Introductory Lesson
Practicum in Culinary Arts
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Career and Technical Education (CTE)
Definition #1:
Career and Technical Education (CTE) instruction aims at developing foundational skills, core workplace competencies, and specific skill competencies in various occupational areas.

Definition #2:
Career and Technical Education (CTE) prepares young people to manage the dual roles of family member and wage earner and enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education.
Internships, practicum courses, career preparation courses, dual enrollment programs, and apprenticeships are a few venues that deliver career and technical education by providing meaningful opportunities for learners to apply their academic and technical skills.
Historical Side Notes:

In the past, Career and Technical Education (CTE) was organized by program areas, but is now organized by career clusters.

Example:

Family and Consumer Sciences (program area) courses are now located in five career clusters:

- Architecture and Construction (Interior Design courses)
- Arts, AV Technology and Communication (Fashion Design courses)
- Education and Training
- Hospitality and Tourism
- Human Services
You are currently enrolled in the course **Practicum in Culinary Arts**.

**Practicum in Culinary Arts** is a CTE course.

You are a CTE student.

I am a CTE instructor.
The 16 Career Clusters™

C a r e e r  C l u s t e r s

- Agriculture, Food, & Natural Resources
  Processing, production, distribution, and development of agricultural commodities and natural resources

- Architecture & Construction
  Designing, managing, building, and maintaining the built environment

- Arts, A/V Technology & Communications
  Creating, exhibiting, performing, and publishing multimedia content

- Business Management & Administration
  Organizing, directing, and evaluating functions essential to productive business operations

- Custodial & Maintenance
  Providing education and training services, and related learning support services

- Education & Training
  Financial and investment planning, banking, insurance, and business financial management

- Government & Public Administration
  Executing governmental functions at the local, state, and federal levels

- Health Science
  Providing diagnostic and therapeutic services, health informatics, support services, and biotechnology research

- Human Services
  Providing for families and serving human needs

- Information Technology
  Designing, supporting, and managing hardware, software, multimedia, and systems integration

- Manufacturing
  Performing marketing activities to reach organizational objectives

- Marketing
  Managing restaurants and other food services, lodging, attractions, recreation events, and travel-related services

- Marketing
  Providing legal, public safety, protective, and homeland security services

- Science, Technology, Engineering & Mathematics
  Performing scientific research and professional and technical services

- Transportation, Distribution, & Logistics
  The career clusters icons above are used with permission of the States’ Career Clusters Initiative, 2007. For more information, visit www.careerclusters.org

Managing movement of people, materials, and goods by road, pipeline, air, rail, and water
The 16 Career Clusters™

The career clusters icons above are used with permission of the States’ Career Clusters Initiative, 2007. For more information, visit www.careerclusters.org
Encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

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Hospitality and Tourism

Principles of Hospitality & Tourism

- Hotel Management
- Travel & Tourism Management
- Restaurant Management

- Hospitality Services
  - Practicum in Hospitality Services
  - Food Science (may be added to any sequence)
- Culinary Arts
  - Practicum in Culinary Arts

TEA Recommended Coherent Sequence of Courses
Sequence of courses available in our district/campus
Hospitality and Tourism Programs of Study

- Restaurants and Food/Beverage Services
- Lodging
- Travel and Tourism
- Recreation, Amusements, and Attractions
Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

Practicum in Culinary Arts

- Restaurants and Food/Beverage Services
- Lodging
- Travel & Tourism
- Recreation, Amusements & Attractions

Description

Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.
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### Cluster Knowledge and Skills
- Academic Foundations
- Communications
- Problem Solving and Critical Thinking
- Information Technology Applications
- Systems
- Safety, Health and Environmental
- Leadership and Teamwork
- Ethics and Legal Responsibilities
- Employability and Career Development
- Technical Skills

### Pathways

<table>
<thead>
<tr>
<th>Sample Career Specialties/Occupations</th>
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</tr>
</thead>
<tbody>
<tr>
<td>General Manager ● Food &amp; Beverage Manager ● Kitchen Manager ● Catering &amp; Banquets Manager ● Service Manager ● Dining Room Supervisor</td>
<td>Front Office Manager ● Executive Housekeeper ● Director of Sales &amp; Marketing ● Chief Engineer ● Director of Human Resources ● Rooms Division</td>
<td>Executive Director ● Assistant Director ● Director of Tourism Development ● Director of Membership Development ● Director of Communications ● Director of Visitor Services</td>
</tr>
<tr>
<td>● Restaurant Owner ● Baker ● Brewer ● Caterer ● Dietician ● Executive Chef ● Cook ● Pastry &amp; Specialty Chef ● Bartender ● Restaurant Server ● Banquet Server ● Cocktail Server ● Banquet Set-Up Employee ● Bus Person ● Room Service Attendant ● Kitchen Steward ● Counter Server ● Wine Steward ● Host ● Research and Development Chef ● Food/Beverage Wholesaler ● Product Demonstrator ● Personal Chef</td>
<td>● Food &amp; Beverage Director ● Resident Manager ● Director of Operations ● General Manager ● Regional Manager ● Quality Assurance Manager ● Corporate Management ● Lodging Management ● Owner/Franchisee ● Uniformed Services Support ● Communications Supervisor ● Front Desk Supervisor ● Reservations Supervisor ● Laundry Supervisor ● Room Supervisor ● Bell Captain ● Shift Supervisor ● Sales Professional ● Night Auditor ● Front Desk Employee ● Valet Attendant ● Bell Attendant ● Door Attendant ● Concierge ● Reservationist ● Guestroom Attendant ● Public Space Cleaner ● House Person ● Maintenance Worker ● Van Driver</td>
<td>● Director of Sales ● Director of Marketing and Advertising ● Director of Volunteer Services ● Director of Convention and Visitors Bureau ● Market Development Manager ● Group Sales Manager ● Events Manager ● Sales Manager ● Destination Manager ● Convention Services Manager ● Heritage Tourism Developer ● Travel Agent (Commercial &amp; Vacation) ● Event Planner ● Meeting Planner ● Special Events Producer ● Nature Tourism Coordinator ● Tour and Travel Coordinator ● Tourism Marketing Specialist ● Transportation Specialist ● Welcome Center Supervisor ● Visitor Center Counselor ● Tourism Assistant ● Executive Assistant ● Tour Guide ● Tour Operator ● Motor Coach Operator ● Tour and Ticket Reservationist ● Interpreter</td>
</tr>
<tr>
<td>Club Manager ● Club Assistant Manager ● Club Instructor ● Club Equipment &amp; Facility Maintenance ● Club Scheduler ● Club Event Planner ● Club Membership Developer ● Parks &amp; Gardens Director ● Parks &amp; Gardens Activity Coordinator ● Parks &amp; Gardens Access Manager ● Parks &amp; Gardens Safety &amp; Security ● Parks &amp; Garden Ranger ● Resort Trainer ● Resort Instructor ● Resort Equipment Maintenance ● Resort Scheduler ● Gaming &amp; Casino Manager ● Gaming &amp; Casino Supervisor ● Gaming &amp; Casino Dealer ● Gaming &amp; Casino Slot Supervisor and Maintenance ● Gaming &amp; Casino Security &amp; Safety ● Fairs/Festival Event Planner ● Fairs/Festival Set up Supervisor ● Fairs/Festival Facility Manager ● Fairs/Festival Promotional Developer ● Theme Parks/Amusement Parks Resale Department Manager ● Theme Parks/Amusement Parks Area Retail Manager ● Theme Parks/Amusement Parks Area Ride Operations Manager ● Theme Parks/Amusement Parks Group Events Manager ● Family Centers Manager ● Family Centers Equipment Operator/Maintenance ● Historical/Cultural/Architectural Ecological Industrial Sites Guides/Rangers ● Historical/Cultural/Architectural Ecological Industrial Sites Exhibit Developer ● Museums/Zoos/Aquariums Docent ● Museums/Zoos/Aquariums Animal Trainer and Handler ● Museums/Zoos/Aquariums Exhibit Developer</td>
<td>Restaurants and Food/Beverage Services</td>
<td>Lodging</td>
</tr>
</tbody>
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2008-2009
Possible Program of Study
Chef – Head Cook
## Restaurants and Food/Beverage Services

**Cluster Overview:** Encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events, and travel related services.

### Career Goal (O*NET Code):
- Chef and Head Cook (35-1011)
- Cook, Restaurant (35-2014)
- Baker, Bread and Pastry (51-3011)

### SUGGESTED COURSEWORK

#### Middle School

**8th Grade:**
- **Local districts may list high school credit courses here:**
- **Core Courses:** English I, Algebra I, World Geography
- **Career-Related Electives:** Principles of Hospitality and Tourism

#### High School

**9th Grade:**
- **Core Courses:** English I, Algebra I, Biology
- **Career-Related Electives:** Principles of Hospitality and Tourism

**10th Grade:**
- **Core Courses:** English II, Science, World History
- **Career-Related Electives:** Consumer Nutrition and Wellness or Restaurant Management

**11th Grade:**
- **Core Courses:** English III, Mathematical Models with Applications, Spanish
- **Career-Related Electives:** culinary arts and entrepreneurship

**12th Grade:**
- **Core Courses:** English IV, Mathematical Models with Applications, Environmental Systems
- **Career-Related Electives:** Culinary Arts or Food Science or Problems and Solutions

### EXTENDED LEARNING EXPERIENCES

#### COLLEGE CREDIT OPPORTUNITIES -- High School

**12th Grade:**
- **Career Options:** Pastry Cook, Prep Cook, Short-Order Cook
- **Professional Associations:** Texas Chefs Association, Texas Restaurant Association, the Retail Baker Association

### Postsecondary

**Associate Degrees:**
- **Career Options:** Sous Chef, Specialty Cook
- **Professional Associations:** American Culinary Federation, Texas Restaurant Association, Society for Foodservice Management

**Bachelor Degrees:**
- **Career Options:** Executive Chef, Food & Beverage Manager, Independent Chef/Owner
- **Professional Associations:** American Culinary Federation, Texas Restaurant Association, the Retail Baker Association

### Certificates

- **Culinary Arts:**
- **Career Options:** Executive Chef, Food & Beverage Manager, Independent Chief/Owner
- **Professional Associations:** American Culinary Federation, Texas Restaurant Association, the Retail Baker Association
Sample Bachelor Degrees

- Hospitality Administration
- Hospitality Management
- Hotel and Restaurant Management
- Restaurant, Hotel, and Institutional Management
Sample Graduate Degrees

• Hospitality Administration
• Hospitality Management
• Hotel and Restaurant Management
• Restaurant, Hotel, and Institutional Management
Sample Career Options

- Chef/Cook Assistant
- Food Preparation Worker
- Pastry Cook
- Prep Cook
- Short Order Cook
- Baker/Pastry Chef
- Food Service Specialist
- Sous Chef
- Specialty Cook
- Caterer
- Culinary Arts Instructor

- Executive Chef
- Food and Beverage Manager
- Independent Chef/Owner
- Catering/Banquet Manager
- Corporate Executive Chef
- Food and Beverage Controller
- Food and Beverage Director
(3) The student identifies the importance of a well-written business plan. The student is expected to:
   (A) categorize a business plan and the need for a well-orchestrated business plan;
   (B) research business plan outlines, resources, and templates using web search engines;
   (C) explain a marketing plan, including price competition, non-price competition, market analysis, competition, marketing research, market segmentation, demographics, and sales forecasting;
(1) The student uses employability skills to gain an entry-level job in a high-skill, high-wage, or high-demand field. The student is expected to:

(A) identify employment opportunities;
(B) demonstrate the application of essential workplace skills in the career acquisition process;
(C) complete employment-related documents such as job applications and I-9 and W-4 forms; and
(D) demonstrate proper interview techniques in various situations.
(2) The student develops skills for success in the workplace. The student is expected to:

(A) comprehend and model appropriate grooming and appearance for the workplace;
(B) demonstrate dependability, punctuality, and initiative;
(C) develop positive interpersonal skills, including respect for diversity;
(D) demonstrate appropriate business and personal etiquette in the workplace;
(E) exhibit productive work habits, ethical practices, and a positive attitude;
(F) demonstrate knowledge of personal and occupational health and safety practices in the workplace;
(G) demonstrate the ability to work with the other employees to support the organization and complete assigned tasks;
(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; and
(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. The student is expected to:

(A) illustrate how personal integrity affects human relations on the job;
(B) demonstrate characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism;
(C) analyze employer expectations
(D) demonstrate respect for the rights of others;
(E) demonstrate ethical standards; and
(F) comply with organizational policies.
(4) The student applies academics with job-readiness skills. The student is expected to:

(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; and
(D) organize and compose workplace documents.
(5) The student applies ethical behavior standards and legal responsibilities within the workplace. The student is expected to:

(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; and
(E) laws related to culinary arts professions.
(6) The student applies the use of self-development techniques and interpersonal skills to accomplish objectives. The student is expected to:

(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers; and

(B) apply leadership and career development skills through participation in activities such as career and technical student organizations.
(7) The student uses concepts and skills related to safety in the workplace. The student is expected:

(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; and
(D) analyze health and wellness practices that influence job performance.
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:

(A) analyze the future employment outlook in the occupational area;
(B) describe entrepreneurial opportunities in the area of culinary arts;
(C) compare rewards and demands for various levels of employment in the area of culinary arts;
(D) evaluate strategies for career retention and advancement in response to the changing global workplace;
(E) summarize the rights and responsibilities of employers and employees; and
(F) determine effective money management and financial planning techniques.
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:

(A) evaluate employment options, including salaries and benefits;

(B) determine factors that affect career choices such as personal interests, abilities, priorities, and family responsibilities;

(C) determine continuing education opportunities that enhance career advancement and promote lifelong learning; and

(D) demonstrate effective methods to secure, maintain, and terminate employment.
(10) The student understands the history of food service and the use of the professional kitchen. The student is expected to:

(A) research famous chefs in history and note their major accomplishments;
(B) identify global cultures and traditions related to food;
(C) summarize historical entrepreneurs who influenced food service in the United States;
(D) analyze how current trends in society affect the food service industry;
(E) use large and small equipment in a commercial kitchen;
(F) develop food production and presentation techniques;
(G) demonstrate moist and dry cookery methods;
(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;
(I) demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts;
(J) demonstrate proper receiving and storage techniques;
(K) demonstrate proper cleaning of equipment and maintenance of the commercial kitchen; and
(L) demonstrate types of table setting, dining, and service skills.
(11) The student documents technical knowledge and skills. The student is expected to:

(A) complete a professional career portfolio to include:
   (i) an updated résumé;
   (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; and
   (viii) practicum supervisor evaluations; and

(B) present the professional career portfolio to interested stakeholders.
End of Course Project Options
Practicum in Culinary Arts
Next Lesson

Overview of Culinary Arts course topics.
Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

Practicum in Culinary Arts

- Restaurants and Food/Beverage Services
- Lodging
- Travel & Tourism
- Recreation, Amusements & Attractions

Description:
Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

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Resources and References

Websites:

- **AchieveTexas**
  A college and career initiative designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine rigorous academics and relevant career education.
  [http://www.achievetexas.org/in](http://www.achievetexas.org/in)

- **Learning that Works for America CTE™**
  Sponsored by The National Association of State Directors of Career Technical Education Consortium (NASDCTEc). Aims to support an innovative CTE system that prepares individuals to succeed in education and their careers.
  [http://www.careertech.org](http://www.careertech.org)

- **Texas Education Agency**
  Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students.