

# TENNESSEE DEPARTMENT OF EDUCATION 2019 ADOPTION

## Section E

### HOW TO REVIEW



[www.icevonline.com/tennessee-19](http://www.icevonline.com/tennessee-19)



# Step 1: View the video to learn the layout of the iCEV online curriculum platform and review tips.

The screenshot shows the iCEV website interface. At the top, the iCEV logo is on the left, and "CEV Multimedia, Ltd." is on the right. Below this, a dark blue banner reads "Tennessee Department of Education 2019 Adoption Sample". The main content area has a white background. On the left, there is text: "Prior to review, please view the video to learn the layout of iCEV's online platform as well as tips and tricks you can use while reviewing iCEV's materials." Below this is a green button labeled "How To Review Guide" and a blue button labeled "Log In Now". On the right, there is a video player. A red box with the text "Click the 'Play' icon to begin viewing the video." has an arrow pointing to the play button in the video player. Below the video player, there are two more red boxes. The first, "Adjust the volume, if needed.", has an arrow pointing to the volume icon in the video player's control bar. The second, "Open the video full screen, if needed.", has an arrow pointing to the full screen icon in the video player's control bar.

CEV Multimedia, Ltd.

## Tennessee Department of Education 2019 Adoption Sample

Prior to review, please view the video to learn the layout of iCEV's online platform as well as tips and tricks you can use while reviewing iCEV's materials.

Also, you can use the video as a reference.

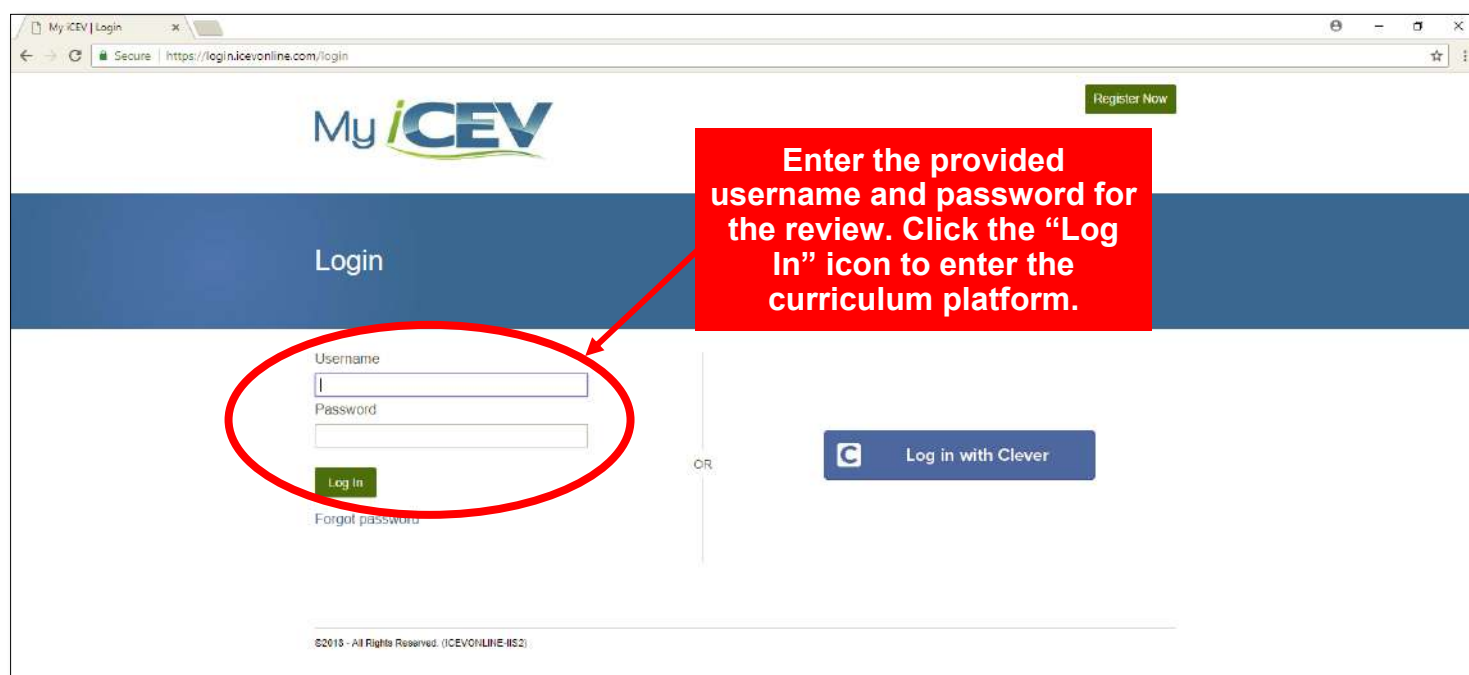
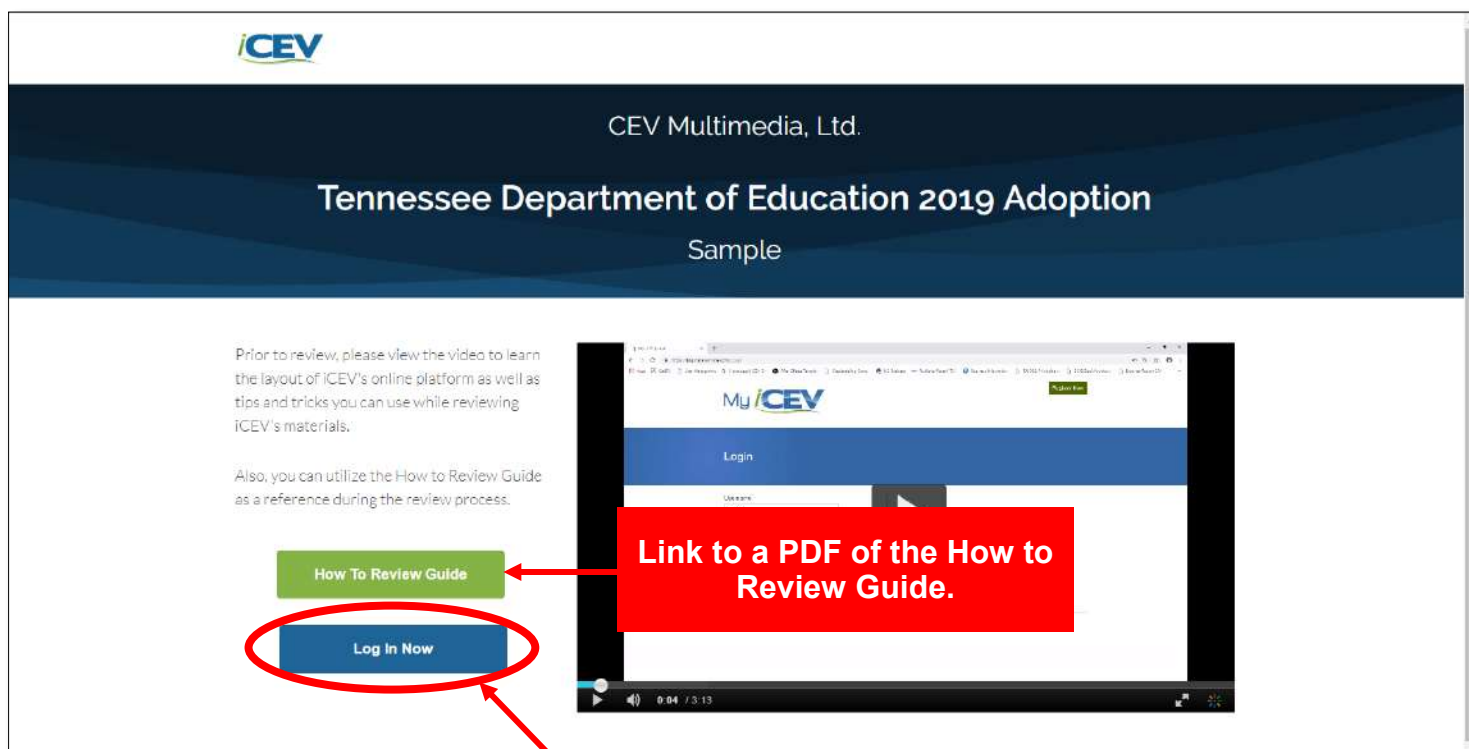
**Click the "Play" icon to begin viewing the video.**

**Adjust the volume, if needed.**

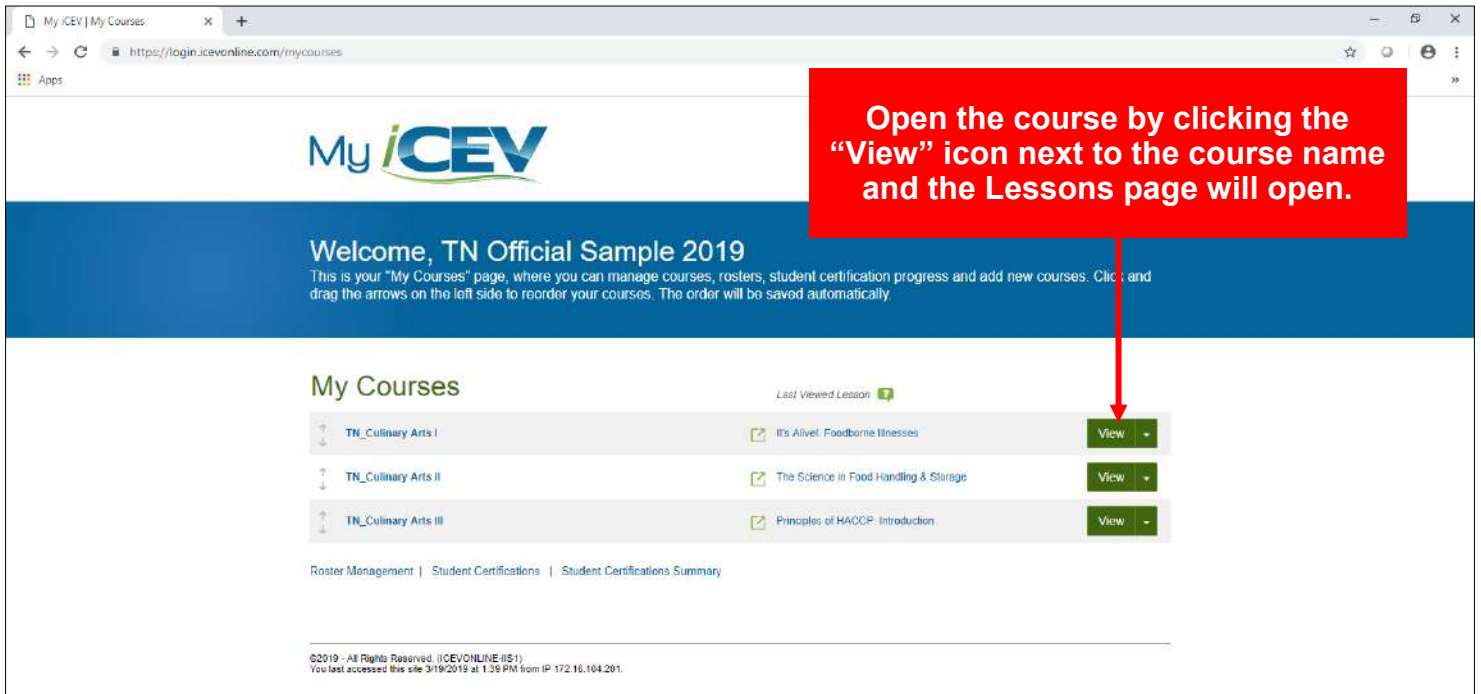
**Open the video full screen, if needed.**

**PLEASE NOTE:** The video provides an overview of the layout of the iCEV online curriculum platform as well as explains how to review the various curriculum components.

## Step 2: Log in to the iCEV online curriculum platform using the issued reviewer username and password.



## Step 3: From the My Courses page, choose the course to review and open the Lessons page.



My iCEV

Welcome, TN Official Sample 2019  
This is your "My Courses" page, where you can manage courses, rosters, student certification progress and add new courses. Click and drag the arrows on the left side to reorder your courses. The order will be saved automatically.

My Courses

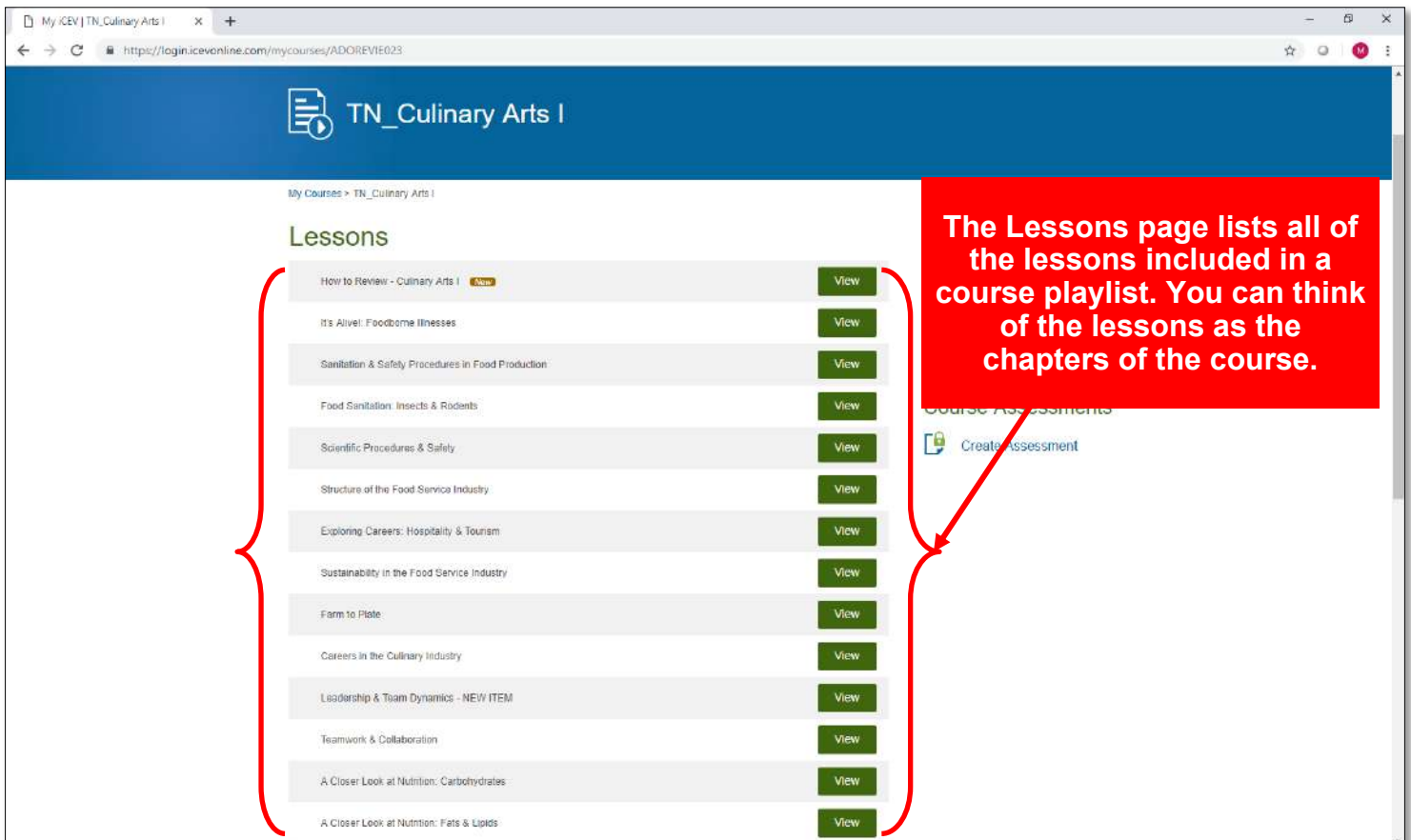
Last Viewed Lesson

Course Name	Lesson	Action
TN_Culinary Arts I	It's Alive! Foodborne Illnesses	View
TN_Culinary Arts II	The Science in Food Handling & Storage	View
TN_Culinary Arts III	Principles of HACCP: Introduction	View

Roster Management | Student Certifications | Student Certifications Summary

©2019 - All Rights Reserved. iCEVONLINE (US)  
You last accessed this site 3/19/2019 at 1:39 PM from IP 172.16.104.201.

Open the course by clicking the "View" icon next to the course name and the Lessons page will open.



My Courses > TN\_Culinary Arts I

Lessons

Lesson Name	Action
How to Review - Culinary Arts I	View
It's Alive! Foodborne Illnesses	View
Sanitation & Safety Procedures in Food Production	View
Food Sanitation: Insects & Rodents	View
Scientific Procedures & Safety	View
Structure of the Food Service Industry	View
Exploring Careers: Hospitality & Tourism	View
Sustainability in the Food Service Industry	View
Farm to Plate	View
Careers in the Culinary Industry	View
Leadership & Team Dynamics - NEW ITEM	View
Teamwork & Collaboration	View
A Closer Look at Nutrition: Carbohydrates	View
A Closer Look at Nutrition: Fats & Lipids	View

Course Assessments

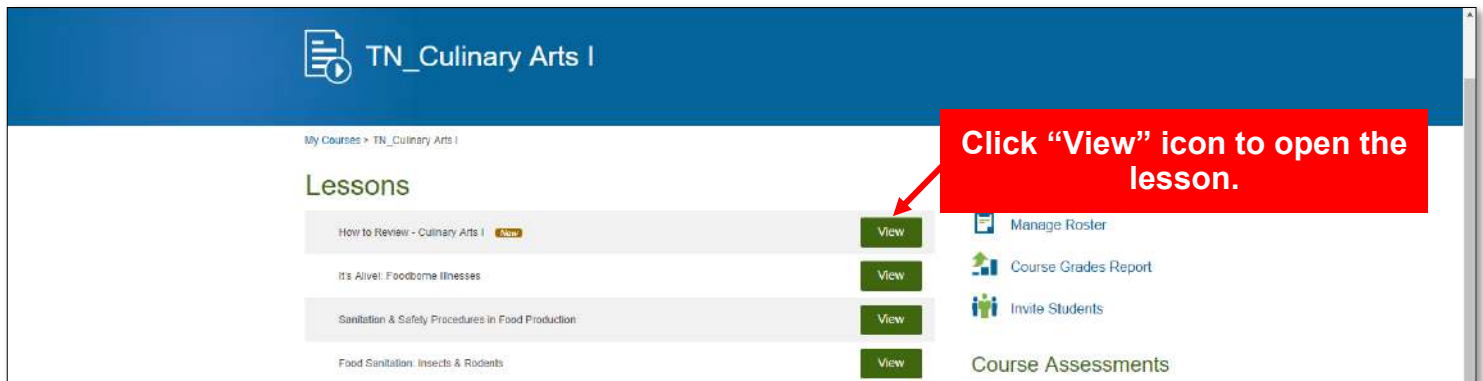
Create Assessment

The Lessons page lists all of the lessons included in a course playlist. You can think of the lessons as the chapters of the course.

# REVIEW TIP:

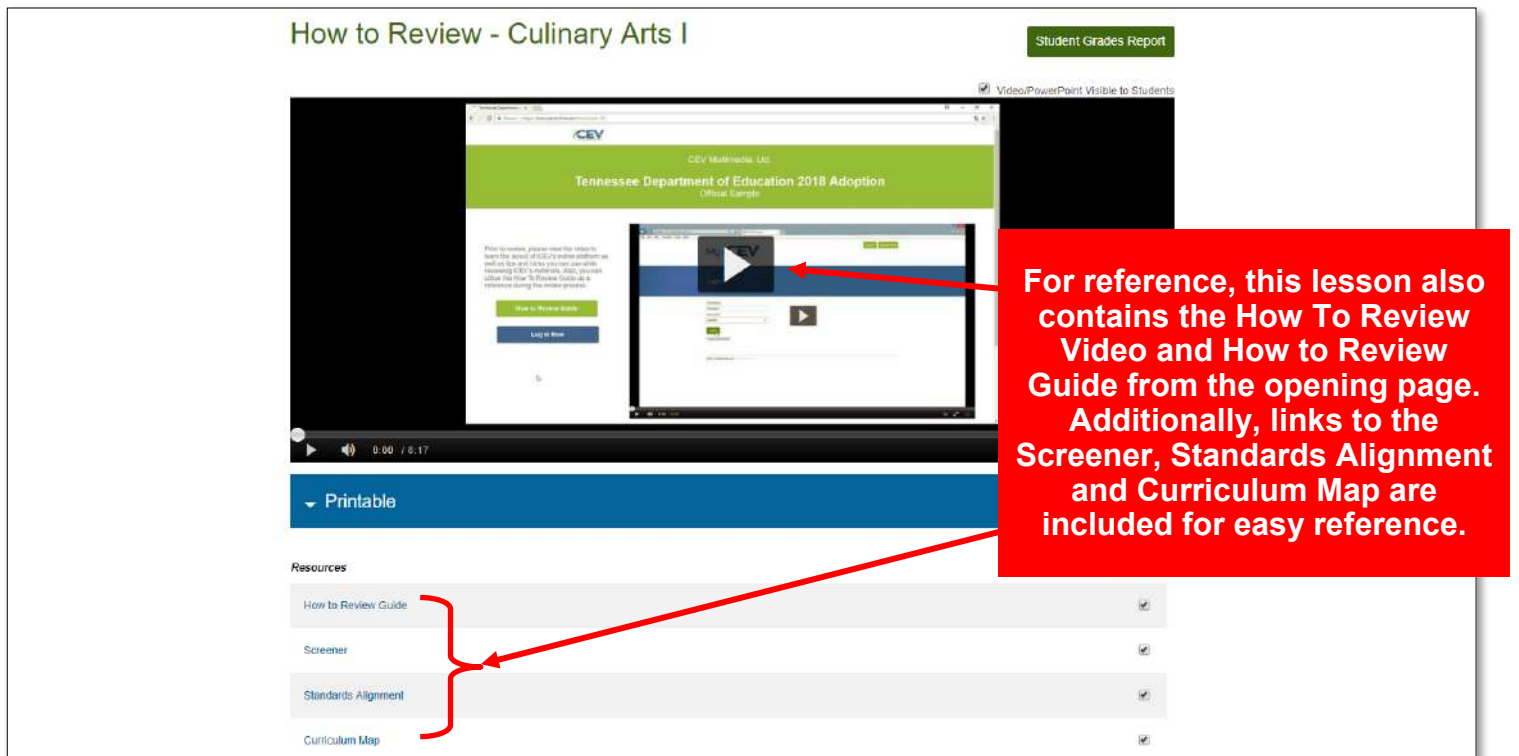
## HOW TO REVIEW LESSON

For your convenience, a “How to Review” lesson appears as the first lesson in each playlist. This lesson contains the How to Review Video and PDF Guide as well as a link to a copy of the correlated Screening Instrument, Standards Alignment and Curriculum Map for the course. See the appendix for an explanation of the Standards Alignment and Curriculum Map.



The screenshot shows the course page for 'TN\_Culinary Arts I'. Under the 'Lessons' section, there is a list of lessons. The first lesson, 'How to Review - Culinary Arts I', has a green 'View' button next to it. A red arrow points from a red text box to this button.

**Click “View” icon to open the lesson.**



The screenshot shows the 'How to Review - Culinary Arts I' lesson page. It features a video player with a play button. Below the video player is a 'Printable' button. At the bottom, there is a 'Resources' section with a list of links: 'How to Review Guide', 'Screener', 'Standards Alignment', and 'Curriculum Map'. A red arrow points from a red text box to the 'Standards Alignment' link.

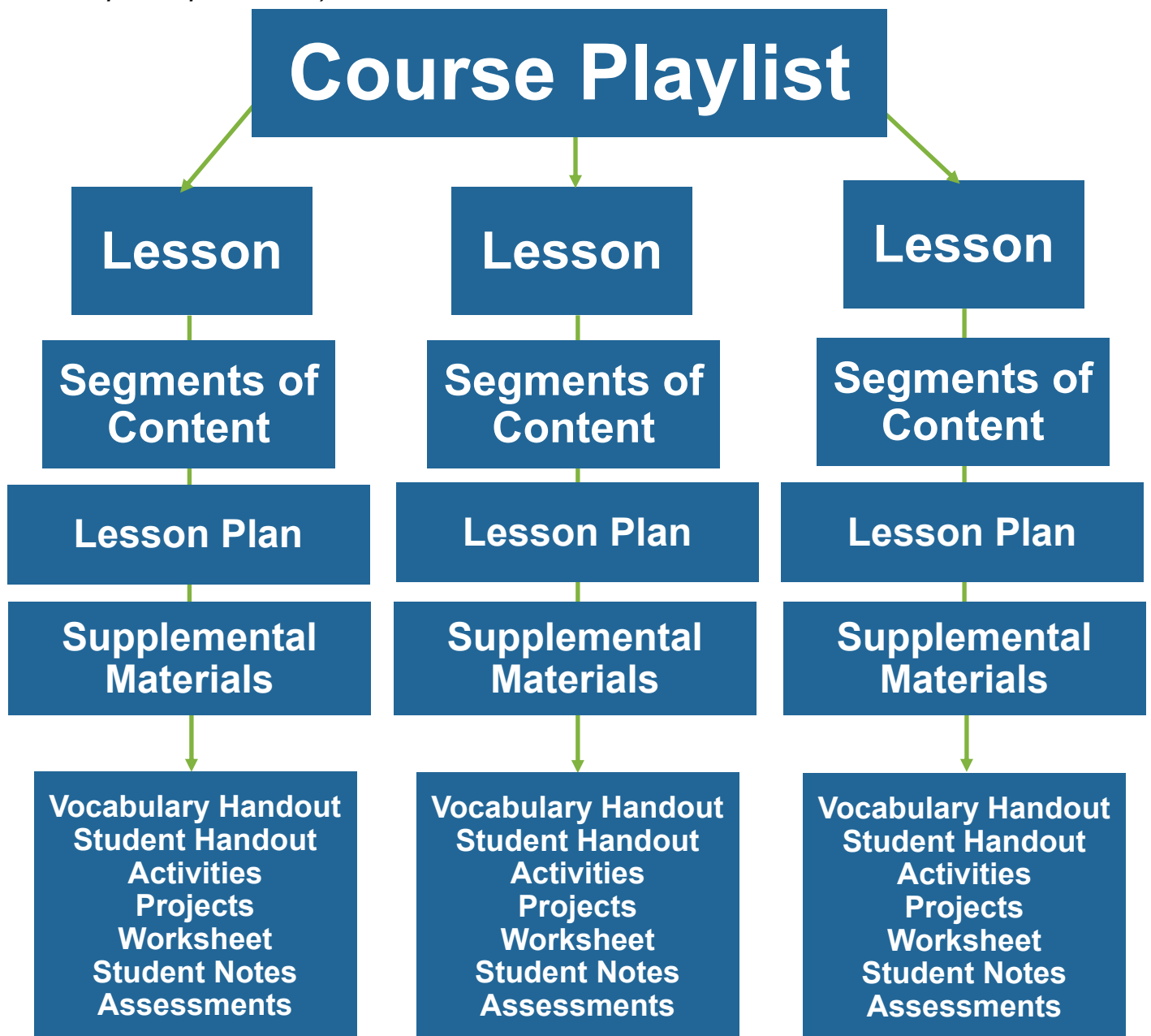
**For reference, this lesson also contains the How To Review Video and How to Review Guide from the opening page. Additionally, links to the Screener, Standards Alignment and Curriculum Map are included for easy reference.**

**PLEASE NOTE:** This lesson is for review purposes only.

# REVIEW TIP:

## iCEV LAYOUT OVERVIEW

iCEV curriculum is organized into course playlists which contain all of the materials for a course. Each course playlist is composed of video and PowerPoint® lessons which can be thought of as the chapters of the course playlist. Each lesson is comprised of smaller learning objective based segments. Additionally, each lesson is accompanied by a lesson plan as well as pre-made supplemental materials, such as vocabulary handouts, activities, projects, worksheets, student notes, student handouts and assessments. (See *appendix* for a more in-depth explanation.)



## Step 4: Open the “Screener” to view the correlations to the course. \*

- \* The Screener is located both in the “How to Review” lesson’s Printable Resources as well as on the jump drive provided to you.
- \* You will be utilizing the Screening Instrument issued to you to review the course, this option is solely to provide access to correlations to the Screening Instrument for the course.
- \* Regardless of the course you are reviewing, the general layout of the Lessons page and the iCEV Screeners are the same. Be sure you are viewing the “How to Review” lesson in the course playlist you are reviewing.

How to Review - Culinary Arts I

Student Grades Report

Video/PowerPoint Visible to Students

Click the “Screener” link to open a PDF of the correlations for the course.

How to Review Guide

Screener

Standards Alignment

Curriculum Map

My iCEV | Lesson Detail

Microsoft Word - HT\_Culinary.LS

https://login.icevonline.com/download/d8c6f8f0-6f56-4b2f-a27d-9165987f52d8

Microsoft Word - HT\_Culinary\_L\_screener

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TEXTBOOK SCREENING INSTRUMENT

979

Standards

Materials must meet 80% of indicators in Section I

Students and teachers using the materials as designed devote the majority of time in each level to the course standards.\*

Of the 27 standards listed below, 22 indicators must be marked “yes” as having aligned to mastery the standard in order for the textbook to pass section I. Use an “x” in the selected “yes” or “no” column. Avoid using the actual word “yes” or “no”

Standards	Evidence of 80% Alignment to Standards		Evidence of Correlation (Lesson Title (Location in Lesson); Supplemental Items ie. Student Handouts, Activities, Projects)
	Yes	No	
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.			It's Alive: Foodborne Illnesses (All Segments); Activity- Food Safety Thermometer; Activity- Foodborne Illnesses Anticipation Guide; Project- Bacteria Investigation; Project- Food Poisoning Prevention PSA; Project-

# REVIEW TIP:

## SCREENING INSTRUMENT ALIGNMENTS

In order to ease the review process of all sections of the Tennessee Career and Technical Education Textbook Screening Instrument, alignments to all sections are included in the “Screener” linked document.

All four sections of the Screening Instrument are included in the “Screener” document as well as iCEV justifications and evidence of meeting the specified standards or metrics.

SECTION I			
Alignment to Standards			
<i>Materials must meet 80% of indicators in Section I</i>			
Students and teachers using the materials as designed devote the majority of time in each level to the course standards.*			
Of the 27 standards listed below, 22 indicators must be marked “yes” as having aligned to mastery the standard in order for the textbook to pass section I. Use an “x” in the selected “yes” or “no” column. Avoid using the actual word “yes” or “no”			
Evidence of 80% Alignment to Standards			
Standards	Yes	No	Evidence of Correlation (Lesson Title (Location in Lesson); Supplemental Items ie. Student Handouts, Activities, Projects
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.			It's Alive: Foodborne Illnesses (All Segments); Activity- Food Safety Thermometer; Activity- Foodborne Illnesses Anticipation Guide; Project- Bacteria Investigation; Project- Food Poisoning Prevention PSA; Project- Foodborne Illness Poster
2. Summarize the requirements for proper disposal and storage of chemicals used in the commercial foodservice laboratory and adhere to laboratory work requirements throughout the course. Create or update an existing binder of Material Safety Data Sheets (MSDS) outlining how to work with chemicals and potential hazards. Develop a list of, and demonstrate procedures to schedule when cleaning and sanitizing the commercial foodservice laboratory using the proper chemicals and disposal of waste; include the list in the student portfolio.			Sanitation & Safety Procedures in Food Production (All Segments); Student Handout- Basics of the Right to Know Law; Project- MSDS Challenge; Activity- Scheduled Cleaning; Activity- Scheduled Cleaning Teacher Instruction Sheet; Project- Developing a Cleaning Schedule

Standards/Metrics specified in CTE Screening Instrument.

iCEV Justifications of satisfying the standard or metric.


**PLEASE NOTE:** These alignments are included in the document which appears when the “Screener” link is clicked.



# REVIEW TIP:

## DECIPHERING CORRELATIONS

Each standard on the Tennessee Career and Technical Education Screening Instrument has a corresponding location in an iCEV lesson listed in the Evidence column.

<div>  <div> <b>TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT</b>  <b>CULINARY I, 5979</b> </div> </div>			
3. Compile, practice, and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government published fact sheets. Identify, review, and demonstrate general laboratory safety procedures including but not limited to prevention and control procedures of pest, insects, and rodents and personal hygiene expectations. Incorporate safety procedures and complete safety test			Sanitation & Safety Procedures in Food Production (All Segments); Student Handout- Basics of the Right to Know Law; Activity- Scheduled Cleaning; Activity- Scheduled Cleaning Teacher Instruction Sheet; Activity- Dressing the Part; Activity- Dressing the Part Teacher Instruction Sheet; Project- Developing a Cleaning Schedule  Food Sanitation: Insects & Rodents (All Segments); Activity- Sanitizers & Cleaners Reference Sheet; Activity- Sanitizers & Cleaners Reference Sheet Answer Key; Project- The Cost of Pest Control  Scientific Procedures & Safety (Laboratory Safety Segment); Activity- Safety Poster <u>Structure of the Food Service Industry (History &amp; Influence Segment); Activity- Culinary History Timeline</u>
<div> <b>Evidence of Correlation (Lesson Title (Location in Lesson); Supplemental Items ie. Student Handouts, Activities, Projects</b>  <u>Structure of the Food Service Industry (History &amp; Influence Segment); Activity- Culinary History Timeline</u> </div>			
	citing specific textual evidence from research.		
5. Research the growth and development of the foodservice industry, focusing on the influence of significant contributors. Craft an			Structure of the Food Service Industry (History & Influence Segment); Project- Chefs
<div> <b>Lesson Name (Location in Lesson); Location in Supplemental Materials of the Lesson</b> </div>			
	a. Mairé-Antoine Carême b. Auguste Escoffier c. Catherine de Medici d. Fernand Point		

### PLEASE NOTE:

Some standards required multiple correlations to fulfill the requirements. Changes in lessons will be noted by having a blank line separating the lessons.

Kitchen Equipment (Measuring Tools Segment); Activity- Around the World; Activity- Around the World Teacher Instruction Sheet; Activity- Kitchen Contraption; Project- Maintaining Commercial Tools & Equipment

Food Math & Measurements (Measurements in Food Production & Cooking Segment); Activity- Measure It

## Step 5: Review correlations to Tennessee State Standards.\*

Evidence of Correlation (Lesson Title (Location in Lesson); Supplemental Items ie. Student Handouts, Activities, Projects

Structure of the Food Service Industry (History & Influence Segment); Activity-Culinary History Timeline

\* All iCEV lessons are either Microsoft® PowerPoint® or video lessons which contain the content of the standard in a segment of slides or video. Below is an example of a PowerPoint® lesson.

Lesson Name (Location in Lesson); Location in Supplemental Materials of the Lesson

The screenshot shows the iCEV lesson interface for 'Structure of the Food Service Industry'. At the top, there are buttons for 'View Lesson Plan' and 'Student Grades Report'. Below the title, a 'Select Playlist' dropdown menu is set to 'Structure of the Food Service Industry'. The main content area displays a grid of eight circular icons representing different food service topics: a leaf, a plate with cutlery, a pot, a grater, a bowl, a rolling pin, a fork and knife, and a chef's hat. Below the icons, the title 'Structure of the Food Service Industry' is repeated. At the bottom of the main content area, a navigation bar shows 'SLIDE 1 OF 68' with left and right arrows. Below the main content area, there is a 'Printable' heading with a downward arrow. Underneath the 'Printable' heading, a list of resources is displayed, including 'PowerPoint - Structure of the Food Service Industry (Downloading Version)', 'Academic Grading Rubric', 'Activity - Career Connections', 'Activity - Culinary Timeline', and 'Activity - Institutional Food Service'. A 'Visible to Students' toggle is located to the right of the resource list.

Correlations listed in (Location in Lesson) are correlated to content within the PowerPoint® or video portion of a lesson.

To see how all of the materials work together, view the Lesson Plan.

Use the arrows to move from slide to slide.

Open in Full Screen mode.

PLEASE NOTE: When you open a lesson, the Printable heading will be collapsed. To open this section, click on the Printable header.

The Location in Supplemental Materials of the Lesson correlations will appear beneath the Printable heading. You may need to scroll through the list to locate each item. To open the item listed, click on the link. When clicked, each link will open a PDF of the file in another tab.

All supplemental materials are included here such as Student Handouts, Activities, Projects, Vocabulary Handouts and Assessments. See Appendix for more information.

# REVIEW TIP: LOCATING POWERPOINT® SEGMENTS OR SLIDES

**Evidence of Correlation (Lesson Title  
(Location in Lesson); Supplemental Items  
ie. Student Handouts, Activities, Projects**

Structure of the Food Service Industry  
(History & Influence Segment); Activity-  
Culinary History Timeline

If a PowerPoint® contains multiple segments, navigate to the Main Menu by clicking the arrow icons at the bottom of the viewing window until you reach the Main Menu slide and click the link to the segment.

Also, you can scroll through the slides until you reach the segment or slide numbers needed for review by clicking the arrows at the bottom of the viewing area.

Structure of the Food Service Industry

View Lesson Plan Student Grades Report

Food Service Industry

Video/PowerPoint Visible to Students

**Main Menu**

- The Hospitality Industry
- History & Influence
- Types of Food Service
- Food Service Ownership
- Food Service Management

SLIDE 3 OF 68

Resources

PowerPoint - Structure of the Food Service Industry (Downloading Version)

Academic Grading Rubric

Activity - Career Connections

Activity - Culinary Timeline

Visible to Students

**PLEASE NOTE:** The Main Menu slide of a PowerPoint® lesson can typically be found beginning on slide three or four of a presentation.

# Step 5: Review correlations to Tennessee State Standards.\*

Evidence of Correlation (Lesson Title (Location in Lesson); Supplemental Items ie. Student Handouts, Activities, Projects Structure of the Food Service Industry (History & Influence Segment); Activity- Culinary History Timeline

\* All iCEV lessons are either Microsoft® PowerPoint® or video lessons which contain the content of the standard in a segment of slides or video. Below is an example of a PowerPoint® lesson.

Lesson Name (Location in Lesson); Location in Supplemental Materials of the Lesson

To see how all of the materials work together, view the Lesson Plan.

Correlations listed in (Location in Lesson) are correlated to content within the PowerPoint® or video portion of a lesson.

The screenshot shows the iCEV lesson interface for 'Introduction to Culinary Techniques & Methods'. At the top, there are buttons for 'View Lesson Plan' and 'Student Grades Report'. Below these is a 'Select Playlist' dropdown menu set to 'Introduction to Culinary Techniques & Methods'. The main content area features a video player with a large play button and the title 'INTRODUCTION TO CULINARY TECHNIQUES & METHODS Knife Care & Use'. To the right of the video player is a list of six segments: 1. Introduction to Culinary Techniques & Methods: Knife Care & Use (8:45), 2. Introduction to Culinary Techniques & Methods: Knife Sharpening (8:08), 3. Introduction to Culinary Techniques & Methods: Cutting Techniques (4:35), 4. Introduction to Culinary Techniques & Methods: Preparation of Tools & Ingredients (17:19), 5. Introduction to Culinary Techniques & Methods: Storage (5:14), and 6. Introduction to Culinary Techniques & Methods: Cooking Techniques (10:22). Below the video player is a blue 'Printable' button. Underneath the 'Printable' button is a 'Resources' section with a list of supplemental materials: Academic Grading Rubric, Activity - Career Connections, Activity - Is It Done Chart, Activity - Misc on Place Diagram, and Project - Recipe Binder Teacher Instruction Sheet. A red arrow points from the 'Printable' button to a callout box.

The segments listed in the correlations can be found listed in the video player.

**PLEASE NOTE:** When you open a lesson, the Printable heading will be collapsed. To open this section, click on the Printable header.

The Location in Supplemental Materials of the Lesson correlations will appear beneath the Printable heading. You may need to scroll through the list to locate each item. To open the item listed, click on the link. When clicked, each link will open a PDF of the file in another window.

All supplemental materials are included here such as Student Handouts, Activities, Projects, Vocabulary Handouts and Assessments. See Appendix for more information.



# REVIEW TIP: LOCATING VIDEO SEGMENTS

<b>Evidence of Correlation (Lesson Title (Location in Lesson); Supplemental Items ie. Student Handouts, Activities, Projects</b>
<u>Structure of the Food Service Industry</u> (History & Influence Segment); <u>Activity-</u> <u>Culinary History Timeline</u>

All video lessons are segmented into small learning objectives. Each segment can be played separately by clicking on the desired segment, or you can click play on the first segment and watch each segment in order. Once a segment finishes playing, the next segment will automatically load and begin playing.

The screenshot shows a video player interface for 'Introduction to Culinary Techniques & Methods'. The main video area displays a title card for 'INTRODUCTION TO CULINARY TECHNIQUES & METHODS Knife Care & Use'. A red box labeled 'Play' points to the play button in the video player. A red box labeled 'Move from segment to segment.' points to the video player area. A red box labeled 'Video Segments' points to a list of six segments on the right side of the player. The segments are: 1. Introduction to Culinary Techniques & Methods: Knife Care & Use (5:45), 2. Introduction to Culinary Techniques & Methods: Knife Sharpening (5:05), 3. Introduction to Culinary Techniques & Methods: Cutting Techniques (4:35), 4. Introduction to Culinary Techniques & Methods: Preparation of Tools & Ingredients (17:19), 5. Introduction to Culinary Techniques & Methods: Storage (5:14), and 6. Introduction to Culinary Techniques & Methods: Cooking Techniques (10:22). A red box labeled 'Play' points to the play button in the video player. A red box labeled 'Volume' points to the volume icon in the video player. A red box labeled 'Full Screen' points to the full screen icon in the video player. Below the video player, there is a 'Printable' button and a 'Resources' section with a table of resources.

Resources	Visible to Students
Academic Grading Rubric	<input type="checkbox"/>
Activity - Career Connections	<input checked="" type="checkbox"/>
Activity - Is It Done Chart	<input checked="" type="checkbox"/>
Activity - Mise en Place Diagram	<input checked="" type="checkbox"/>
Project - Recipe Binder Teacher Instruction Sheet	<input type="checkbox"/>

## Step 6: Return to the Lessons page to continue the review.

My iCEV

TN Official Sample 2019 Reviewer | My Profile | Tutorials | Log Out

**Click the Course Name to go back to the Lessons page.**

TN\_Culinary Arts I

To access lesson resources including assessments, worksheets, activities and other materials, scroll below the video/PowerPoint.

My Courses > TN\_Culinary Arts I > It's Alive!: Foodborne Illnesses

**It's Alive!: Foodborne Illnesses**

View Lesson Plan Student Grades Report


Select Playlist: It's Alive!: Foodborne Illnesses

Video/PowerPoint Visible to Students

It's Alive!: Foodborne Illnesses

SLIDE 1 OF 56

Printable

 TN\_Culinary Arts I

My Courses > TN\_Culinary Arts I

**Lessons**

It's Alive!: Foodborne Illnesses	<b>View</b>
Sanitation & Safety Procedures in Food Production	<b>View</b>
Food Sanitation: Insects & Rodents	<b>View</b>
Scientific Procedures & Safety	<b>View</b>
Structure of the Food Service Industry	<b>View</b>
Exploring Careers: Hospitality & Tourism	<b>View</b>
Sustainability in the Food Service Industry	<b>View</b>

**Students**

- Manage Roster
- Course Grades Report
- Invite Students

**Click the "View" icon next to the lesson name needed for review.**

# Appendix

## Each course is accompanied by a Standards Alignment Document.

The Standards Alignment document can be printed before an educator begins teaching a course to serve as a reference. The document can then be utilized to see the standards which are expected to be taught within each lesson.

### Standards Alignment

#### Tennessee Department of Education Culinary Arts I Standards Alignment

The Standards Alignment provides a list of the standards met by each lesson. Notice, some lessons meet multiple standards within the course. It is important to understand the lessons that meet multiple standards are designed to aid in making connections between the standards and in the natural progression of the course and student learning. Additionally, this document can be used as a guide to help individuals understand which standards are expected to be taught within each lesson.

Lesson Title	Course Standards
It's Alive!: Foodborne Illnesses	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.
Sanitation & Safety Procedures in Food Production	2 Summarize the requirements for proper disposal and storage of chemicals used in the commercial foodservice laboratory and adhere to laboratory work requirements throughout the course. Create or update an existing binder of Material Safety Data Sheets (MSDS) outlining how to work with chemicals and potential hazards. Develop a list of, and demonstrate, procedures to schedule when cleaning and sanitizing the commercial foodservice laboratory using the proper chemicals and disposal of waste; include the list in the student portfolio. 3 Compile, practice, and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government published fact sheets. Identify, review, and demonstrate general laboratory safety procedures including but not limited to prevention and control procedures of pest, insects, and rodents and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy; include exam in course portfolio.
Food Sanitation: Insects & Rodents	3 Compile, practice, and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government published fact sheets. Identify, review, and demonstrate general laboratory safety procedures including but not limited to prevention and control procedures of pest, insects, and rodents and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy; include exam in course portfolio.
Scientific Procedures & Safety	3 Compile, practice, and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government published fact sheets. Identify, review, and demonstrate general laboratory safety procedures including but not limited to prevention and control procedures of pest, insects, and rodents and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy; include exam in course portfolio.
Structure of the Food Service Industry	4 Articulate important historical events and milestones that influenced culinary practices from ancient times to the present. Create a timeline or other graphic to illustrate the major impacts of these culinary practices on the progression of various styles of cuisine, citing specific textual evidence from research. 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. Mire-Antoine Careme b. Auguste Escoffier c. Catherine de Medici d. Fernand Point e. Alexis Soyer 6 Evaluate factors that influence the foodservice industry. Form a hypothesis about how specific factors may impact the foodservice industry. Develop claim(s) and counterclaim(s) fairly, supplying data and text-based evidence. Influential factors may include: a. Economic climate b. Social changes c. Globalization of cuisines d. Green technologies e. Farm to Table

# Appendix

## Each course is accompanied by a Curriculum Map.

The Curriculum Map provides an overview of the lessons essential questions, assessment techniques, standards met and an approximate amount of time the lesson will take. The Curriculum Map strives to connect the “big ideas”, assessments and standards in one location for easy teacher reference.

### Curriculum Map

Tennessee Department of Education

### Culinary Arts I Curriculum Map

The Curriculum Map provides a suggested order to teach the lessons in the playlist. Notice, some lessons meet multiple standards within the course. It is important to understand the lessons that meet multiple standards are designed to aid in making connections between the standards and in the natural progression of the course and student learning. Additionally, methods for assessing student knowledge and skills are identified as well as the approximate days of teaching for each lesson.

Sequence	Lesson Name & Essential Questions	Methods of Assessment	Standards Met	Days of Teaching *
1	<b>It's Alive! Foodborne Illnesses</b> <u>Essential Questions:</u> - Why is food safety important? - What bacteria cause foodborne illnesses? - How can foodborne illnesses be prevented?	<u>Formative Assessment</u> Activity- Food Safety Thermometer; Activity- Foodborne Illnesses Anticipation Guide; Project- Bacteria Investigation; Project- Food Poisoning Prevention PSA; Project- Foodborne Illness Poster  <u>Summative Assessment</u> Assessment I; Assessment II; Assessment III; Assessment IV	1	6
2	<b>Sanitation &amp; Safety Procedures in Food Production</b> <u>Essential Questions:</u> - Why is sanitation important in food production? - What procedures are in place in food production processes to ensure food safety?	<u>Formative Assessment</u> Project- MSDS Challenge; Activity- Scheduled Cleaning; Activity- Scheduled Cleaning Teacher Instruction Sheet; Project- Developing a Cleaning Schedule  <u>Summative Assessment</u> Assessment I; Assessment II; Assessment III; Assessment IV	2, 3	9
3	<b>Food Sanitation: Insects &amp; Rodents</b> <u>Essential Questions:</u> - What pests pose problems in the food industry? - Why is pest management important in the food industry?	<u>Formative Assessment</u> Activity- Sanitizers & Cleaners Reference Sheet; Activity- Sanitizers & Cleaners Reference Sheet Answer Key; Project- The Cost of Pest Control  <u>Summative Assessment</u> Assessment I; Assessment II; Assessment III	3	4
4	<b>Scientific Procedures &amp; Safety</b> <u>Essential Questions:</u> - What major scientific discoveries and inventions impact everyday life? - What role does the scientific method play in conducting experiments?	<u>Formative Assessment</u> Activity- Safety Poster  <u>Summative Assessment</u> Final Assessment	3	16
5	<b>Structure of the Food Service Industry</b> <u>Essential Questions:</u> - What is the overall structure of the food service industry? - Who have been the largest influences on the food service industry? - How has the food service industry changed throughout history?	<u>Formative Assessment</u> Activity- Culinary History Timeline; Project- Chefs & Entrepreneurs; Project- Chefs & Entrepreneurs Teacher Instruction Sheet  <u>Summative Assessment</u> Assessment I; Assessment II; Assessment III; Assessment IV; Assessment V; Assessment VI	4, 5, 6	7



# Appendix

All multimedia lessons are accompanied by the following:

- Lesson plan
- Student activities, projects and handouts
- Segment and final assessments
- Vocabulary handout

Introduction to Culinary Techniques & Methods

Select Playlist: Introduction to Culinary Techniques & Methods

View Lesson Plan Student Grades Report

Videos/PowerPoint Visible to Students

1. Introduction to Culinary Techniques & Methods: Knife Care & Use 0:45

2. Introduction to Culinary Techniques & Methods: Knife Sharpening 6:08

3. Introduction to Culinary Techniques & Methods: Cutting Techniques 4:35

4. Introduction to Culinary Techniques & Methods: Preparation of Tools & Ingredients 17:10

5. Introduction to Culinary Techniques & Methods: Storage 5:14

6. Introduction to Culinary Techniques & Methods: Cooking Techniques 10:22

Printable

Resources

Academic Grading Rubric

Activity - Career Connections

Activity - Is It Done Chart

Activity - Mise en Place Diagram

Project - Recipe Binder Teacher Instruction Sheet

Student Handout - Mise en Place

Student Handout - Parts of a Knife

Worksheet

Worksheet Answer Key

Assessments

Assessment I - Knife Care and Use

Assessment I - Knife Care and Use Answer Key

Assessment II - Preparation of Tools and Ingredients

Assessment II - Preparation of Tools and Ingredients Answer Key

Assessment III - Cooking Techniques

Assessment III - Cooking Techniques Answer Key

Assessment IV - Final Assessment

Assessment IV - Final Assessment Answer Key

Interactive

Lesson Plan

Activities

Projects

Vocabulary

Assessments

The Interactive heading, if clicked, will open a set of interactive activities and assessments.

These interactive options are duplicates of printable materials and are not necessary for the review process.

# Appendix

## Lesson Plan

### Introduction to Culinary Techniques

**Media Type:** Video  
**Duration:** 50 min.

Each lesson is multimedia based, either a PowerPoint® Slide Series or a Video. This is listed on each Lesson Plan.

**Goal:** To learn the techniques and methods commonly used in culinary arts industry.

**Description:** There are several terms, techniques and cooking methods students should be familiar with prior to working in a professional kitchen. This presentation introduces students to concepts such as proper knife care and use, preparation and storage of ingredients, and various cooking methods which can be referenced in a recipe.

**Objectives:**

1. To describe proper knife handling and use.
2. To identify common types of knife cuts.
3. To apply the concept of *mise en place*.
4. To examine the different cookery methods used in the professional kitchen.

Each lesson plan provides an overview of the scope and sequence of the skills and concepts presented in each lesson.

### Horizontal Alignments

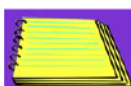
Core-Subject Area	Foundation Concept	Basic Understanding
Math	Math	<ul style="list-style-type: none"><li>• Real-life applications</li><li>• Problem solving</li></ul>
Science	Scientific Thinking and Investigating	<ul style="list-style-type: none"><li>• Analytical skills</li><li>• Collecting data</li><li>• Evaluating conclusions</li><li>• Food safety</li><li>• Temperature</li><li>• Equation development</li><li>• Physical and chemical changes</li></ul>

Each lesson contains a list of Horizontal Alignments to show how the lesson impacts core subject areas.

# Appendix

## Lesson Plan

### Introduction to Culinary Techniques & Methods



#### Lesson Plan

**Class 1:** Begin class by passing out the *Introduction to Culinary Techniques & Methods Worksheet*, *Vocabulary Handout* and *Student Handouts* for students to use as reference materials. Show the *Introduction to Culinary Techniques & Methods - Knife Use & Safety* and *Introduction to Culinary Techniques & Methods - Knife Sharpening* segments. Distribute the *Parts of a Knife Student Handout* for students to keep. Have students complete the *Knife Safety Poster Project*.



12 min.

**Class 2:** Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Introduction to Culinary Techniques & Methods - Cutting Techniques*. Have students complete the *Types of Cuts Flashcard Activity*. Review the concepts covered in the first three segments and administer the *Introduction to Culinary Techniques & Methods - Knife Care & Use Assessment*.



5 min.

**Class 3:** Have students complete the *In the Kitchen - Practice Cutting Techniques Project*.



17 min.

**Class 4:** Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Introduction to Culinary Techniques & Methods - Preparation of Tools & Ingredients* segment. Distribute the *Mise en Place Steps Student Handout* for students to keep. Have students complete the *Mise en Place Diagram Activity*.



5 min.

*In the Kitchen - Mise en Place Potato*  
*Latkes*  
to co

**Class 6:** Have students complete the *In the Kitchen - Potato Project*.



11 min.

**Class 7:** Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Introduction to Culinary Techniques & Methods - Cooking Techniques* segment. Have students complete the *Is It Done? Chart Activity*. Administer the *Introduction to Culinary Techniques & Methods - Cooking Techniques Assessment*. Distribute the *Heat & Temperature* segment.

**Class 8:** Have students complete the *In the Kitchen - Cooking Technique Application Project*. Distribute the *Reducing Fats & Calories Activity* for students to complete during the next class period.

**Class 9:** Have students complete the *In the Kitchen - Cooking Technique Application Project*. Have students complete the *Reducing Fats & Calories Activity* as homework.

**Class 10:** Review all of the concepts covered and administer the *Introduction to Culinary Techniques & Methods Final Assessment*.

Each Lesson Plan provides the teacher with instructional strategies for each lesson as well as a daily schedule of progression.

Each lesson contains activities, projects and assessments to provide opportunities for the review and practice of retaining and acquiring information.



#### Lesson Links

##### National Restaurant Association

- <http://www.restaurant.org/Home>

##### American Culinary Federation

- <http://www.acfchefs.org/>

##### USDA Food and Nutrition Information Center

- <http://fnic.nal.usda.gov>



#### Career & Technical Student Organization

##### Family, Career and Community Leaders of America

- Culinary Arts
- Food Innovations
- Hospitality, Tourism and Recreation

Each lesson aligns to Career & Technical Student Organization competitions to enhance student learning of the career-ready standards through application.

# Appendix

## Introduction to Culinary Techniques & Methods



### Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. For more details, see the *Career Connections Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to work on based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to complete the interview form for the required number of interviews.

- ICEV50173, Scot Rossillo, Owner, The Bagel Store
- ICEV50171, Paul Jagielski, Culinary Manager, Food Services, Cedar Point Amusement Park
- ICEV50978, Michael O'Connor, Executive Chef, The Tide Restaurant
- ICEV50819, Jean-Louis Ledent, Executive Chef & General Restaurant Manager, University of Illinois

Each lesson lists career interviews from industry professionals which apply to the content of the lesson and encourage career exploration.



### Activities

#### Types of Cuts Flashcards

##### Directions:

Students will create a set of flashcards describing the different cut types used in the professional kitchen. Each flashcard should include an image of a food which represents a cut and a short description of the cut on one side of the card and the name of the cut on the other side of the card.

#### Mise en Place Diagram

##### Directions:

Students will choose a recipe and on a piece of paper draw a diagram of their workstation with all of the ingredients needed to make the recipe. In addition, students should make a list of the tools and equipment needed to complete the *mise en place*.

#### Is It Done? Chart

##### Directions:

In order to remember the correct doneness temperatures for different foods, students will create a chart listing the appropriate temperature for a variety of foods. Additionally, students will make hypothesis about overcooked and undercooked foods.

#### Reducing Fats & Calories

##### Directions:

Students will develop a set of five flashcards describing the ways one can reduce fat and calories in food. Each flashcard should include a brief description of the technique or method of food preparation to reduce fat and calories in food preparation. Also include an illustration of this technique or method of food preparation. Conduct a class discussion to compare the various techniques each group found.

Each lesson includes projects and activities which serve as learning objectives and opportunities for learners to practice lesson objectives and skills.

The activities and projects offer options for differentiated instruction.

By utilizing the activities and projects accompanying each lesson, technology and manipulatives are incorporated into each lesson.

The activities and projects provide project-based learning scenarios and require students to use critical and higher level thinking skills as well as creativity and innovation.



### Projects

#### Safety First: Knife Edition

##### Directions:

In groups, students will create an poster promoting knife safety. The poster should be creative and include the importance of knife safety in the kitchen. Additionally, tips and tricks for how to use knives safely should be included on the poster to help students review these concepts.

#### Storage Policy Pamphlet

##### Directions:

Students will create a pamphlet describing the correct storage policy for different items, ingredients and equipment. The pamphlet should address storage locations, storage temperatures, labeling of goods and any other storage information the student would like to include.

#### Heat & Food Production

##### Directions:

For this *Project*, students will write a one page paper analyzing the processes of energy production in food. Students should investigate the role of latent heat in phase changes in food production. Examples include: crystallization and condensation.

# Appendix

## Vocabulary Handout

### Introduction to Culinary Technology & Methods

#### Labels

tool used for identifying food items within the kitchen according to date prepared or other important factors

#### Use-by-Date

regulated date for food safety; used to protect consumers and inform food preparers of freshness

#### Ready-to-Eat Foods

food which is ready for human consumption; generally handled with latex gloves for safety

#### Refrigeration Requirements

temperature levels used to keep food fresh; generally regulated by local entities

#### *Mis en Place*

term referencing preparation for food and tools used with a particular French for "put in place"

#### Portion Cups

used to hold desired amounts of ingredients for food preparation

#### Cheese Cloth

kitchen tool used for many purposes, including moisture removal

#### Pan-Frying

cooking technique used to fry foods with oils in a frying pan

#### Smoke Point

temperature at which oil will begin to smoke

#### Portion Control

regulating the size of a serving

#### Cutting Board

solid surface made of plastic, wood or other materials used to safely cut food products

#### Round Cuts

cutting techniques which include the rondelle and diagonal methods

Accompanies: Introduction to Culinary Technology & Methods

1

#### Blade

portion of knife containing the cutting edge, tip, spine, heel and bolster

Accompanies: Introduction to Culinary Technology & Methods

2

Each lesson includes a vocabulary handout which serves as a reference to support student learning as a glossary and word list.

The vocabulary handout highlights career and technical vocabulary which appears in each lesson to facilitate student learning.