



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.

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| Cluster: | Hospitality & Tourism |
| Course Name: | §130.227 Practicum in Culinary Arts (Two to Three Credits) |
| Course Description: | <p>(1) This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace.</p> <p>(2) Students are taught employability skills, which include job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Culinary Arts is relevant and rigorous, supports student application of academic standards, and effectively prepares students for college and career success.</p> <p>(3) Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.</p> <p>(4) Students are encouraged to participate in extended learning experience such as career and technical student organizations and other leadership or extracurricular organizations.</p> |
| Course Requirements: | This course is recommended for students in grades 11-12. Recommended prerequisite: Culinary Arts or Hotel Management. |
| Recommended Equipment: | Students must have access to a commercial kitchen, equipment, and tools as utilized in the industry. |

| Units of Study | Knowledge and Skills | Student Expectations | Resources (key on last page) |
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| I. History of the Food Service Industry | | | |
| <p>A. Famous chefs</p> <p>B. Entrepreneurs who influenced food service</p> <p>C. Global cultures</p> <p>D. Food traditions</p> | <p>10) The student understands the history of food service and the use of the professional kitchen.</p> | <p>A) research famous chefs in history and note their major accomplishments</p> | <ul style="list-style-type: none"> • CE • FPMSCC • FPMSCG • Food Timeline <p>www.foodtimeline.org/restaurants.html</p> |
| | | <p>(C) summarize historical entrepreneurs who influenced food service in the United States</p> | |
| | <p>(10) The student understands the history of food service and the use of the professional kitchen.</p> | <p>(B) identify global cultures and traditions related to food</p> | <ul style="list-style-type: none"> • CE • Culinary Careers <p>www.culinary-careers.org</p> |
| | | <p>(D) analyze how current trends in society affect the food service industry</p> | <ul style="list-style-type: none"> • American Association of Family and Consumer Sciences www.aafcs.org • America's Career InfoNet www.acinet.org/acinet • American Dietetic Association www.eatright.org • American Diabetes Association www.diabetes.org • Family, Career, and Community Leaders of America www.fcclainc.org |

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| II. Entry to the Job Market | | | |
| <p>A. Employment opportunities</p> <p>B. Application process</p> <p>C. Employment documents</p> <p>D. Interview skills</p> <p>E. Team building</p> <p>F. Leadership and student organizations</p> <p>G. Ethical standards</p> <p>H. Employment outlook</p> <p>I. Entrepreneurial opportunities</p> <p>J. Rights and responsibilities</p> <p>K. Benefits and salaries</p> <p>L. Career choices</p> | <p>(1) The student uses employability skills to gain an entry-level job in a high-skill, high-wage, or high-demand field.</p> | <p>(A) identify employment opportunities</p> <p>(B) demonstrate the application of essential workplace skills in the career acquisition process</p> <p>(C) complete employment-related documents such as job applications and I-9 and W-4 forms</p> <p>(D) demonstrate proper interview techniques in various situations</p> | <ul style="list-style-type: none"> • CE • America's Career InfoNet www.acinet.org/acinet • Achieve Texas www.achievetexas.org • Job Star Central - Job Search Guide www.jobstar.org • Labor Market Career Information www.lmci.state.tx.us • National Restaurant Association www.restaurant.org • National Research Center for Career and Technical Education www.nccte.org • Small Business Administration www.sba.gov • Texas Workforce Commission www.twc.state.tx.us • U.S. Department of Labor www.dol.gov • U.S. Department of Labor - Occupational Outlook Handbook www.bls.gov/oco |
| <p>M. Maintaining employment</p> <p>N. Employment termination</p> | <p>(6) The student applies the use of self-development techniques and interpersonal skills to accomplish objectives.</p> | <p>(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers</p> <p>(B) apply leadership and career development skills through participation in activities such as career and technical student organizations</p> | <ul style="list-style-type: none"> • Family, Career, and Community Leaders of America www.fcclainc.org • Skills USA www.skillsusa.org • Family, Career, and Community Leaders of America - TEXAS www.texasfccla.org |

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| | (3) The student demonstrates work ethics, employer expectations, interaction with diverse populations, and communication skills in the workplace. | (E) demonstrate ethical standards | <ul style="list-style-type: none"> • Ethics Resource Center www.ethics.org |
| | (8) The student evaluates personal attitudes and work habits that support career retention and advancement. | <p>(A) analyze the future employment outlook in the occupational area</p> <p>(B) describe entrepreneurial opportunities in the area of culinary arts</p> <p>(C) compare rewards and demands for various levels of employment in the area of culinary arts</p> <p>(D) evaluate strategies for career retention and advancement in response to the changing global workplace</p> <p>(E) summarize the rights and responsibilities of employers and employees</p> <p>(F) determine effective money management and financial planning techniques</p> | <ul style="list-style-type: none"> • CE • FPMSCC • FPMSCG • America's Career InfoNet www.acinet.org/acinet • Job Star Central - Job Search Guide www.jobstar.org • U.S. Department of Labor - Occupational Outlook Handbook www.bls.gov/oco |

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| | (9) The student identifies skills and attributes necessary for professional advancement. | (A) evaluate employment options, including salaries and benefits | <ul style="list-style-type: none"> • CE • FPMSCC • FPMSCG |
| | | (B) determine factors that affect career choices such as personal interests, abilities, priorities, and family responsibilities | <ul style="list-style-type: none"> • America's Career InfoNet www.acinet.org/acinet • Culinary Careers www.culinary-careers.org |
| | | (C) determine continuing education opportunities that enhance career advancement and promote lifelong learning | <ul style="list-style-type: none"> • Family, Career, and Community Leaders of America www.fcclainc.org • Labor Market Career Information www.lmci.state.tx.us • Family, Career, and Community Leaders of America - TEXAS www.texasfccla.org |
| | | (D) demonstrate effective methods to secure, maintain, and terminate employment | <ul style="list-style-type: none"> • National Restaurant Association www.restaurant.org • Texas Workforce Commission www.twc.state.tx.us |

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| III. Food handlers in the Work Place | | | |
| A. Grooming and appearance B. Dependability and initiative C. Interpersonal skills D. Personal etiquette E. Business etiquette F. Health issues G. Safety practices H. Listening skills | (2) The student develops skills for success in the workplace. | (A) comprehend and model appropriate grooming and appearance for the workplace | <ul style="list-style-type: none"> • CE • FPMSCC • FPMSCG |
| C. Interpersonal skills | | (B) demonstrate dependability, punctuality, and initiative | |
| D. Personal etiquette | | (C) develop positive interpersonal skills, including respect for diversity | |
| E. Business etiquette | | (D) demonstrate appropriate business and personal etiquette in the workplace | |
| F. Health issues G. Safety practices H. Listening skills | | (E) exhibit productive work habits, ethical practices, and a positive attitude | |
| I. Personal integrity J. Teamwork K. Conflict resolution L. Employer expectations M. Ethical standards N. Organizational skills O. Workplace policy P. Fair labor standards Q. Confidentiality | | (F) demonstrate knowledge of personal and occupational health and safety practices in the workplace | <ul style="list-style-type: none"> • FPMSCC • FPMSCG • Centers for Disease Control and Prevention www.cdc.gov • Food and Drug Administration www.fda.gov • Occupational Safety and Health Administration www.osha.gov • U.S. Food Safety and Inspection Service www.fsis.usda.gov |

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| | | (G) demonstrate the ability to work with the other employees to support the organization and complete assigned tasks | <ul style="list-style-type: none"> • FPMSCC • FPMSCG |
| | | (H) prioritize work to fulfill responsibilities and meet deadlines | |
| | | (I) evaluate the relationship of good physical and mental health to job success and personal achievement | |
| | | (J) demonstrate effective verbal, non-verbal, written, and electronic communication skills | |
| | | (K) apply effective listening skills used in the workplace | |
| | (3) The student demonstrates work ethics, employer expectations, interaction with diverse populations, and communication skills in the workplace. | (A) illustrate how personal integrity affects human relations on the job | <ul style="list-style-type: none"> • CE • American Association of Family and Consumer Sciences www.aafcs.org |
| | | (B) demonstrate characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism | <ul style="list-style-type: none"> • Family, Career, and Community Leaders of America www.fcclainc.org • Family, Career, and Community Leaders of America - TEXAS www.texasfccla.org |
| | | (C) analyze employer expectations | |
| | | (D) demonstrate respect for the rights of others | |
| | | (E) demonstrate ethical standards | <ul style="list-style-type: none"> • Ethics Resource Center www.ethics.org |
| | | (F) comply with organizational policies | |

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| | (5) The student applies ethical behavior standards and legal responsibilities within the workplace. | (A) research and compare published workplace policies (B) apply responsible and ethical behavior (C) summarize provisions of the Fair Labor Standards Act (D) describe the consequences of breach of confidentiality (E) research laws related to culinary arts professions | <ul style="list-style-type: none"> • CE • Ethics Resource Center www.ethics.org • U.S. Department of Labor www.dol.gov |
| IV. Management Structure | | | |
| A. Culinary math skills B. Business charts and graphs C. Budgeting D. Career choices | (4) The student applies academics with job-readiness skills. | (A) apply mathematical skills to business transactions (B) develop a personal budget based on career choice (C) interpret data from documents such as tables, charts, and graphs to estimate and find solutions to problems (D) organize and compose workplace documents | <ul style="list-style-type: none"> • CE • FDIC Money Smart Curriculum www.fdic.gov/consumers/consumer/moneysmart/young.html |
| V. Workplace Safety | | | |
| A. Safety practices B. Regulations C. Enforcement | (7) The student uses concepts and skills related to safety in the workplace. | (A) identify and apply safe working practices (B) solve problems related to unsafe work practices and attitudes (C) explain Occupational Safety and Health Administration regulations in the workplace (D) analyze health and wellness practices that influence job performance | <ul style="list-style-type: none"> • CE • FPMSCC • FPMSCG • Occupational Safety and Health Administration www.osha.gov • Texas Workforce Commission www.twc.state.tx.us • U.S. Department of Labor www.dol.gov |

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| VI. Production, Presentation, and Dining | | | |
| <p>A. Food service operations</p> <p>B. Large equipment, small wares, and hand tools</p> <p>C. Equipment cleaning</p> <p>D. Commercial kitchen maintenance</p> <p>E. Receiving and storage</p> <p>F. Cooking methods: moist heat and dry heat</p> <p>G. Work space and food preparation</p> <p>H. Food production</p> <p>I. Presentation techniques</p> <p>J. Baking techniques</p> | (10) The student understands the history of food service and the use of the professional kitchen. | <p>(L) demonstrate types of table setting, dining, and service skills</p> <p>(E) use large and small equipment in a commercial kitchen</p> <p>(K) demonstrate proper cleaning of equipment and maintenance of the commercial kitchen</p> <p>(J) demonstrate proper receiving and storage techniques</p> | <ul style="list-style-type: none"> • CE • FPMSCC • American Culinary Federation www.acfchefs.org • American Society of Baking www.asbe.org • Food and Drug Administration www.fda.gov <ul style="list-style-type: none"> • CE • FPMSCC • FPMSCG <ul style="list-style-type: none"> • CE • FPMSCC • FPMSCG • Centers for Disease Control and Prevention www.cdc.gov • Food and Drug Administration www.fda.gov • What's Cooking America - Food Storage Chart www.whatscookingamerica.net/Information/FreezerChart.htm |

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| | | <p>(G) demonstrate moist and dry cookery methods</p> <p>(H) demonstrate food preparation skills used in commercial food service preparations such as breakfast cookery, salads and dressings, soups and sandwiches, stocks and sauces, appetizers, seafood, poultry cookery, meat cookery, pastas and grains, and fruits and vegetables</p> <p>(F) develop food production and presentation techniques</p> <p>(I) demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts</p> | <ul style="list-style-type: none"> • CE • FPMSCC • FPMSCG |

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| VII. Portfolio Development | | | |
| A. Portfolio preparation B. Resume C. Technical skill competencies D. Licensures/certifications E. Recognitions, awards, and scholarships F. Community service G. Student organizations H. Professional organizations I. Practicum J. Supervisor evaluation K. Portfolio presentation | (11) The student documents technical knowledge and skills. | (A) complete a professional career portfolio to include: (i) an updated resume (ii) official documentation of attainment of technical skill competencies (iii) licensures or certifications (iv) recognitions, awards, and scholarships (v) community service hours (vi) participation in student and professional organizations (vii) abstract of key points of the practicum (viii) practicum supervisor evaluations | <ul style="list-style-type: none"> • America's Career InfoNet www.acinet.org/acinet • Culinary Careers www.culinary-careers.org • Family, Career, and Community Leaders of America www.fcclainc.org • Labor Market Career Information www.lmci.state.tx.us • National Restaurant Association www.restaurant.org • Skills USA www.skillsusa.org • Family, Career, and Community Leaders of America - TEXAS www.texasfccla.org • Texas Workforce Commission www.twc.state.tx.us |
| | (11) The student documents technical knowledge and skills. | (B) present the professional career portfolio to interested stakeholders | |

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| Resources: Books | | | |
| CE | Culinary Essentials, Glencoe/McGraw-Hill Division, 2002 | | ISBN: 0078226090 |
| FPMSCC | Food Production, Management and Services | | ISBN: 1569186790 |
| FPMSCG | Food Production, Management and Services Curriculum Guide, Reference | | www.depts.ttu.edu/hs/ccfcs |
| Resources: Websites | | | |
| American Association of Family and Consumer Sciences | www.aafcs.org | | |
| America's Career InfoNet | www.acinet.org/acinet | | |
| American Culinary Federation | www.acfchefs.org | | |
| American Dietetic Association | www.eatright.org | | |
| American Diabetes Association | www.diabetes.org | | |
| American Society of Baking | www.asbe.org | | |
| Achieve Texas | www.achievetexas.org | | |
| Centers for Disease Control and Prevention | www.cdc.gov | | |
| Culinary Careers | www.culinary-careers.org | | |
| Ethics Resource Center | www.ethics.org | | |
| Family, Career, and Community Leaders of America | www.fcclainc.org | | |
| Food and Drug Administration | www.fda.gov | | |
| FDIC-Money Smart Curriculum | www.fdic.gov/consumers/consumer/moneysmart/young.html | | |
| Food Timeline | www.foodtimeline.org/restaurants.html | | |
| Job Star Central - Job Search Guide | www.jobstar.org | | |
| Labor Market Career Information | www.lmci.state.tx.us | | |
| National Restaurant Association | www.restaurant.org | | |
| National Restaurant Association Education Foundation | www.nraef.org | | |
| National Research Center for Career and Technical Education | www.nccte.org | | |
| Occupational Safety and Health Administration | www.osha.gov | | |
| Small Business Administration | www.sba.gov | | |
| Skills USA | www.skillsusa.org | | |

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| Family, Career, and Community Leaders of America - TEXAS | www.texasfccla.org | | |
| Texas Workforce Commission | www.twc.state.tx.us | | |
| U.S. Department of Labor | www.dol.gov | | |
| U.S. Department of Labor - Occupational Outlook Handbook | www.bls.gov/oco | | |
| U.S. Food Safety and Inspection Service | www.fsis.usda.gov | | |
| What's Cooking America - Food Storage Chart | www.whatscookingamerica.net/Information/FreezerChart.htm | | |