



Scope & Sequence

Course Name: Culinary Arts
TSDS PEIMS Code: 13022600

Course Credit: 2.0

Course Requirements: This course is recommended for students in Grades 10-12.

Prerequisites: None.

Recommended Prerequisites: Principles of Hospitality and Tourism and Introduction to Culinary Arts.

Course Description: 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 or other appropriate industry certifications. This course is offered as a laboratory-based course.

NOTE: This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered.

Total Number of Periods Total Number of Minutes Total Number of Hours	350 Periods 15,750 Minutes 262.5 Hours*	*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc.
Unit Number, Title, and Brief Description	# of Class Periods* (assumes 45-minute periods) Total minutes per unit	TEKS Covered 130.254. (c) Knowledge and skills
Unit 1: History of Culinary Arts During this unit, students will research and discuss the history and development of the food service industry. Students will be able	25 Periods 1,125 Minutes	7. The student understands factors that affect the food service industry. The student is expected to: (A) research how historical and current trends in society affect the food service industry; (B) identify global cultures and traditions related to food;



<p>to describe the major accomplishments of famous chefs from history. Students will also learn about the influence of historical entrepreneurs in the food service industry in the United States. Furthermore, students will learn about and how to differentiate between global cultures and traditions related to their regional food.</p>		<p>(C) research famous chefs from history; and (D) summarize historical entrepreneurs who influenced food service in the United States</p>
<p>Unit 2: Food Safety and Sanitation</p> <p>This unit will expose students to the important regulations, safety standards, and sanitation practices that are implemented within this industry. Using industry standards students will understand, demonstrate and apply principles of food safety and sanitation daily in labs, activities and all applications pertaining to food preparation and storage. Students will understand national, state and local agencies responsible for both safety and sanitation.</p>	<p>35 Periods 1,575 Minutes</p>	<p>12. The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to: (A) determine the basics of safety in culinary arts; (C) determine the basics of sanitation in a professional kitchen; (D) determine proper receiving, storage, and distribution techniques; (F) assess food hazards and determine ways to prevent food hazards; and (G) prepare for a state or national food sanitation certification or other appropriate certifications</p> <p>13. The student recognizes and models work ethics and legal responsibilities. The student is expected to: (A) understand and comply with laws and regulations specific to the food service industry</p>
<p>Unit 3: Workplace Safety</p> <p>Students will learn that such practices are in place to manage resources to minimize losses and liabilities to businesses in the</p>	<p>20 Periods 900 Minutes</p>	<p>12. The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to: (B) assess workplace conditions and identify safety hazards;</p> <p>13. The student recognizes and models work ethics and legal responsibilities. The student is expected to:</p>



<p>industry. Students will determine the role of risk management in the hospitality and tourism industry including, but not limited to, discussions focusing on liability insurance, OSHA regulations, assessment of workplace conditions and potential safety hazards.</p>		<p>(A) understand and comply with laws and regulations specific to the food service industry</p>
<p>Unit 4: Applied Reading, Writing, Mathematics, and Science Skills for Food Service</p> <p>This unit will include lessons on terminology and skills that are associated with recipes and formulas. Students will focus on understanding and interpreting, knowing how to correctly measure different food items, troubleshoot problems/mistakes, analyze for efficiency, yield and portion sizes.</p>	<p>25 Periods 1,125 Minutes</p>	<p>2. The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:</p> <ul style="list-style-type: none">(C) calculate numerical concepts such as percentages and estimations in practical situations, including weight and measures;(D) understand scientific principles used in culinary arts;(E) read and comprehend standardized recipes; and(F) write and convert standardized recipes
<p>Unit 5: Commercial Kitchen Equipment</p> <p>During this unit students will acquire and apply basic knowledge of using and maintaining professional kitchen equipment. Students will be able to demonstrate the operation of professional kitchen equipment to include, but not</p>	<p>25 Periods 1,125 Minutes</p>	<p>3. The student integrates listening, writing, and speaking skills using verbal and nonverbal communication to enhance operations, guest satisfaction, and professional development. The student is expected to:</p> <ul style="list-style-type: none">(C) write instructions for a specific restaurant for a culinary procedure or the use of a piece of equipment



<p>limited to, ranges, mixers, microwave ovens, steam cabinets, deep fat fryers, steam tables, ranges, broilers, dish machines, food processors, blenders, tea/coffee brewing machines, and reach-in refrigerators and freezers. Additionally, students will understand the purpose and requirements of Occupational Safety and Health Administration (OSHA) relating to food-service operations pertaining to the use of equipment, such as meat slicers and mandolins and age restrictions of employees.</p>		<p>8. The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:</p> <ul style="list-style-type: none">(B) identify and use large and small equipment in a commercial kitchen <p>9. The student understands the various food service operations such as quick service, fast casual, casual, fine dining, institutional, and beverage service. The student is expected to:</p> <ul style="list-style-type: none">(D) compare and contrast the roles of the front of the house and the back of the house in the various food service operations <p>12. The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:</p> <ul style="list-style-type: none">(E) demonstrate proper cleaning of equipment and maintenance in the commercial kitchen
<p>Unit 6: Food Preparation Techniques</p> <p>In this unit students will identify and demonstrate the principles and processes of cooking in a professional kitchen. Students will examine the various cooking methods, techniques, and preparations such as dry heat, combination and moist heat methods. Students will perform basic food preparations of breakfast cookery, salads and dressings, soups and sandwiches, stocks and sauces, appetizers, seafood, poultry, meat, pastas and grains, and fruits and vegetables using proper</p>	<p>35 Periods 1,575 Minutes</p>	<p>8. The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:</p> <ul style="list-style-type: none">(A) identify and demonstrate the role of mise en place in the professional food service setting;(C) develop and practice food production and presentation techniques;(D) identify and use the appropriate application of moist, dry, and combination cookery methods;(E) 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; and



<p>commercial kitchen equipment and techniques to examine these fundamental methods, as applied in a commercial kitchen. Additionally, students will be able to identify and apply fundamentals of baking in the preparation and production of baked food products.</p>		<p>(F) demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts</p> <p>9. The student understands the various food service operations such as quick service, fast casual, casual, fine dining, institutional, and beverage service. The student is expected to:</p> <p>(D) compare and contrast the roles of the front of the house and the back of the house in the various food service operations</p>
<p>Unit 7: Food Service</p> <p>Throughout this unit students will identify, differentiate between, and describe various food service styles such as quick service, casual, family dining, institutional (contract food services), and fine dining. Students will understand and demonstrate a variety of front of the house serving techniques, set up and service for a variety of serving methods. Students will practice and implement front of the house customer service proper technique, etiquette, trouble shooting and dealing with customer complaints.</p>	<p>25 Periods 1,125 Minutes</p>	<p>9. The student understands the various food service operations such as quick service, fast casual, casual, fine dining, institutional, and beverage service. The student is expected to:</p> <p>(A) explain quality customer service; (B) demonstrate types of table setting, dining, and service skills; (C) differentiate between service styles; and (D) compare and contrast the roles of the front of the house and the back of the house in the various food service operations</p>
<p>Unit 8: Food Service Management Skills</p>	<p>30 Periods 1,350 Minutes</p>	<p>2. The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:</p>



<p>During this unit, students will gain pertinent knowledge and skills while exploring food and beverage services. Students will analyze the elements necessary for successfully operating a food and beverage business including being able to identify and define the roles of the Front of the House (FOH) employees versus Back of the House (BOH) employees. Through hands-on and project-based learning, students will understand that food and beverage services should align to company standards and can be done by evaluating prepared foods and their presentation; along the way students will also learn about kitchen equipment and practice basic nutrition skills.</p>		<ul style="list-style-type: none"> (A) compose industry appropriate documents such as purchasing specifications and purchase orders; (B) comprehend a variety of texts such as operations and training manuals; and (G) calculate and manage food costs <p>3. The student integrates listening, writing, and speaking skills using verbal and nonverbal communication to enhance operations, guest satisfaction, and professional development. The student is expected to:</p> <ul style="list-style-type: none"> (D) attend and participate in an industry-focused staff meeting <p>10. The student uses technology and computer applications to manage food service operations. The student is expected to:</p> <ul style="list-style-type: none"> (D) demonstrate knowledge in computer programs used for food management; and (F) interpret data such as spreadsheets, databases, and sales reports
<p>Unit 9: Technology in Food Service</p> <p>During this unit, students will identify and describe trends in the use of technology in the hospitality and tourism industry, including the use of point-of-sale (POS), and food management systems. Identify and describe key websites that provide up-to-date information for culinary arts professionals to use in meeting the needs of their guests/customers.</p>	<p>30 Periods 1,350 Minutes</p>	<p>10. The student uses technology and computer applications to manage food service operations. The student is expected to:</p> <ul style="list-style-type: none"> (A) use technology tools appropriate for the industry; (B) operate technology applications to perform workplace tasks; (C) explain and use point-of-sale systems in various food service operations; (D) demonstrate knowledge in computer programs used for food management; and (E) evaluate information sources for culinary arts



Unit 10: Employability Skills

35 Periods
1,575 Minutes

This unit will continue students' exploration of the professional standards and employability skills required by business and industry. Students will expand their understanding that responsibility, time management, organization, positive attitude, and good character have a large impact on employability and job retention. Additionally, students will be able to categorize and demonstrate the personality traits and professional/personal etiquette that are needed to succeed in the hospitality and tourism industry. Students will also be able to identify and describe the work ethic needed for career advancement in the hospitality and tourism industry (e.g., skill sets, work schedules, travel/relocation, teamwork, communication skills, flexibility and adaptability etc.).

1. The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) model effective oral and written communication;
 - (B) practice professional grooming and hygiene standards;
 - (C) exercise punctuality and time-management skills;
 - (D) demonstrate self-respect and respect for others;
 - (E) demonstrate effective teamwork and leadership; and
 - (F) employ initiative, adaptability, and problem-solving techniques in practical applications

13. The student recognizes and models work ethics and legal responsibilities. The student is expected to:
 - (B) demonstrate a positive work ethic
3. The student integrates listening, writing, and speaking skills using verbal and nonverbal communication to enhance operations, guest satisfaction, and professional development. The student is expected to:
 - (B) properly answer business phones

4. The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:
 - (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; and
 - (E) identify and manage the effects of exercise, dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance



		<p>5. The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:</p> <ul style="list-style-type: none"> (A) apply effective practices for managing time and energy; and (B) analyze various steps in the decision-making process
<p>Unit 11: Leadership Development</p> <p>During this unit, students will learn more about the qualities and characteristics required to be successful in business and industry. While a basic understanding and development of employability skills will help students obtain employment, they will learn that developing leadership skills will aid them in job retention and potential promotion opportunities. Students will understand the necessity of developing the social and leadership skills necessary for a successful career and will be able to distinguish between management and leadership positions within the hospitality and tourism industry.</p>	<p>30 Periods 1,350 Minutes</p>	<p>11. The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:</p> <ul style="list-style-type: none"> (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; and (D) participate in community leadership and teamwork opportunities to enhance professional skills <p>3. The student integrates listening, writing, and speaking skills using verbal and nonverbal communication to enhance operations, guest satisfaction, and professional development. The student is expected to:</p> <ul style="list-style-type: none"> (A) create formal or informal presentations
<p>Unit 12: Food Service Career Development</p> <p>Students will explore through an in-depth look at the job titles, job expectations, salaries, education needed and forecast for the industry sector of food service and</p>	<p>35 Periods 1,575 Minutes</p>	<p>3. The student integrates listening, writing, and speaking skills using verbal and nonverbal communication to enhance operations, guest satisfaction, and professional development. The student is expected to:</p> <ul style="list-style-type: none"> (A) create formal or informal presentations;



hospitality. Students will learn and be able to provide examples of job related advancement in the hospitality and tourism industry including opportunities from formal education to internships, etc. Additionally, students will continue to develop their career portfolio, which is necessary to obtain employment in the hospitality and tourism industry.

6. The student researches, analyzes, and explores lifestyle and career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:

- (A) research the major job duties and qualifications for various positions in the food service industry to facilitate selection of career choices in culinary arts;
- (B) update a personal career portfolio;
- (C) demonstrate proper interview techniques; and
- (D) establish personal short- and long-term goals.