End of Course Project Options

Culinary Arts
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Critical Thinking

Disciplined thinking that is clear, rational, open minded and based on evidence
Cumulative

Formed by the addition of new material of the same kind, integrating, summing up
Essential

Absolutely necessary
Problem Solving

Overcoming obstacles and finding a solution that best resolves an issue
Project Based Learning

Instructional approach built upon authentic learning activities that engage student interest and motivation
Recommended

Worthy of acceptance
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) for Culinary Arts
(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 applies advanced reading, writing, mathematics, and science skills for the food service industry.

(A) compose industry appropriate documents
(B) comprehend a variety of texts such as operations and training manuals
(C) calculate correctly using numerical concepts such as percentages and estimation in practical situations, including weights and measures
(D) understand scientific principles used in culinary arts
(E) read and comprehend standardized recipes
(F) write and convert standardized recipes
(G) calculate and manage food costs
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) Culinary Arts

(2) The student integrates listening, writing, and speaking skills using verbal and nonverbal communication to enhance operations, guest satisfaction, and professional development.

(A) create formal and informal presentations
(B) properly answer business phones
(C) write instructions for a specific restaurant or culinary procedure of the use of a piece of equipment
(D) attend and participate in a staff meeting
(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
(4) The student develops principles in time management, decision making, effective communication, and prioritizing.

   (A) apply effective practices for managing time and energy
   (B) analyze various steps in the decision-making process
   (C) analyze the importance of balancing a career, family and leisure activities
(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.

(A) research the major job duties and qualifications for all staff and managerial positions to facilitate selection of career choices in culinary arts

(B) update a personal career portfolio

(C) demonstrate proper interview techniques

(D) establish personal short-term and long-term goals

(E) examine food service related community service opportunities
(6) The student understands the history of food service and the use of the professional kitchen.
   (A) research famous chefs from 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 the preparation skills of items commonly prepared in food service
       operations such as breakfast cookery, salads and dressings, 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
   (J) determine proper receiving and storage techniques
   (K) demonstrate proper cleaning of equipment and maintenance of the commercial
       equipment
(7) The student used technology and computer applications to manage food service operations.

(A) use technology tools appropriate for the industry
(B) operate technology applications to perform workplace tasks
(C) explain the use of point-of-sale systems
(D) demonstrate knowledge in computer programs used for food production
(E) evaluate information sources for culinary arts
(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
(9) The student explains how employees, guests, and property are protected to minimize losses or liabilities.

(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
(10) The student recognizes and models work ethics and legal responsibilities.
   (A) understand and comply with laws and regulations specific to the food service industry
   (B) demonstrate a positive work ethic
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) 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
(B) analyze the concepts of customer service and determine the critical moments of good service
(C) develop a marketing plan
(D) identify purchasing specifications and write purchase orders
(E) determine proper receiving, storage, and distribution techniques
(F) analyze international cuisines
(G) detail ways to achieve high rates of customer service
(H) analyze how guests are affected by employee attitude, appearance, and actions
End of Course
Project Options
A Week in the Life of ........

- A chef
- A chef/entrepreneur
- Create a scenario for a fictitious
  ________
  - lifestyle: marital status, number of children, employment
- Create a 24 hour log for seven days
- Document and account for all 168 hours
Develop a Comprehensive/End of Course Test

Criteria: must equal 100 points and cover material from the entire course.

• 10 T/F questions
• 10 fill in the blank questions
• 10 multiple choice questions
• 10 short answer questions
• 1 essay question
• Include test key
Series of Video Clips/Documentary

- Select a topic - general or topic specific
  - focus on careers
  - technical skills
  - safety issues
- Video tape segments
- Create a documentary
Interview Documentary

- Select a topic
- Develop a series of interview questions
- Video tape interviews
- Create a multimedia documentary
Diary/Journal Entries

• Two week detailed Diary or Journal Entries from the viewpoint of a...
  – culinary arts student
  – culinary arts instructor
  – culinary arts/entrepreneur
Web Page/Newsletter

Develop a Web Page or Newsletter Template with examples, for this class.
Database of…….

• Develop a database of ………..
  ▪ local agencies and organizations
    ▪ potential guest speakers
    ▪ student volunteer opportunities
Entrepreneurship Project/Extensive Business Plan

- Investigate business plan formats
- Develop a business plan for owning your own business
- If you began an entrepreneurship project earlier this year, expand the existing business plan with added details
- See FCCLA Star Event
- See SkillsUSA Event
Multimedia Collection of Quotes

• Research and compile a collection of quotes and their authors
• Must relate to each student expectation for this course
Service Learning Project

• Develop a Service Learning Project along with a Service-Learning Project Evaluation

• Emphasize our course TEKS

• For additional information on service learning see:
  http://www.servicelearningtexas.org
Course Time Capsule

• To be opened by next year’s (semester’s) new students
• Include “Artifacts” that reflect the course TEKS/contents of the course.
  – photos
  – favorite class projects
  – course syllabus
• Written log and justification for each included items
Student Memory Book

• Scrap book of the semester/year course
• May include:
  – course TEKS
  – favorite activities/lessons/pictures
  – course likes and dislikes
  – classmate autographs/comments
  – suggestions for improving the presentation of course content
• Personal reflection on what you learned from this course
• How you plan to use the information now and in the future
School-to-Work Project

• Determine the correlation between the course TEKS and preparing for the real world of work in this career field
  – explore one career field
  – explore a variety of career fields
  – format can vary—story board, multi-media
  – may include interviews or video clips
Student as Researcher

• Conduct research on a topic, information or questions of personal interest related to the course TEKS
• Include a five+ page typed paper with cited resources and references.
• Check with English teacher for suggested style - APA, MLA
Career College Readiness/Chef Resource Kit

- Determine degree
  - degree plans
  - specialized certifications
- Investigate colleges/universities
  - Applications
  - Entrance exam fees
- Personal goals/timelines
Recipe/Cookbook

• Complete a cookbook
  – Topic specific
    • nutrition
    • desserts
    • gourmet
    • health related recipes
  – Personalize
  – Include family recipes
Other Project Option Ideas?
References and Resources

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

• 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.
  http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html