This lesson will provide you with a brief overview of this course.
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Has anyone ever heard of Career and Technical Education?
Have students brainstorm: What do you think it is?
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.

Allow a student to read the definitions for Career and Technical Education. Provide students with an index card and have them write a definition for CTE in their own words. Share responses.

If you choose to further explore the topic of Career and Technical Education, please see About CTE Presentation http://cte.unt.edu/home/about.html
Career and Technical Education (CTE)

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.

Allow student a few moments to read the information on the slide and on the back of their index card write down all unfamiliar terms.

Lead a brief class discussion on the contents of the slide. Define and provide examples of all unfamiliar terms. Inform students of CTE venues available in your district, your campus and your program.
Career and Technical Education

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

Architecture and Construction (Interior Design courses) and Arts, AV Technology and Communication (Fashion Design courses) cluster information can be found at http://cte.unt.edu/
Career and Technical Education (CTE)

- You are currently enrolled in the course Culinary Arts
- Culinary Arts is a CTE course
- You are a CTE student
- I am a CTE instructor
A copy of this slide is included in the attachments section for this lesson.

The 16 clusters identified by the U.S. Department of Education, classify workforce preparation programs that are obtained through career and technical education.

What cluster do you think Culinary Arts falls under? Have students read the descriptors for each cluster?
The course **Culinary Arts** is in the Hospitality and Tourism Clusters.

If time permits, allow students to discuss other CTE courses available at your campus and determine their career clusters.
Culinary Arts is in the Hospitality and Tourism Cluster.
The Texas Education Agency has approved 9 high school courses in Hospitality and Tourism. Not all high schools offer all courses.

What is a sequence?

The goal of CTE in high school is to progress through a sequence of courses that lead to the attainment of academic and technical skills.

Discuss the sequence for Hospitality and Tourism on your campus/district.

If applicable, discuss other courses/sequences offered at your campus and in your district.

Inform students that it is possible to incorporate courses from other sequences or clusters into their personal program of study.

Example:
Sandra wants to be a high school coach. In addition to her education and training courses, she asks her counselor to enroll her in the course DOLLARS and SENSE (Human Services cluster) so that she can learn about handling finances.

In the future, Juan would like to become an elementary school principal. In addition to his education and training courses, Juan asked his counselor to enroll him in CHILD DEVELOPMENT, (Human Services cluster) so he can learn as much as he can about children.
Encourage students to speak to their counselors.

Recommended sequences for all cluster courses can be found at:
http://www.tea.state.tx.us/index2.aspx?id=5415
Sequence of courses available in our district/campus

Review the sequence available for your course.

If time permits, allow students to determine the sequences available for other CTE courses on their campus/district.
Each cluster has various Programs of Study/Career Pathways. We have already established that **Culinary Arts** is in the Hospitality and Tourism career cluster. There are four Programs of Study/Career Pathways in Hospitality and Tourism:

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

What Program of Study interests you?
Introduction Lesson: Culinary Arts

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

Course Title
Career Cluster
Programs of Study
Description

Career and Technical Education (CTE)
Culinary Arts

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

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

The Cluster icon above is used with permission of the State’s Career Clusters Initiative, 2007. For more information visit www.careerclusters.org
Review the contents of this chart with students, helping them make a connection between the cluster, selected program of study/pathway and possible career/occupations available to them.

This chart and frames for all career clusters can be found at:  
http://www.careertech.org/career-clusters/resources/career-frames.html
Click on logo to link to AchieveTexas Hospitality and Tourism component.
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 Options:
- Corporate Executive Chef
- Food & Beverage Director
- Food and Beverage Controller
- Food & Beverage Manager
- Executive Chef
- Specialty Cook
- Sous Chef
- Chef/Cook Assistant
- Food Preparation Worker
- Baker/Pastry Chef
- Pastry Culinarian
- Journey Baker
- Culinary Specialist
- Food Manager
- Cook Trainee
- Culinary Arts Instructor
- ProStart©
- Food & Beverage Specialist

#### Core Courses:
- English I
- English II
- English III
- English IV
- Life Science

#### Related Electives:
- Environmental Systems
- Physics
- Mathematical Models with Applications
- Chemistry
- Geometry
- Algebra I
- Algebra II
- Lifetime Nutrition and Wellness or Restaurant Management
- Principles of Hospitality and Tourism
- Physical Education
- World Geography
- Languages other than English I
- Languages other than English II

#### Career Learning Experiences:
- Job Shadowing
- Internship
- Career Preparation
- Apprenticeship

#### Extracurricular Experiences:
- SkillsUSA
- Girl Scouts of the USA
- Community Service Volunteer
- Boy Scouts of America
- Campus Service Organizations
- School Newspaper
- Student Government
- UIL Academic Competitions
- Student Body
- Peer Mentoring / Peer Tutoring
- Service Learning Experiences
- Yearbook
- Languages Immersion Programs

#### List those courses that count for college credit on your campus.
- Students should take Advanced Placement (AP), International Baccalaureate (IB), dual credit, Advanced Technical Credit (ATC), technical courses.

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### Introductory Lesson: Culinary Arts

**Slide 19**
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
Presenting Notes
Introductory Lesson: Culinary Arts

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.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Culinary Arts

(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
(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
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Culinary Arts

(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
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Culinary Arts

(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

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Culinary Arts

(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
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)  
Culinary Arts

(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

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Culinary Arts

(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
(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 – Culinary Arts instructional lesson can be found on the SIRDC website.

Title on slide is hyperlinked to slide presentation for said lesson.
Overview of Culinary Arts course topics.
Are there any questions?
Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, travel & tourism, recreation, amusements & attractions.

Instruct students to create their interpretation of the information on this slide. It may be used as the coversheet for their class binder, folder or journal. Students may draw or use a computer to complete the task.

Criteria used for assessment of project:
- Must include all five components
- Creativity
- Neatness
- Spelling and grammar
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 curriculum of the 21st century should combine rigorous academics and relevant career education.
  http://www.achievetexas.org

- 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

- 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