



## Scope and Sequence

TEA does not endorse any of the external products, vendors, consultants, or documentation referenced in this document. Any mention of vendors, products, or services is for informational purposes only.

<b>Cluster:</b>	Hospitality and Tourism
<b>Course Name:</b>	§130.226 Culinary Arts (One to Two Credits)
<b>Course Description:</b>	Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification, a Texas culinary specialist certification, or any other appropriate industry certification. This course may be offered as a laboratory-based or internship course. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
<b>Course Requirements:</b>	This course is recommended for students in Grades 10-12. Recommended prerequisite: Restaurant Management, Lifetime Nutrition and Wellness, or Principles of Hospitality and Tourism.
<b>Recommended Equipment:</b>	Students must have access to commercial equipment and a kitchen.

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
<b>I. History</b>			
<p>A. Research famous chefs</p> <p>B. Entrepreneurial influence</p> <p>C. Current trends</p>	<p>(6) The student understands the history of food service and the use of the professional kitchen.</p>	<p>(A) research famous chefs from history and note their major accomplishments</p> <hr/> <p>(C) summarize historical entrepreneurs who influenced food service in the United States</p> <hr/> <p>(D) analyze how current trends in society affect the food service industry</p>	<ul style="list-style-type: none"> <li>• CE</li> <li>• CF</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• CE</li> <li>• FPMSCC</li> <li>• FPMSCG</li> <li>• American Association of Family &amp; Consumer Sciences <a href="http://www.aafcs.org">www.aafcs.org</a></li> <li>• America's Career InfoNet <a href="http://www.acinet.org/acinet">www.acinet.org/acinet</a></li> <li>• American Dietetic Association <a href="http://www.eatright.org">www.eatright.org</a></li> <li>• American Diabetes Association <a href="http://www.diabetes.org">www.diabetes.org</a></li> <li>• Family, Career, and Community Leaders of America <a href="http://www.fcclainc.org">www.fcclainc.org</a></li> </ul>

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<b>II. Leadership</b>			
A. Team building skills B. Decision making C. Problem solving D. Community leadership E. Teamwork F. Participation	(8) The student demonstrates leadership, citizenship, and teamwork skills required for success.	(A) apply team-building skills (B) apply decision-making and problem-solving skills (C) determine leadership and teamwork qualities in creating a pleasant working atmosphere (D) participate in community leadership and teamwork opportunities to enhance professional skills	<ul style="list-style-type: none"> <li>• CE</li> <li>• Family, Career, and Community Leaders of America <a href="http://www.fcclainc.org">www.fcclainc.org</a></li> </ul>
G. Understanding of self-responsibility and management H. Personal values and principles I. Attitudes and work habits J. Appearance and personal hygiene K. Effects of exercise and nutritional dietary habits L. Emotional factors that impact job performance	(3) The student demonstrates an understanding that personal success depends on personal effort.	(A) demonstrate a proactive understanding of self-responsibility and self-management (B) explain the characteristics of personal values and principles (C) demonstrate positive attitudes and work habits (D) demonstrate exemplary appearance and personal hygiene (E) evaluate the effects of exercise and nutritional dietary habits and emotional factors such as stress, fatigue, or anxiety on job performance	

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<b>III. Professional Ethics and Legal Responsibilities</b>			
A. Laws and regulations B. Work ethics C. Safety in culinary arts D. Workplace conditions and safety hazards E. Sanitation in the professional kitchen F. Preventing food hazards G. Food sanitation and certification	(10) The student recognizes and models work ethics and legal responsibilities.  (9) The student explains how employees, guests, and property are protected to minimize losses or liabilities.	(A) understand and comply with laws and regulations specific to the food service industry (B) demonstrate a positive work ethic  (A) determine basics of safety in culinary arts (B) assess workplace conditions and identify safety hazards (C) determine the basics of sanitation in a professional kitchen (D) assess food hazards and determine ways to prevent food hazards (E) prepare for a state or national food sanitation certification or other appropriate certifications	<ul style="list-style-type: none"> <li>• CE</li> <li>• FPMSCC</li> <li>• FPMSCG</li> <li>• Centers for Disease Control and Prevention <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>• Food Safety <a href="http://www.foodsafety.gov">www.foodsafety.gov</a></li> <li>• National Restaurant Association Educational Foundation <a href="http://www.nraef.org">www.nraef.org</a></li> <li>• Occupational Safety and Health Administration <a href="http://www.osha.gov">www.osha.gov</a></li> <li>• U.S. Department of Labor <a href="http://www.dol.gov">www.dol.gov</a></li> </ul>

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<b>IV. Proper Use and Care of Commercial Equipment</b>				
<p>A. Use of small and large equipment for a commercial kitchen</p> <p>B. Proper cleaning of equipment and maintenance of a commercial kitchen</p> <p>C. Standardized recipes</p> <p>D. Writing and converting standardized recipes</p> <p>E. Operations and training recipes</p> <p>F. Information sources for culinary arts</p> <p>G. Food production presentation techniques</p> <p>H. Moist and dry cookery methods</p> <p>I. Food preparations in food service operations</p> <p>J. Baking techniques</p> <p>K. Global cultures</p> <p>L. Food traditions</p> <p>M. International cuisine</p>	(6) The student understands the history of food service and the use of the professional kitchen.	(E) use large and small equipment in a commercial kitchen	<ul style="list-style-type: none"> <li>• CE</li> <li>• FPMSCC</li> <li>• FPMSCG</li> <li>• American Culinary Federation <a href="http://www.acfchefs.org//AM/Template.cfm?Section=Home6">www.acfchefs.org//AM/Template.cfm?Section=Home6</a></li> <li>• American Society of Baking <a href="http://www.asbe.org">www.asbe.org</a></li> <li>• Cultural Diversity: Eating in American Fact Sheets <a href="http://www.ohioline.osu.edu/hyg-fact/5000/index.html">www.ohioline.osu.edu/hyg-fact/5000/index.html</a></li> <li>• Food Dictionaries and Encyclopedia <a href="http://www.fnict.nal.usda.gov/nal_display/index.php?info_center=4&amp;tax_level=1">www.fnict.nal.usda.gov/nal_display/index.php?info_center=4&amp;tax_level=1</a></li> <li>• Food Timeline <a href="http://www.foodtimeline.org">www.foodtimeline.org</a></li> <li>• Kids Health-How to Read a Recipe <a href="http://www.kidshealth.org/Search01.jsp?SearchSection=3&amp;Mode=Search&amp;SearchTextArea=read%20a%20recipe">www.kidshealth.org/Search01.jsp?SearchSection=3&amp;Mode=Search&amp;SearchTextArea=read a recipe</a></li> <li>• Meaning of Food <a href="http://www.pbs.org/opb/meaningoffood">www.pbs.org/opb/meaningoffood</a></li> <li>• Nutrition <a href="http://www.nutrition.gov">www.nutrition.gov</a></li> <li>• National Restaurant Association <a href="http://www.restaurant.org">www.restaurant.org</a></li> <li>• USDA National Agriculture Library <a href="http://www.nal.usda.gov">www.nal.usda.gov</a></li> </ul>	
		(K) demonstrate proper cleaning of equipment and maintenance of the commercial kitchen		
	(1) The student applies advanced reading, writing, mathematics, and science skills for the food service industry.	(B) comprehend a variety of texts such as operations and training manuals		
		(E) read and comprehend standardized recipes		
		(F) write and convert standardized recipes		
	(7) The student uses technology and computer applications to manage food service operations.	(E) evaluate information sources for culinary arts		
	(6) The student understands the history of food service and the use of the professional kitchen.	(F) develop food production and presentation techniques		
		(G) demonstrate moist and dry cookery methods		
		(H) demonstrate the preparation skills of items commonly prepared in food service operations such as breakfast cookery, salads and dressing, soups and sandwiches, stocks and sauces, appetizers, seafood, poultry, meat, pastas and grains, and fruits and vegetables.		
		(I) demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts		

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N. Scientific principles in culinary arts		(B) identify global cultures and traditions related to food	<ul style="list-style-type: none"> <li>• American Dietetic Association <a href="http://www.eatright.org">www.eatright.org</a></li> <li>• Cultural Diversity: Eating in American Fact Sheets <a href="http://www.ohioline.osu.edu/hyg-fact/5000/index.html">www.ohioline.osu.edu/hyg-fact/5000/index.html</a></li> <li>• My Pyramid <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• Nutrition <a href="http://www.nutrition.gov">www.nutrition.gov</a></li> <li>• USDA National Agriculture Library <a href="http://www.nal.usda.gov">www.nal.usda.gov</a></li> </ul>
O. Basics of nutrition	(11) The student demonstrates the knowledge and skills required for careers in the restaurant, food, and beverage industry.	(F) analyze international cuisines	
	(1) The student applies advanced reading, writing, mathematics, and science skills for the food service industry.	(D) understand scientific principles used in culinary arts	
	(11) The student demonstrates the knowledge and skills required for careers in the restaurant, food, and beverage industry.	(A) understand the basics of nutrition	

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<b>V. Time Management and Decision Making</b>			
<p>A. Managing time and energy</p> <p>B. Steps in decision making</p> <p>C. Marketing plan</p> <p>D. Purchasing specifications and purchase orders</p> <p>E. Receiving, storage, and distribution techniques</p> <p>F. Proper receiving and storage techniques</p>	<p>(4) The student develops principles in time management, decision making, effective communication, and prioritizing.</p> <p>(11) The student demonstrates the knowledge and skills required for careers in the restaurant, food, and beverage industry.</p> <p>(6) The student understands the history of food service and the use of the professional kitchen.</p>	<p>(A) apply effective practices for managing time and energy</p> <p>(B) analyze various steps in the decision-making process</p> <p>(C) develop a marketing plan</p> <p>(D) identify purchasing specifications and write purchase orders</p> <p>(E) determining proper receiving, storage, and distribution techniques</p> <p>(J) demonstrate proper receiving and storage techniques</p>	<ul style="list-style-type: none"> <li>• CE</li> <li>• FPMSCC</li> <li>• FPMSCG</li> <li>• Centers for Disease Control and Prevention <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>• Food and Drug Administration <a href="http://www.fda.gov">www.fda.gov</a></li> <li>• National Restaurant Association <a href="http://www.restaurant.org">www.restaurant.org</a></li> <li>• Small Business Administration <a href="http://www.sba.gov">www.sba.gov</a></li> <li>• U.S. Department of Agriculture <a href="http://www.usda.gov">www.usda.gov</a></li> </ul>
<b>VI. Customer Service and Brand Marketing</b>			
<p>A. Customer service</p> <p>B. Employee effect on customer attitude</p> <p>C. Selling service</p> <p>D. Concepts of dining</p> <p>E. Types of dining</p>	<p>(11) The student demonstrates the knowledge and skills required for careers in the restaurant, food, and beverage industry.</p> <p>(6) The student understands the history of food service and the use of the professional kitchen.</p>	<p>(B) analyze the concepts of customer service and determine the critical moments of good service</p> <p>(G) detail ways to achieve high rates of customer satisfaction</p> <p>(H) analyze how guests are affected by employee attitude, appearance, and actions</p> <p>(L) demonstrate types of table setting, dining, and service skills</p>	<ul style="list-style-type: none"> <li>• CE</li> <li>• FPMSCC</li> <li>• FPMSCG</li> <li>• Free Management Library <a href="http://www.managementhelp.org">www.managementhelp.org</a></li> </ul>

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<b>VII. Management Skills</b>			
<p>A. Critical reading and writing</p> <p>B. Culinary math</p> <p>C. Scientific concepts</p>	<p>(1) The student applies advanced reading, writing, mathematics, and science skills for the food service industry.</p> <p>(4) The student develops principles in time management, decision making, effective communication, and prioritizing.</p> <p>(2) The student integrates listening, writing, and speaking skills using verbal and nonverbal communication to enhance operations, guest satisfaction, and professional development.</p>	<p>(A) compose industry appropriate documents</p> <p>(C) calculate correctly using numerical concepts such as percentages and estimation in practical situations, including weights and measures</p> <p>(G) calculate and manage food costs</p> <p>(C) analyze the importance of balancing a career, family, and leisure activities</p> <p>(A) create formal or informal presentations</p> <p>(B) properly answer business phones</p> <p>(C) write instructions for a specific restaurant or culinary procedure or the use of a piece of equipment</p> <p>(D) attend and participate in a staff meeting</p>	<ul style="list-style-type: none"> <li>• FPMSCC</li> <li>• FPMSCG</li> <li>• Family, Career, and Community Leaders of America <a href="http://www.fcclainc.org">www.fcclainc.org</a></li> <li>• Penn State University-Food Science <a href="http://www.foodscience.psu.edu">www.foodscience.psu.edu</a></li> <li>• Family, Career, and Community Leaders of America -TEXAS <a href="http://www.texasfccla.org">www.texasfccla.org</a></li> </ul>
<b>VIII. Technology and Computer Applications</b>			
<p>A. Technology in the kitchen</p> <p>B. Point of sales systems</p>	<p>(7) The student uses technology and computer applications to manage food service operations.</p>	<p>(A) use technology tools appropriate for the industry</p> <p>(B) operate technology applications to perform workplace tasks</p> <p>(C) explain the use of point-of-sale systems</p> <p>(D) demonstrate knowledge in computer programs used for food production</p>	<ul style="list-style-type: none"> <li>• FPMSCC</li> <li>• FPMSCG</li> </ul>



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<b>IX. Life Choices and Career Goals</b>			
<p>A. Industry job positions</p> <p>B. Career lifestyles</p> <p>C. Career goals</p> <p>D. Professional portfolios</p> <p>E. Interviewing skills</p> <p>F. Written applications</p> <p>G. Personal appearance</p> <p>H. Presenting yourself</p> <p>I. Goal setting</p>	<p>(5) The student researches, analyzes, and explores lifestyle and career goals. The student examines jobs available in the food service industry and accesses career opportunities.</p>	<p>(A) research the major job duties and qualifications for all staff and managerial positions to facilitate selection of career choices in culinary arts</p> <hr/> <p>(B) update a personal career portfolio</p> <hr/> <p>(C) demonstrate proper interview techniques</p> <hr/> <p>(D) establish personal short-term and long-term goals</p> <hr/> <p>(E) examine food service related community service opportunities</p>	<ul style="list-style-type: none"> <li>• CE</li> <li>• CF</li> <li>• America's Career InfoNet <a href="http://www.acinet.org/acinet">www.acinet.org/acinet</a></li> <li>• Achieve Texas <a href="http://www.achievetexas.org">www.achievetexas.org</a></li> <li>• Culinary Careers <a href="http://www.culinary-careers.org">www.culinary-careers.org</a></li> <li>• Labor Market and Career Information <a href="http://www.lmci.state.tx.us">www.lmci.state.tx.us</a></li> <li>• National Research Center for Career and Technical Education <a href="http://www.nccte.org">www.nccte.org</a></li> <li>• Small Business Administration Marketing Plans <a href="http://www.sba.gov/category/navigation-structure/starting-managing-business/managing-business">www.sba.gov/category/navigation-structure/starting-managing-business/managing-business</a></li> <li>• Texas Workforce Commission <a href="http://www.twc.state.tx.us">www.twc.state.tx.us</a></li> <li>• U.S. Department of Labor <a href="http://www.dol.gov">www.dol.gov</a></li> <li>• U.S. Department of Labor Occupational Outlook Handbook <a href="http://www.bls.gov/oco">www.bls.gov/oco</a></li> </ul>

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<b>Resources: Books</b>			
<b>CE</b>	Culinary Essentials, Glencoe/McGraw-Hill Division, 2002		ISBN: 007822609
<b>CF</b>	Careers in Focus, Goodheart-Willcox, 2003		ISBN: 1566378826
<b>FPMSCC</b>	Food Production, Management and Services Curriculum Caddy, CEV Multimedia, Ltd., 2004		ISBN: 1569186790
<b>FPMSCG</b>	Food Production, Management and Service Curriculum Guide, Reference Book, Student Activity Book, and Tests, Curriculum Center for FCS, 2006		ISBN: N/A
<b>FT</b>	Food for Today, Glencoe/McGraw-Hill Division, 2004		ISBN: 0078462924
<b>Resources: Websites</b>			
American Association of Family & Consumer Sciences	<a href="http://www.aafcs.org">www.aafcs.org</a>		
American Culinary Federation	<a href="http://www.acfchefs.org">www.acfchefs.org</a>		
America's Career InfoNet	<a href="http://www.acinet.org/acinet">www.acinet.org/acinet</a>		
American Dietetic Association	<a href="http://www.eatright.org">www.eatright.org</a>		
American Diabetes Association	<a href="http://www.diabetes.org">www.diabetes.org</a>		
American Society of Baking	<a href="http://www.asbe.org">www.asbe.org</a>		
Achieve Texas	<a href="http://www.achievetexas.org">www.achievetexas.org</a>		
Centers for Disease Control and Prevention	<a href="http://www.cdc.gov">www.cdc.gov</a>		
Cultural Diversity: Eating in American Fact Sheets	<a href="http://ohioline.osu.edu/hyg-fact/5000/index.html">http://ohioline.osu.edu/hyg-fact/5000/index.html</a>		
Culinary Careers	<a href="http://www.culinary-careers.org">www.culinary-careers.org</a>		
Family, Career, and Community Leaders of America	<a href="http://www.fcclainc.org">www.fcclainc.org</a>		
Food and Drug Administration	<a href="http://www.fda.gov">www.fda.gov</a>		
Food Dictionaries and Encyclopedia	<a href="http://www.nutrition.gov/nal_display/index.php?info_center=4&amp;tax_level=2&amp;tax_subject=270&amp;topic_id=1330">http://www.nutrition.gov/nal_display/index.php?info_center=4&amp;tax_level=2&amp;tax_subject=270&amp;topic_id=1330</a>		
Free Management Library	<a href="http://www.managementhelp.org">www.managementhelp.org</a>		
Food Safety	<a href="http://www.foodsafety.gov">www.foodsafety.gov</a>		
The Food Timeline	<a href="http://www.foodtimeline.org">www.foodtimeline.org</a>		
Kids Health-How to Read a Recipe	<a href="http://kidshealth.org/kid/stay_healthy/food/read_a_recipe.html">http://kidshealth.org/kid/stay_healthy/food/read_a_recipe.html</a>		
Labor Market and Career Information	<a href="http://www.lmci.state.tx.us">www.lmci.state.tx.us</a>		

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The Meaning of Food	<a href="http://www.pbs.org/opb/meaningoffood">www.pbs.org/opb/meaningoffood</a>		
mypyramid.gov	<a href="http://www.mypyramid.gov/index.html">www.mypyramid.gov/index.html</a>		
Nutrition	<a href="http://www.nutrition.gov">www.nutrition.gov</a>		
National Restaurant Association	<a href="http://www.restaurant.org">www.restaurant.org</a>		
National Restaurant Association Educational Foundation	<a href="http://www.nraef.org">www.nraef.org</a>		
National Research Center for Career and Technical Education	<a href="http://www.nccte.org">www.nccte.org</a>		
Occupational Safety and Health Administration	<a href="http://www.osha.gov">www.osha.gov</a>		
Penn State University-Food Science	<a href="http://www.foodscience.psu.edu">www.foodscience.psu.edu</a>		
Small Business Administration	<a href="http://www.sba.gov">www.sba.gov</a>		
Marketing Plans	<a href="http://www.sba.gov/smallbusinessplanner/manage/marketandprice/SERV_MARKETINGPLANS.html">http://www.sba.gov/smallbusinessplanner/manage/marketandprice/SERV_MARKETINGPLANS.html</a>		
Texas Family, Career, and Community Leaders of America	<a href="http://www.texasfccla.org">www.texasfccla.org</a>		
Texas Workforce Commission	<a href="http://www.twc.state.tx.us">www.twc.state.tx.us</a>		
United States Department of Agriculture	<a href="http://www.usda.gov">www.usda.gov</a>		
USDA National Agriculture Library	<a href="http://www.nal.usda.gov">www.nal.usda.gov</a>		
U.S. Department of Labor	<a href="http://www.dol.gov">www.dol.gov</a>		
U.S. Department of Labor-Occupational Outlook Handbook	<a href="http://www.bls.gov/oco">www.bls.gov/oco</a>		