recipe. (TN Reading 3, 9)
- 10) Referring to research from sources such as American Egg Board or the Incredible Egg website, summarize the anatomy of eggs, and categorize the forms, grades, and sizes that eggs may be purchased in. Evaluate the storage procedures and principles, especially noting the temperature, time, and storage considerations concerning an egg's porous shell. Compile a collection of recipes highlighting the diverse role of eggs in commercial kitchens. (TN Reading 2, 4, 5, 7; Writing 6)

## *Meats & Poultry*

- 11) Identify major species and breeds of livestock and poultry utilized for meat production. Describe the composition of the meat (i.e., muscle, connective tissues, fat, and bones) and its impact on the quality analysis of the meat, including but not limited to marbling. Write an informative text summarizing the effects of aging on the texture of meats and poultry. (TN Reading 1, 5; TN Writing 2, 9)



- 12) Analyze the United States Department of Agriculture (USDA) inspection and grading procedures for meat. Summarize how meats are graded, classified, and inspected. Examine how meat carcasses are cut into primal and subprimal cuts of meats, outlining the importance of uniform portioning. (TN Reading 2, 4, 9; TN Writing 4, 8)
- 13) Summarize how poultry is classified by bird type, size, and age in the foodservice industry. Craft an explanation supporting how the size of poultry items affects the portion control, tenderness, and cost of dishes. Calculate the price of a whole bird compared to the cost of purchasing individual pieces by fabricating a whole chicken. (TN Reading 1; TN Writing 2; TN Math N-Q)
- 14) Compare and contrast the differences in mechanical and chemical tenderizers used in meat preparation. Discuss how the cut of meat influences the type of tenderizer and cooking method used when preparing. Research and develop a corresponding data table for the proper cooking methods of each cut. (TN Reading 7, 9)

### **Bakeshop Basics**

- 15) Identify and describe the hand tools and smallwares used in the bakeshop area of the commercial kitchen. Using supporting evidence from a variety of equipment manuals and fact sheets, create an informational guide to differentiate the functions, cleaning procedures, storage, and examples of proper use of tools used in commercial foodservice. (TN Reading 1, 4, 9; TN Writing 2, 4, 9)
- 16) Compare and contrast the variety of mixing methods used in commercial kitchens. Demonstrate and practice these methods determined by the nature of the ingredient and desired product. Mixing methods include but are not limited to:
  - a. Beat
  - b. Blend
  - c. Creaming
  - d. Cut in
  - e. Fold
  - f. Knead
  - g. WhipEither record a video or take a picture to demonstrate mastery of techniques to place in the student portfolio. Execute proper mixing techniques when mixing ingredients in labs. (TN Reading 3, 7)
- 17) Summarize from recipes and other culinary resources the differences in baking ingredients used 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)
  - e. Chocolate (powder, butter, and coating)



Create a chart that describes which ingredients are best suited for each function in the bakeshop, citing an example dish with claims from research that supports the rationale provided. (TN Reading 2, 4; TN Writing 1)

## **Bakeshop Preparation**

### *Quick versus Yeast Breads*

- 18) Summarize the differences in yeast breads, quick breads, and traditional batters, noting the differences in leaveners, preparation/mixing methods, and baking methods. Create an outline of the scientific processes that occur in mixing, kneading, and proofing yeast breads. (TN Reading 2, 5; TN Writing 2)
- 19) Compile a collection of recipes from multiple sources that illustrates the diversity of bread products in commercial kitchens. Demonstrate proper preparation methods to prepare one or more of the selected recipes. (TN Reading 3, 6)

### *Cookies*

- 20) Summarize the two main mixing methods (one-stage and creaming) of cookies from sample recipes, notating the multiple steps involved. Analyze the forming techniques of cookies (i.e., drop, rolled, spritz/pressed, sheet, icebox, and bar), and describe how each contributes to the overall appearance, flavor, and texture, citing evidence from culinary textbooks and research gathered in this course on specific ingredients. (TN Reading 1, 2; TN Writing 2, 4, 9)
- 21) Compile a collection of cookie recipes from multiple sources. Develop an original recipe, taking into consideration the ingredient proportions, flavor profile, and presentation of the final product. In small groups, review and revise the recipes of peers. Take a photograph of the prepared cookie and place in the student portfolio. (TN Reading 7; TN Writing 5)

### *Pies and Tarts*

- 22) Differentiate the distinguishing qualities of pies and tarts. Research different piecrust recipes and the 3-2-1 dough method, making note of the multistep procedures and paying close attention to the ingredients, temperature and mixing methods, and rolling and forming steps. Evaluate a variety of pie crusts using different preparation methods. (TN Reading 1, 3; TN Writing 9)
- 23) Summarize the different types and characteristics of pie fillings (i.e., fruit, liquid, cream, and chiffon fillings), citing examples from recipes and cookbooks. Synthesize information concerning the chemical changes that happen when certain thickening agents are used. Examples of thickeners include:
  - a. Cornstarch in fruit pies
  - b. Arrowroot in fruit pies
  - c. Eggs in liquid fillings(TN Reading 1, 9; TN Writing 2)



24) Choose a fruit tart recipe from an online collection approved by the instructor. Using the recipe, make modifications to create an original multistep fruit tart recipe that follows proper safety guidelines. Outline recommendations to select a fruit for garnishing. Support recommendations by explaining the process of oxidation and the importance of acidulation when using certain fruits. (TN Reading 7, 9; TN Writing 2, 4, 9)

25) Evaluate through taste test/comparison the differences between in-house made and convenience bakeshop products for taste, price, and appearance. Using a vendor website or catalog, compare the cost of the convenience product to the in-house made products. In a presentation, make a final recommendation for which product would be appropriate for a given situation or event, citing considerations such as cost-effectiveness, flavor, presentation, and intended audience. (TN Reading 9; TN Writing 2, 9; TN Math N-Q)

**The following artifacts will reside in the student's portfolio:**

- Safety and Sanitation assignments
- Dining Room Service artifacts
- Collection of recipes
- Dairy and eggs artifacts
- Meat and poultry artifacts
- Bakeshop basic artifacts
- Pictures of skills

## Standards Alignment Notes

\*References to other standards include:

- TN Reading: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
  - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Writing: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- TN Math: [Tennessee State Standards for Mathematics](#); Math Standards for High School: Number and Quantity.
  - Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate on lesson planning. Students who are engaging in activities listed above should be able to demonstrate quantitative reasoning as applied to specific technical concepts. In addition, students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.
- 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

<b>Primary Career Cluster:</b>	Hospitality and Tourism
<b>Consultant:</b>	Deborah Thompson, (615) 532-2840, <a href="mailto:Deborah.Thompson@tn.gov">Deborah.Thompson@tn.gov</a>
<b>Course Code(s):</b>	TBD
<b>Prerequisite(s):</b>	Culinary Arts I, Culinary Arts II, and Culinary Arts III
<b>Credit:</b>	1
<b>Grade Level:</b>	12
<b>Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality and Tourism courses.
<b>Programs of Study and Sequence:</b>	This is the fourth and final course in the <i>Culinary Arts</i> program of study.
<b>Necessary Equipment:</b>	Commercial Kitchen Laboratory
<b>Aligned Student Organization(s):</b>	Family, Career and Community Leaders of America (FCCLA): <a href="http://www.tennesseefccla.org/">http://www.tennesseefccla.org/</a> SkillsUSA: <a href="http://tnskillsusa.com/">http://tnskillsusa.com/</a> Brandon Hudson, (615) 532-2804, <a href="mailto:Brandon.Hudson@tn.gov">Brandon.Hudson@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit <a href="http://www.tn.gov/education/cte/work_based_learning.shtml">http://www.tn.gov/education/cte/work_based_learning.shtml</a> .
<b>Available Student Industry Certifications:</b>	TBD
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
<b>Teacher Endorsement(s):</b>	(050 and 060), (050 and 043), (051 and 060), (051 and 453), (450 and 60), (450 and 453), 562, 563, 564, 566 and Serve-Safe or National Registry of Food Safety Professionals or Culinary Chef Educator (CCE) Industry Certification
<b>Required Teacher Certifications/Training:</b>	Teachers supervising a school-sponsored enterprise must complete the state-approved work-based learning training.
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/HospitalityTourism.shtml">http://www.tn.gov/education/cte/HospitalityTourism.shtml</a>

### Course Description

*Culinary Arts IV* is the capstone course in the Culinary Arts program of study intended to prepare students for careers such as personal chef, caterer, executive chef, and food and beverage manager.

Course content covers 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 toward the planning and catering of an event approved by the instructor. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.\*

## Program of Study Application

This is the final course in the *Culinary Arts* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Hospitality and Tourism website at: <http://www.tn.gov/education/cte/HospitalityTourism.shtml>.

## Course Standards

### Safety & Sanitation

- 1) Analyze the concepts and principles of the Hazard Analysis and Critical Control Points (HACCP) program approach to food safety from the Food and Drug Administration (FDA) and United States Department of Agriculture (USDA) in relation to meats and seafood. Demonstrate the concepts and principles in the foodservice setting to ensure food safety when working with meats and seafood. (TN Reading 2)
- 2) Research the state laws and rules that govern foodservice businesses, including catering operations, from the Tennessee Department of Health (TDH). Demonstrate adherence to all applicable laws in the course of completing the capstone project. (TN Reading 1, 9)
- 3) Compile and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government published fact sheets. Identify and review common laboratory safety procedures, including but not limited to prevention and control procedures and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy; include exam in the student portfolio. (TN Reading 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 information included in the index.

### *Fish & Shellfish*

- 4) Identify the major types of shellfish and finfish (saltwater and freshwater) used in commercial foodservice, citing research from government resources such as the United States Department



of Agriculture (USDA) Food List or the United States Food and Drug Administration (FDA) approved list. Summarize guidelines from sources such as the United States Department of Agriculture (USDA) Food Fact sheets for assessing the quality and freshness of finfish and shellfish. (TN Reading 1, 5, 9)

- 5) Analyze the National Oceanic and Atmospheric Administration (NOAA) inspection and grading procedures for finfish and shellfish. From the research, 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 and seek additional research to clarify unfamiliar products. (TN Reading 2, 4)
- 6) Create a diagram/graphic of the different fabrication forms that chefs may work with in a commercial kitchen. Summarize the various moist-heat and dry-heat cooking methods from a collection of seafood recipes. Research the principles of finfish and shellfish cookery using culinary journals and magazines. Select the best cooking method for certain finfish and shellfish, and be able to explain to a potential customer, client, or supervisor how the cooking method achieves the desired flavor profile, texture, and presentation. (TN Reading 1, 7; TN Writing 2, 4, 6)
- 7) Create an entrée menu listing for a finfish or shellfish dish to be served in a restaurant. The entrée listing should reflect the use of local products and connections to a certain region. Craft an accompanying explanatory text discussing the use of the local products and connection to the region. (TN Reading 2, 4; TN Writing 2, 4, 9)

## **Bakeshop Preparation**

### *Cakes*

- 8) Categorize the different types of cakes by identifying their mixing methods (i.e., creaming and sponge), the functions of their ingredients, and the methods for preparing the pan for baking. Compile a collection of cake recipes into an index. Select one recipe to demonstrate the preparation method for a group, using proper culinary terminology to narrate and explain the procedure. (TN Reading 3, 5, 7; TN Writing 9)
- 9) Summarize from recipes and culinary textbooks the steps to follow when assembling a multilayer cake. Identify the kitchen tools needed to successfully practice the skill. Using resources ranging from baking blogs to industry magazines, investigate current trends in finishing and decorating cakes. Craft an essay presenting claims and counterclaims concerning the best method for assembling a multilayer cake. (TN Reading 1, 3, 7; TN Writing 1, 4)

### *Custards, Foams & Buttercreams*

- 10) Compare and contrast the different types of custards (stirred and baked) and foams (whipped cream, meringue, mousse, and Bavarian crème) commonly used in commercial foodservice. Discuss how the preparation methods affect the appearance, volume, and weight of foams. Compile a collection of recipes illustrating the diversity of custards and foams in the foodservice industry. (TN Reading 6, 9; TN Writing 6, 8)



- 11) Research the two types of buttercream (American and French) and the multistep process for preparing each. In a taste test/observation, compare the taste, structure, and composition of each. Create and continually revise the recipes for different types of buttercream. (TN Reading 1, 3, 8; TN Writing 4, 5, 7)

#### *Desserts Sauces & Frozen Desserts*

- 12) Analyze from a variety of recipes the different types of dessert sauces (i.e., crème anglaise, chocolate, caramel, and fruit sauces) and the role of the ingredients used in each, citing evidence from culinary textbooks. Evaluate a range of dessert dishes that may benefit from the addition of various sauces. Demonstrate knowledge of working in the kitchen to prepare sauces from recipes, making modifications when needed. Evaluate the sauces for proper appearance, flavor, and texture. (TN Reading 1, 3, 5; TN Writing 5)
- 13) Using print or digital resources, discuss the qualities of frozen desserts, citing examples of each. Evaluate a frozen dessert recipe, analyzing the choice of ingredients. Outline any proposed modifications, including substitute ingredients. (TN Reading 1, 4, 9; TN Writing 5)

#### **Sustainability in the Kitchen**

- 14) Research the principles of green design, responsible design, and sustainable design in the commercial kitchen setting. Examine how a foodservice establishment has successfully implemented one of these principles, and discuss the impact it has had on the business. (TN Reading 2, 4; TN Writing 2, 4, 6)
- 15) Research the importance of sustainable practices in the foodservice industry. Create a plan to reduce foodservice waste and to minimize the impact on the environment. The plan should focus especially on reducing water and conserving energy. (TN Reading 2, 9)

#### **Professionalism, Ethics, and 21st Century Skills**

- 16) Search for the resumes of professional chefs and foodservice professionals retrieved from the websites of institutions, organizations, or professional networks. Discuss what is typically included in the resumes of foodservice professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search. (TN Reading 1, 4, 5, 6; TN Writing 4)
- 17) Participate in a mock interview. Prior to the interview, prepare a paper that includes the following: tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures. Upon completion of the interview, write a thank you letter to the interviewer in a written or email format. (TN Reading 2; TN Writing 4)

#### **Business Opportunities**

- 18) Compare and contrast types of business ownership models, including at minimum the following: sole proprietorships, partnerships, small businesses, cooperatives, limited liability corporations, and corporations. In a narrative referencing foodservice examples, explain the organizational



structure of each model and describe its advantages and disadvantages to both owner and customer. (TN Reading 4, 5, 9; TN Writing 2, 4, 7, 9)

- 19) Investigate methods for reducing costs in the commercial kitchen, including but not limited to investments in energy-saving technologies, bulk purchasing strategies, and buying local. Using supporting graphic illustrations and calculations, 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. (TN Writing 4; TN Math N-Q)

### Capstone Project

- 20) Evaluate which foodservice strategies are appropriate for certain events (i.e., banquets, receptions, lunches, etc.). Compare and contrast successful strategies used by event planning and catering companies, drawing on profiles of these companies and other evidence from industry magazines, news articles, or textbooks. As part of the class capstone project, investigate potential clients for a catering event, and collaboratively determine which client would be appropriate given classroom constraints. Potential clients could include, for example, a local non-profit or community organization, a parent-teacher association, student government association, sports team, and more. (TN Reading 2, 9)

- 21) Collaboratively, develop an evaluation professionalism rubric with performance indicators for each of the following professional attributes and use it to evaluate course assignments and personal work:

- a. Attendance/punctuality
- b. Professional dress and behavior
- c. Positive attitude
- d. Collaboration
- e. Honesty
- f. Respect
- g. Responsibility
- h. Appropriate technology use

Share the rubric with the client for evaluation purposes as part of the capstone project. (TN Writing 7)

- 22) Research how event planning and catering companies submit proposals to potential clients, and compare and contrast sample proposals in a variety of formats. Determine the central components necessary for any foodservice-related proposal (e.g., a projected budget). Develop an original event proposal, as approved by the instructor. The proposal should include at minimum the following:

- a. Introduction
- b. Theme of event
- c. Timeline of planning
- d. Appropriate tablewares, lines, and decorations
- e. Menu
- f. Budget/cost analysis
- g. Evaluation professionalism rubric

(TN Reading 1; TN Writing 4, 7, 9; TN Math N-Q)



- 23) Present the event proposal to the client, asking for feedback and recommendations. Analyze the feedback and recommendations to justify any changes to the event proposal, citing evidence from the initial presentation. Submit the final event proposal for approval, documenting all changes made. (TN Reading 5, 9; TN Writing 4)
- 24) 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. In a personal journal, document the capstone experience, drawing on the connections between the project and course content. (TN Writing 4)
- 25) Compile and interpret the evaluation rubric and feedback from the client, reading the results closely to allow for critical analysis and reflection. Upon conclusion of the capstone project, craft a reflection paper discussing the experience and its impact on career growth. Use technology to create a class presentation showcasing highlights, challenges, and lessons learned from the capstone. (TN Reading 2; TN Writing 2, 5, 6, 7)

### Portfolio

- 26) 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 thoughtful assessment and evaluation of the progression of work, exhibiting personal and professional growth in the culinary field. (TN Writing 4, 5)

### 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

\*References to other standards include:

- TN Reading: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
  - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Writing: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).



- Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- TN Math: [Tennessee State Standards for Mathematics](#); Math Standards for High School: Number and Quantity.
  - Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate on lesson planning. Students who are engaging in activities listed above should be able to demonstrate quantitative reasoning as applied to specific technical concepts. In addition, students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.
- 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.





TENNESSEE DEPARTMENT OF

**EDUCATION**

FIRST TO THE TOP

## Hospitality & Tourism Exploration

<b>Primary Career Cluster:</b>	Hospitality & Tourism
<b>Consultant:</b>	Deborah A. Thompson, (615) 532-2840, <a href="mailto:Deborah.Thompson@tn.gov">Deborah.Thompson@tn.gov</a>
<b>Course Code(s):</b>	5933
<b>Prerequisite(s):</b>	None
<b>Credit:</b>	1
<b>Grade Level:</b>	9
<b>Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality & Tourism courses.
<b>Programs of Study and Sequence:</b>	This is the first course in the <i>Hospitality &amp; Tourism Management</i> program of study.
<b>Necessary Equipment:</b>	None
<b>Aligned Student Organization(s):</b>	DECA: <a href="http://www.decatn.org">http://www.decatn.org</a> Sarah Williams, (615) 532-2829, <a href="mailto:Sarah.G.Williams@tn.gov">Sarah.G.Williams@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit <a href="http://www.tn.gov/education/cte/work_based_learning.shtml">http://www.tn.gov/education/cte/work_based_learning.shtml</a> .
<b>Available Student Industry Certifications:</b>	Certified Hospitality & Tourism Management Professional (CHTMP), Certified Tourism Ambassador (CTA)
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are currently dual credit opportunities available for this course at specific community colleges. Reach out to a local postsecondary institution for more information.
<b>Teacher Endorsement(s):</b>	035, 052, 054, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/HospitalityTourism.shtml">http://www.tn.gov/education/cte/HospitalityTourism.shtml</a>

### Course Description

*Hospitality & Tourism Exploration* is a foundational course for students interested in careers within the hospitality industry. The course allows students to explore the career opportunities and fundamental principles that guide the organization and management of hospitality and tourism services. Upon completion of this course, students will be proficient in the foundations of hospitality and tourism, the segments of the industry, business concepts and operations, careers, and customer relations. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects.\*

## Program of Study Application

This is the first course in the *Hospitality & Tourism Management* program of study. For more information on the benefits and requirements of implementing this program in full, please see the program of study description documents found on the Hospitality and Tourism website at <http://www.tn.gov/education/cte/HospitalityTourism.shtml>.

## Course Standards

### Foundations of the Hospitality Industry

- 1) Articulate important historical events and milestones that influenced the hospitality industry from its beginnings to the present. Create a presentation, timeline, or other graphic to illustrate the major impacts of the industry on various societies, citing textual evidence from research. (TN Reading 1, 2, 7; TN Writing 2, 9)
- 2) Gather and analyze information from multiple authoritative sources to assess the impact of important cultural and societal events on the evolution of the hospitality industry. Examples of events include but are not limited to: National Park Service Organic Act, the emergence of new modes of transportation, the development of the Internet and social media, and national tragedies such as 9/11 and the BP oil spill. (TN Reading 1; TN Writing 1, 9)
- 3) Evaluate a challenge or trend that influences the hospitality industry today. Form a hypothesis about how specific factors may impact hospitality, recreation, and tourism. Develop claim(s) and counterclaim(s) fairly, supplying data and text-based evidence. 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
  - g. Economic conditions
  - h. Technology trends(TN Reading 1; TN Writing 2, 4, 7)

### Hospitality Industry Segments

- 4) Identify the different segments of the hospitality industry and an example of a business or organization that represents each. Cite research from internet resources such as the local chamber of commerce, visitor's bureau, or the Tennessee Department of Tourism to explain the diverse characteristics and importance of each in relation to the local, state, and national economies. (TN Reading 2, 9; TN Writing 1, 6)
- 5) Citing research from the United Nations World Tourism Organization (UNWTO) or similar sources, define and explain the roles of a tourist, domestic tourist, and international tourist in the hospitality industry. Explore the different types of tourism (i.e., sustainable development, ecotourism, heritage tourism, local interest, and voluntourism) that make up the industry,



drawing on resources such as the National Park Service, Habitat for Humanity, or the Center on Ecotourism and Sustainable Development (CESD). Create a public service announcement (PSA) about the assigned segment of tourism, highlighting its key characteristics and features. (TN Reading 1, 4, 5, 9; TN Writing 4, 6, 9)

- 6) Compare and contrast the characteristics of the lodging businesses (i.e., full-service hotels, limited-service properties, and specialty accommodations) available in the global market by searching the websites of sample businesses and noting key differences. Citing evidence of their services, create a presentation for peers describing a specific event and the type of lodging business that would be appropriate for hosting it. (TN Reading 1, 9; TN Writing 1, 4, 6)
- 7) Research the food and beverage segment of the hospitality industry, comparing and contrasting the two main groups (commercial and noncommercial). Create a presentation or graphic that explains the structure of the foodservice industry and the role it plays within the larger hospitality industry. (TN Reading 2, 9; TN Writing 1, 6)
- 8) Investigate the agencies and professions associated with the travel segment of the hospitality industry, including but not limited to AAA. Citing evidence from case studies or sample scenarios, use the five W's of travel (i.e., who, what, when, where, and why) to plan a trip, comparing transportation types, lodging, and recreation options. Craft an explanatory text that justifies the trip decisions. (TN Reading 1, 2, 9; TN Writing 2, 4, 9)

### **Business Concepts and Operations**

- 9) Describe the role of profit in the economy. Explain the importance of productivity and its impact along with other economic indicators in determining business cycle stages and on making business decisions. Relate how the hospitality industry in particular is affected by cycles and depends on the health of the economy at large. (TN Reading 1, 4, 8; TN Writing 2, 4, 5, 9)
- 10) Describe the nature and types of hospitality businesses. Contrast how for-profit and non-profit hospitality businesses are different from each other in terms of their missions, organizational structures, compensation models, and tax statuses. Examine how different segments of hospitality support each other. For example, examine the interdependence of lodging, food and beverage, and transportation businesses during an event such as a heritage festival, sporting competition, or concert. (TN Reading 1, 9; TN Writing 8)
- 11) Attend a local business-sponsored community event or explore case studies illustrating the social responsibilities of today's businesses. Write a reflection paper summarizing observations; specifically, evaluate how businesses benefit from engaging in responsible business practices, including benefits to the community, the environment, the marketplace, and the business/workplace itself. (TN Reading 8; TN Writing 2, 4, 8)

### **Careers in Hospitality & Tourism Management**

- 12) Compile and analyze real-time labor market data, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to compare and contrast occupations by education requirements, job availability, salaries, and benefits. Outline an educational pathway to obtain the necessary level of education



and relevant certifications for a chosen occupation in the hospitality industry. (TN Reading 2, 8, 9)

- 13) Create a list of advantages and challenges when investigating occupational opportunities in the hospitality and tourism industries from the Occupational Outlook Handbook. Complete one or more career aptitude surveys and analyze the results to ensure a logical fit. Craft an essay on how personal career aptitudes align with careers in the hospitality industry. (TN Writing 2, 9)

### Understanding Customer Relations

- 14) Describe the different levels of human needs and articulate how each need may be met through the hospitality and tourism industries. Assess examples of customer surveys, noting best practices. Create a customer survey for a hospitality business. (TN Reading 2, 6, 9; TN Writing 1, 6)
- 15) Analyze the importance of customers in the hospitality industry, citing the correlation between customer-focused business practices and customer satisfaction. Explore articles or profiles of businesses that are recognized for their customer service. Investigate the habits and characteristics of employees that make such businesses successful. Synthesize best practices to create a rubric of employee characteristics that could be used as a self-assessment. (TN Reading 2, 6, 9; TN Writing 1, 6, 9)
- 16) Develop and practice communication skills vital to customer relations. These communication skills should include active listening skills, nonverbal communications, verbal communications, and written communication. Practice communication skills by participating in role-play exercises and critiquing the role-play exercises of others when handling customer complaints. (TN Reading 3)
- 17) Interview or listen to a guest speaker from a local business or organization to discuss customer relationship management. Draft a plan for maintaining and strengthening a company's relationship with its customers by identifying frequency and types of contacts, value-added services to be offered, and other activities, including social media marketing, aimed at improving customer satisfaction, loyalty, and advocacy. (TN Reading 1, 2, 6, 8; TN Writing 4, 8, 9)

### Standards Alignment Notes

\*References to other standards include:

- TN Reading: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Writing: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).



- Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- P21: Partnership for 21<sup>st</sup> Century Skills [Framework for 21<sup>st</sup> 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.





TENNESSEE DEPARTMENT OF

**EDUCATION**

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## Hospitality Marketing

<b>Primary Career Cluster:</b>	Hospitality & Tourism
<b>Consultant:</b>	Deborah A. Thompson, (615) 532-2840, <a href="mailto:Deborah.Thompson@tn.gov">Deborah.Thompson@tn.gov</a>
<b>Course Code(s):</b>	TBD
<b>Prerequisite(s):</b>	Hospitality and Tourism Exploration
<b>Credit:</b>	1
<b>Grade Level:</b>	10
<b>Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality & Tourism courses.
<b>Programs of Study and Sequence:</b>	This is the second course in the <i>Hospitality &amp; Tourism Management</i> program of study.
<b>Necessary Equipment:</b>	None
<b>Aligned Student Organization(s):</b>	DECA: <a href="http://www.decatn.org">http://www.decatn.org</a> Sarah Williams, (615) 532-2829, <a href="mailto:Sarah.G.Williams@tn.gov">Sarah.G.Williams@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit <a href="http://www.tn.gov/education/cte/work_based_learning.shtml">http://www.tn.gov/education/cte/work_based_learning.shtml</a> .
<b>Available Student Industry Certifications:</b>	Certified Hospitality & Tourism Management Professional (CHTMP), Certified Tourism Ambassador (CTA)
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are currently dual credit opportunities available for this course at specific community colleges. Reach out to a local postsecondary institution for more information.
<b>Teacher Endorsement(s):</b>	035, 052, 054, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/HospitalityTourism.shtml">http://www.tn.gov/education/cte/HospitalityTourism.shtml</a>

### Course Description

*Hospitality Marketing* builds on the foundations learned in *Hospitality & Tourism Exploration* and introduces new topics related to the marketing of services in the hospitality industry. Students will develop proficiency in economic awareness, the role of marketing in the industry, the components of a marketing plan, and promotional concepts, all within the context of hospitality businesses. Upon completion of this course, students will be prepared to pursue advanced coursework in Hospitality & Tourism Management pathway. Standards in this course are aligned with Tennessee State Standards for

English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee Economics standards.\*

## Program of Study Application

This is the second course in the *Hospitality & Tourism Management* program of study. For more information on the benefits and requirements of implementing this program in full, please see the program of study description documents found on the Hospitality and Tourism website at <http://www.tn.gov/education/cte/HospitalityTourism.shtml>.

## Course Standards

### Economic Awareness in Hospitality

- 1) Explain the concept of economy, delineating between micro and macroeconomic principles; discuss how scarcity and factors of production require nations to make economic choices. Compare and contrast how the various economic systems (traditional, market, command, mixed) try to answer the questions: “What to produce? How to produce it? For whom to produce?” (TN Reading 2, 5, 6, 7; TN Writing 2, 4, 9; TN Economics 2, 4)
- 2) Drawing on resources such as the Tennessee Department of Labor and Workforce Development, investigate the current economic situation in a county with a hospitality industry presence and compare it to the economic situation for the state and/or nation. Write a report on the findings, citing evidence from sources researched. Discuss how the hospitality industry contributes to the local economy, including its effect on employment and consumers. (TN Reading 1, 4, 7; TN Writing 2, 4, 5)
- 3) Explain the theory of supply and demand by diagramming a hospitality or tourism business in a certain location, using reliable resources such as the Tennessee Department of Economic and Community Development. Use the price listed at the time of the assignment as the equilibrium price; show the impact on price due to an increase (peak season) or decrease (off season) in demand or supply. (TN Reading 7; TN Writing 4; TN Math N-Q; TN Economics 2, 4)
- 4) Produce a graphic illustration of the business cycle (recession, depression, recovery, and peak) and describe what happens to the economy at each stage of the business cycle. Cite examples of how prices fluctuate at each stage of the cycle, and discuss the impact on both consumers and businesses within the context of hospitality segments, presenting claims and counterclaims persuasively from research. (TN Reading 2, 4; TN Writing 1, 6, 9; TN Economics 2, 4)

### The Role of Marketing

- 5) Compare and contrast the meaning of the terms marketing and advertising. Describe each marketing core function (i.e., channel management, marketing information management, market planning, pricing, product service management, promotion, and selling). Supply examples of how each of these functions supports the marketing concept in the hospitality and tourism businesses. (TN Reading 2, 4, 5; TN Writing 4)



- 6) Investigate the impact of cultural diversity on the hospitality and tourism industry. Discuss the components of cultural diversity, including religious customs, dietary habits, and traditions. Create a presentation to increase multicultural awareness as a strategy to accommodate consumers. (TN Reading 2, 4, 5; TN Writing 4)
- 7) Examine the marketing mix and relate how hospitality businesses conduct marketing research. Select a service and construct a visual representation with details and examples illustrating each of the four P's of the marketing mix (product, price, promotion, and place) and the four C's of hospitality (consumer, cost, communications, and convenience) as they relate to the selected service or business in the hospitality industry. (TN Reading 1, 7, 9; TN Writing 4)
- 8) Investigate the launch of a new service offered by hospitality or tourism business, or the opening of a new location. Research how the company employed the marketing mix to aid in the launch; then create a presentation highlighting successes, challenges, and lessons learned. Additionally, critique the company's strategies and suggest alternative ideas for future campaigns, following the principles of the marketing mix. (TN Reading 1, 4, 9; TN Writing 2, 4, 9)
- 9) Explain the concept of market segmentation, citing textbooks and case studies in a discussion of how market segmentation is used as a strategy by hospitality and tourism business to increase their market share. (TN Reading 1, 2, 9; TN Economics 1, 3)
- 10) 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. (TN Reading 3, 5; TN Writing 4, 7; TN Math N-Q; TN Economics 1, 3)

### **Marketing Plan**

- 11) Research and analyze the elements of a marketing plan from different businesses in the hospitality and tourism industry. Identify elements commonly found and discuss the concept of return on investment (ROI) as it appears in marketing plans. Cite specific textual evidence from the plans to describe how hospitality businesses measure ROI. (TN Reading 1, 6, 8, 9; TN Writing 8, 9)
- 12) Create a green or traditional marketing plan for a selected business in the local hospitality industry. The marketing plan main objective is to increase the business's visibility to the non-local customer. Outline specific marketing strategies, implementation plans, and evaluation standards. Explain the measures that will be used to measure the return on investment (ROI). (TN Writing 2, 4, 7)

### **Promotional Concepts**

- 13) Identify the types of promotion used in the hospitality and tourism industry, such as but not limited to advertising, direct marketing (including social media marketing), sales promotion, personal selling, and public relations. Describe the concept of the promotional mix. Give examples of why all elements of the promotional mix must be coordinated. Identify the major types of advertising media and cite the pros and cons of each. (TN Reading 2, 4; TN Writing 4, 9)



- 14) Analyze journal articles about keys to effective promotions and loyalty programs, identifying the main benefits achieved through each. Research a prominent example of a promotion or loyalty program; name the company sponsor, identify any nonprofit benefactors, and construct an essay highlighting factors that contributed to the launch of the promotion as well as to its continued existence. Address how social media tools have been leveraged to support the selected example. (TN Reading 1, 2, 6; TN Writing 2, 4, 8, 9)
- 15) Design a promotion or loyalty plan for a local hospitality business. Include all elements of the promotional mix. Ensure that the plan addresses the following:
- Goals
  - Target market
  - Message or theme
  - Coordination aspects
  - Action plan/implementation
  - Evaluation instrument
- (TN Reading 2; TN Writing 4, 9)
- 16) Describe the concept of standardization as it relates to expansion of hospitality businesses into additional franchises. Describe how a business's image is created and/or enhanced through themes, furnishings, layout, and displays. Conduct site visits comparing and contrasting two businesses in the same hospitality segment, and document with photos, written observations, and/or interviews with personnel. Present findings to the class, assessing the qualities that set each business apart. (TN Reading 2, 7, 9; TN Writing 2, 4, 7)

## Standards Alignment Notes

\*References to other standards include:

- TN Reading: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Writing: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- TN Math: [Tennessee State Standards for Mathematics](#); Math Standards for High School: Number and Quantity
  - Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate on lesson planning. Students who are engaging in activities listed above should be able to demonstrate quantitative reasoning as applied to specific technical



concepts. In addition, students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.

- TN Economics: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Economics 9-12](#).
- P21: Partnership for 21<sup>st</sup> Century Skills [Framework for 21<sup>st</sup> 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.





TENNESSEE DEPARTMENT OF

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## Hospitality Management

<b>Primary Career Cluster:</b>	Hospitality & Tourism
<b>Consultant:</b>	Deborah A. Thompson, (615) 532-2840, <a href="mailto:Deborah.Thompson@tn.gov">Deborah.Thompson@tn.gov</a>
<b>Course Code(s):</b>	5490
<b>Prerequisite(s):</b>	None
<b>Credit:</b>	1
<b>Grade Level:</b>	11-12
<b>Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality & Tourism courses.
<b>Programs of Study and Sequence:</b>	This is the third course in the <i>Hospitality &amp; Tourism Management</i> program of study.
<b>Necessary Equipment:</b>	None
<b>Aligned Student Organization(s):</b>	DECA: <a href="http://www.decatn.org">http://www.decatn.org</a> Sarah Williams, (615) 532-2829, <a href="mailto:Sarah.G.Williams@tn.gov">Sarah.G.Williams@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit <a href="http://www.tn.gov/education/cte/work_based_learning.shtml">http://www.tn.gov/education/cte/work_based_learning.shtml</a> .
<b>Available Student Industry Certifications:</b>	Certified Hospitality & Tourism Management Professional (CHTMP), Certified Tourism Ambassador (CTA)
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are currently dual credit opportunities available for this course at specific community colleges. Reach out to a local postsecondary institution for more information.
<b>Teacher Endorsement(s):</b>	035, 052, 054, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/HospitalityTourism.shtml">http://www.tn.gov/education/cte/HospitalityTourism.shtml</a>

### Course Description

*Hospitality Management* is an applied-knowledge course which allows students to continue to develop sound management skills in preparation for future careers in the hospitality industry. Proficient students will emerge from this course with skills in management structures and the roles of managers in hospitality-related businesses, with particular attention on the areas of human relations, accounting, professional communications, and legal/ethical considerations. Upon completion of *Hospitality Management*, students will be equipped with the knowledge and skills to pursue

postsecondary study and future employment in the hospitality industry. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.\*

## Program of Study Application

This is the third course in the *Hospitality & Tourism Management* program of study. For more information on the benefits and requirements of implementing this program in full, please see the program of study description documents found on the Hospitality and Tourism website at <http://www.tn.gov/education/cte/HospitalityTourism.shtml>.

## Course Standards

### Hospitality Management Structures & Roles

- 1) Distinguish between a horizontally organized and a vertically organized business or organization in one of the segments of the hospitality industry, drawing information from case studies or textbooks. Create a graphic comparing the two organizational structures, using features such as Smart Art Graphics to show the relationships and roles of each employee/member. Examples of businesses include AAA, Hilton, and PepsiCo. (TN Reading 1, 2, 5; TN Writing 2, 4, 6, 9)
- 2) Compare and contrast the four management styles (autocratic, bureaucratic, democratic, and laissez-faire) found in the hospitality industry. Participate in role plays to exhibit characteristics of each type, using hospitality or tourism businesses as examples. Craft an argumentative text in support of the claim that good managers use combinations of these management styles. Cite specific examples from readings to support conclusions. (TN Reading 1, 2, 9; TN Writing 1, 4, 9)
- 3) Research the management skills required of individuals to be contributing members of a hospitality team (i.e., delegation, motivation, communication, technical skills, time management, organizational planning, and professionalism). Synthesize research to produce a profile of a strong candidate for a hospitality management position in an oral, written, or graphic format. (TN Reading 1, 2, 5; TN Writing 4, 6, 9)
- 4) Create a list of stressful situations that a manager in one of the hospitality segments may experience in everyday operations. Investigate the potential outcomes and actions of each situation when managed using a certain management style. Craft an explanation of how managerial skills can be applied to address each situation. (TN Reading 1, 9; TN Writing 2, 9)

### Human Resources

- 5) Summarize the major functions of a Human Resources department from the Society of Human Resources Management (SHRM) or similar authority. Prepare an electronic presentation providing an overview of the functions to present to stakeholders or peers. (TN Reading 1, 2; TN Writing 4, 6, 9)
- 6) Investigate the reporting responsibilities of Human Resources personnel in relation to federal authorities, specifically to the U.S. Social Security Administration (SSA) and Internal Revenue Services (IRS). Compile examples of documents needed by individuals to complete a job



application. Obtain copies of documents such as the I-9 Employment Verification Form or W-9 Request for Taxpayer Identification Number and Certification; complete the instructions for filling the documents for submission. (TN Reading 2, 4; TN Writing 4)

- 7) Synthesize information on the correlation between productivity and employee satisfaction/morale. Create a plan that outlines how to enhance productivity through employee satisfaction. The plan should encourage staff growth and development by recommending methods supported by business and research. (TN Reading 1)
- 8) Examine authentic vacancy announcements on local and national job boards for positions in the hospitality industry, and assess the typical employment requirements outlined, including certifications, degrees, and years of experience. Create a posting for a select position, including details such as the position title and description, company name, requirements/qualifications, salary conditions, and direction for how to apply. (TN Reading 2, 7; TN Writing 2, 6)
- 9) Create an electronic Human Resource manual that a hospitality-related business could use to train new hires and staff members. Lay out the document with the following sections, using language, tone, and style appropriate for the intended audience.
  - a. Roles and expectations of a position
  - b. Compensation
  - c. Scheduling
  - d. Leave
  - e. Social media compliance policy
  - f. Handling employee grievances
  - g. Addressing customer feedback and complaints
  - h. Performance assessments, including performance improvement and rewards(TN Reading 9; TN Writing 2, 4, 7, 9)

## Accounting

- 10) Investigate the functions of accounting departments in hospitality-related businesses and organizations. Compare and contrast universal systems of accounts, such as Property Management Systems (PMS) and Point-of-Sales Systems (POS), evaluating the ease of use, cost, and training requirements. Craft an explanation of the advantages and disadvantages of each system by sharing with peers how hospitality businesses use them in their everyday operations. (TN Reading 2, 7, 9; TN Writing 2, 4, 9)
- 11) Apply financial concepts and terminology to the analysis of hospitality businesses, including but not limited to the following: ledger, financial transaction, account, accounts receivable, accounts payable, audit, posting charges, delinquent quest, profit, and net loss. Demonstrate financial literacy and quantitative reasoning when discussing these concepts in the context of operations; apply basic numeracy skills to understand specific financial phenomena. (TN Reading 1, 4, 5, 7; TN Writing 6, 8; TN Math N-Q)
- 12) Evaluate copies of financial statements (i.e., balance sheet, income statement, profit and loss statement, and cash flow sheet). Interpret the documents to explain how a sample company calculates its cash flow. Apply these skills to prepare a mock financial statement for a hospitality-related service. (TN Reading 3, 4, 5, 7; TN Writing 2, 4, 6; TN Math N-Q)



## Professional Communications

- 13) Write internal and external business correspondence to convey and obtain information effectively for readers. Explain the nature of effective written communications. Select and utilize appropriate formats for professional writing; edit and revise written work consistent with professional standards. (TN Writing 4, 5)
- 14) Investigate cultural differences when doing business abroad, examining a range of countries and contexts as case studies. Write a memo to staff explaining factors they should consider when doing business in various countries. (TN Reading 2; TN Writing 4, 5, 6)

## Legislation & Governing Laws

- 15) Drawing on research from the Tennessee Department of Labor and Workforce Development, summarize various workers' rights laws and explain how they apply in specific hospitality segments. Craft an essay on the conditions that prompted the laws, the efforts made to enforce the laws, and changes brought about by the laws today. (TN Reading 1, 2, 9; TN Writing 2, 4, 9)
- 16) Research the seven types of laws that regulate and govern the hospitality industry. Create a report outlining key recommendations and requirements to ensure a workplace free of hazards for all employees, citing sources from the Occupational Safety and Health Administration (OSHA) law and regulations. (TN Reading 1, 2, 4, 9; TN Writing 4, 9)
- 17) Outline the steps necessary to complete and gain licenses from regulatory agencies such as the Tennessee Department of Commerce and Insurance, Division of Regulatory Boards. Citing evidence from case studies and news media, discuss liability issues that may be problematic if proper licenses are not obtained for projects or events. Example projects or events include but are not limited to building a structure, organizing a city festival, or implementing smoking ordinances. (TN Reading 1, 2, 4; TN Writing 6)
- 18) Research the Americans with Disabilities Act (ADA) and other similar resources for suggestions and regulations to accommodate customers with special needs. Create a list citing examples of accommodations that can be found in different environments in the hospitality and tourism industry, such as restaurants, hotels, ships, sporting venues, and theaters. (TN Reading 1, 4, 9; TN Writing 4, 5, 9)
- 19) Research laws related to consumer protection within the hospitality industry, focusing on the events that influenced their creation. Select one such law and write a narrative essay describing the historical context and the significance of the legislation on customer and business behavior. Examples include guest privacy, total use of room, and protection from personal liability. (TN Reading 1, 4, 6, 8; TN Writing 2, 7)

## Ethics

- 20) Define the concept of ethics in business. Examine case studies of ethical and unethical behavior and discuss the ramifications of those behaviors on both businesses and the public. Create a



Code of Ethics for a team of employees as would a manager in a hospitality-related business.  
(TN Reading 1, 2, 4; TN Writing 2, 4)

- 21) Research, summarize, and deliver (via presentation, document, spreadsheet data/chart, or other format) a summary of the various perspectives and ramifications surrounding an ethical issue related to a modern-day hospitality business. (TN Reading 1, 2; TN Writing 1, 4, 6, 7)

## Standards Alignment Notes

\*References to other standards include:

- TN Reading: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Writing: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- TN Math: [Tennessee State Standards for Mathematics](#); Math Standards for High School: Number and Quantity.
  - Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate on lesson planning. Students who are engaging in activities listed above should be able to demonstrate quantitative reasoning as applied to specific technical concepts. In addition, students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.
- P21: Partnership for 21<sup>st</sup> Century Skills [Framework for 21<sup>st</sup> 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.





TENNESSEE DEPARTMENT OF

**EDUCATION**

FIRST TO THE TOP

## Event Planning & Management

<b>Primary Career Cluster:</b>	Hospitality & Tourism
<b>Consultant:</b>	Deborah A. Thompson, (615) 532-2840, <a href="mailto:Deborah.Thompson@tn.gov">Deborah.Thompson@tn.gov</a>
<b>Course Code(s):</b>	TBD
<b>Prerequisite(s):</b>	Three credits earned in a previous Hospitality & Tourism or Marketing program of study.
<b>Credit:</b>	1
<b>Grade Level:</b>	11-12
<b>Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality & Tourism courses.
<b>Programs of Study and Sequence:</b>	This is a capstone course in the <i>Hospitality &amp; Tourism Management</i> program of study.
<b>Necessary Equipment:</b>	None
<b>Aligned Student Organization(s):</b>	DECA: <a href="http://www.decatn.org">http://www.decatn.org</a> Sarah Williams, (615) 532-2829, <a href="mailto:Sarah.G.Williams@tn.gov">Sarah.G.Williams@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit <a href="http://www.tn.gov/education/cte/work_based_learning.shtml">http://www.tn.gov/education/cte/work_based_learning.shtml</a> .
<b>Available Student Industry Certifications:</b>	Certified Hospitality & Tourism Management Professional (CHTMP), Certified Tourism Ambassador (CTA)
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are currently dual credit opportunities available for this course at specific community colleges. Reach out to a local postsecondary institution for more information.
<b>Teacher Endorsement(s):</b>	035, 052, 054, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/HospitalityTourism.shtml">http://www.tn.gov/education/cte/HospitalityTourism.shtml</a>

### 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 or non-profit. Proficient students in this course will further refine leadership, teamwork, and management skills acquired in previous courses and apply them through application 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, 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. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects.\*

*Note: Practicum activities may take the form of work-based learning opportunities (such as internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at [http://www.tn.gov/education/cte/work\\_based\\_learning.shtml](http://www.tn.gov/education/cte/work_based_learning.shtml).*

## Program of Study Application

This is the capstone course in the *Hospitality & Tourism Management* and *Marketing Management* programs of study. For more information on the benefits and requirements of implementing these programs in full, please see the program of study description documents found on the Hospitality and Tourism website at <http://www.tn.gov/education/cte/HospitalityTourism.shtml>, or on the Marketing website at <http://www.tn.gov/education/cte/Marketing.shtml>.

## Course Standards

### Professionalism, Ethics, and 21st Century Skills

- 1) Search for the resumes of professional event planners or convention managers from the websites of institutions, organizations, or professional networks. Discuss what is typically included in the resumes of event planner professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search. (TN Reading 1, 4, 5, 9; TN Writing 4, 8)
- 2) Create and continually update a personal journal to document skills learned during the event planning experience, and draw connections between the experience and previous course content by reflecting on:
  - 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
  - h. Personal satisfaction(TN Writing 2, 4, 9)

### Planning Stages

- 3) Compare and contrast successful strategies used by event planning companies, drawing on profiles of these companies and other evidence from industry magazines, news articles, or textbooks, making note of most beneficial strategies. Evaluate which strategies are appropriate for certain events (i.e., galas, banquets, weddings, etc.). As part of the class project, investigate



potential nonprofits or organizations for an event, and collaboratively determine which organization would be appropriate given classroom constraints. Potential clients could include, for example, a local non-profit or community organization. (TN Reading 2, 8, 9; TN Writing 9)

- 4) Research and select a nonprofit or organization for a work-based learning project that is need of an event planned. Cite specific textual evidence from the organization’s literature, as well as independent news articles to summarize:
  - a. The mission and history of the organization
  - b. Headquarters and organizational structure
  - c. Services provided
  - d. Clients served
  - e. Policies and procedures
  - f. Reports, newsletters, and other documents published by the organization
  - g. Website and contact information(TN Writing 4, 7)
- 5) Apply skills and knowledge from previous courses in an authentic classroom-based project. Where appropriate, develop, practice, and demonstrate skills outlined in previous courses. (TN Reading 2, 3)
- 6) Identify the objective of the event that is to be planned for the nonprofit or other selected organization. Incorporate organization or company interviews into the research. Prepare a written project proposal including the main objective; fundraising goal, location, criteria; constraints; information obtained through research; and deliverables. (TN Reading 3, 4, 7, 9; TN Writing 1, 5, 7)
- 7) Collaboratively, develop an evaluation professionalism rubric with performance indicators for each of the following professional attributes and use it to evaluate course assignments and personal work:
  - a. Attendance/punctuality
  - b. Professional dress and behavior
  - c. Positive attitude
  - d. Collaboration
  - e. Honesty
  - f. Respect
  - g. Responsibility
  - h. Appropriate technology useShare the rubric with the client for evaluation purposes as part of the capstone project. (TN Writing 7)

### **Event Approval & Timetable**

- 8) Research how event planning companies submit proposals to potential clients, and compare and contrast sample proposals in a variety of formats. Determine the central components necessary for any proposal (e.g., a projected budget). Develop an original event proposal, as approved by the instructor. The proposal should include at minimum the following:
  - a. Introduction
  - b. Theme of event



- c. Venue
  - d. Entertainment
  - e. Timeline of planning
  - f. Food and Beverage
  - g. Appropriate tablewares, linens, and decorations
  - h. Budget/cost analysis
  - i. Evaluation professionalism rubric
- (TN Reading 2, 3, 6, 9; TN Writing 2, 4)

- 9) Present the event proposal to the client, asking for feedback and recommendations. Analyze the feedback and recommendations to justify any changes to the event proposal, citing evidence from the initial presentation. Submit the final event proposal for approval, documenting all changes made. (TN Writing 4, 5)
- 10) 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. In a personal journal, document the capstone experience, drawing on the connections between the project and course content. (TN Writing 4)
- 11) Compile and interpret the evaluation rubric and feedback from the client, reading the results closely to allow for critical analysis and reflection. Upon conclusion of the capstone project, craft a reflection paper discussing the experience and its impact on career growth. Use technology to create a class presentation showcasing highlights, challenges, and lessons learned from the capstone. (TN Writing 2, 5, 6, 7)
- 12) 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 portfolio should reflect thoughtful assessment and evaluation of the progression of work. 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. Description of technology used, with examples if appropriate
  - f. Periodic journal entries reflecting on tasks and activities
  - g. Feedback from instructor and/or supervisor based on observations
- (TN Writing 4, 5)
- 13) Upon completion of the event, develop a technology-enhanced presentation showcasing highlights, challenges, and lessons learned from the experience. The presentation should be delivered orally, but supported by relevant graphic illustrations, such as diagrams, drawings, and models of project findings, and/or physical artifacts that represent the outcome of the project. Prepare the presentation in a format that could be delivered to both a technical and a non-technical audience. (TN Reading 1, 3, 7, 9; TN Writing 2, 4, 5, 6, 9)



## Standards Alignment Notes

\*References to other standards include:

- TN Reading: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
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