



Scope & Sequence

Course Name: Advanced Culinary Arts
TSDS PEIMS Code: 13022650

Course Credit: 2.0

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

Prerequisites: 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 130.255. (c) Knowledge and skills
Unit 1: Workplace Regulations, Safety & Sanitation Review During this unit students will review the important regulations, safety standards, and sanitation practices that are implemented within this industry. Using	15 Periods 675 Minutes	3. 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; (B) assess workplace conditions and identify safety hazards; (C) determine the basics of sanitation in a professional kitchen; (D) determine proper receiving, storage, and distribution techniques;



<p>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 learn that such practices are in place to manage resources to minimize losses and liabilities to businesses in the industry. Students will understand national, state and local agencies responsible for both safety and sanitation.</p>		<p>(E) explain and demonstrate proper cleaning of equipment and maintenance of the commercial kitchen; (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>Unit 2: Culinary Nutrition</p> <p>Students will have an understanding and can apply basic nutrition and food science to many applications of diet, diet analysis, food analysis and food manipulation. Students will use this understanding to alter recipes, formulas, menus and diet plans. Students will be able to identify menu requirements and apply menu planning fundamentals for various food-service types and for various diets and allergies including vegetarian, reduced sodium, gluten-free, low calorie, etc.</p>	<p>15 Periods 675 Minutes</p>	<p>15. The student evaluates nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:</p> <ul style="list-style-type: none">(A) analyze the role of carbohydrates, vitamins, minerals, proteins, and fats as they relate to food choices; and(B) research and develop menus for populations with dietary requirements or restrictions



<p>Unit 3: Meat and Poultry</p> <p>In this unit students will identify and demonstrate the principles and processes of preparing meat and poultry in a professional kitchen. Students will be able to assess grading and classifications of meat and poultry. 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 meat and poultry food items using proper commercial kitchen equipment and techniques to examine these fundamental methods, as applied in a commercial kitchen. Additionally, students will demonstrate procedures for purchasing meat and poultry, and describe proper techniques of receiving and storing fresh, frozen, refrigerated food items.</p>	<p>30 Periods 1,350 Minutes</p>	<p>6. The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p> <ul style="list-style-type: none">(A) assess grading and classifications;(B) identify primal, sub-primal, and retail cuts;(C) demonstrate fabrication techniques on proteins;(D) evaluate purchasing practices according to various food service operations;(E) model appropriate cooking methods for proteins; and(F) evaluate appropriate cooking methods regarding various protein selections.
<p>Unit 4: Fish and Shellfish</p> <p>In this unit students will identify and demonstrate the principles and processes of preparing fish and shellfish in a professional kitchen. Students will be able to properly categorize fish and shellfish based on their different classifications. Students will examine the various cooking</p>	<p>30 Periods 1,350 Minutes</p>	<p>7. The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p> <ul style="list-style-type: none">(A) categorize classifications of fish and shellfish;(B) evaluate factors that influence seafood purchasing such as freshness, flavor, sustainability, and market conditions;(C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish;



<p>methods, techniques, and preparations such as dry heat, combination and moist heat methods. Students will perform basic food preparations of fish and shellfish food items using proper commercial kitchen equipment and techniques to examine these fundamental methods, as applied in a commercial kitchen. Additionally, students will demonstrate procedures for purchasing fish and shellfish, and describe proper techniques of receiving and storing fresh, frozen, refrigerated food items.</p>		<p>(D) model appropriate cooking methods for fish and shellfish; and (E) evaluate the effects of cooking methods on product presentation</p>
<p>Unit 5: Fruits and Vegetables</p> <p>Prepare a wide variety of fruits and vegetables using dry and moist cooking methods. Students will be able to identify fruits and vegetables in different states (fresh, frozen, canned, dried, etc.) and demonstrate proper cooking techniques when appropriate. Students will research and explain the effect seasonality of fruit and vegetables has on availability and pricing and the impact on menu planning and purchasing decisions.</p>	<p>30 Periods 1,350 Minutes</p>	<p>8. The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p> <ul style="list-style-type: none">(A) compare types of commonly available produce;(B) identify factors contributing to cost and quality such as seasonality, market volatility, and transportation;(C) compare and contrast forms and use of produce such as fresh, frozen, canned, dried, and other classifications;(D) model appropriate cooking methods for produce; and(E) evaluate the effects of cooking methods on produce.
<p>Unit 6: Grains</p>	<p>30 Periods 1,350 Minutes</p>	<p>8. The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer</p>



<p>Students will discuss the various types of grains including, but not limited to, couscous, barley, quinoa, grits, oat bran, bran, rice, etc. and how they are used. Students will be able to prepare a variety of different grains using dry and moist cooking methods.</p>		<p>satisfaction and establishes quality standards. The student is expected to:</p> <ul style="list-style-type: none">(A) compare types of commonly available produce;(B) identify factors contributing to cost and quality such as seasonality, market volatility, and transportation;(C) compare and contrast forms and use of produce such as fresh, frozen, canned, dried, and other classifications;(D) model appropriate cooking methods for produce; and(E) evaluate the effects of cooking methods on produce.
<p>Unit 7: Herbs, Spices, and Other Dry Goods</p> <p>This unit will give students fundamental knowledge on how to use correctly and how to manipulate herbs, flavors, spices and seasonings. Students will learn the history, uses, applications and proper seasoning techniques. Students will be able to identify and demonstrate the use of fresh and dried herbs and spices, spice blends, oils, vinegars, marinades, and dry rubs.</p>	<p>15 Periods 675 Minutes</p>	<p>8. The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p> <ul style="list-style-type: none">(A) compare types of commonly available produce;(B) identify factors contributing to cost and quality such as seasonality, market volatility, and transportation;(C) compare and contrast forms and use of produce such as fresh, frozen, canned, dried, and other classifications;(D) model appropriate cooking methods for produce; and(E) evaluate the effects of cooking methods on produce.
<p>Unit 8: Breads</p> <p>Students will demonstrate the proper principles of baking, identifying recipe formulas, and utilize best practices to yield quality yeast and non-yeast baked goods.</p>	<p>20 Periods 900 Minutes</p>	<p>9. The student understands advanced baking and pastry principles. The student is expected to:</p> <ul style="list-style-type: none">(A) use professional food preparation equipment such as commercial-grade mixers, food processors, and measuring tools;(B) apply proper measuring and scaling techniques; and



<p>Students will be able to prepare yeast and non-yeast baked goods to include breads, biscuits, quick breads, muffins, and scones using recipes converted to metric measurements.</p>		<p>(C) compose various plated desserts appropriate for various food service operations</p> <p>10. The student demonstrates and practices the basic procedures to produce yeast and quick bread products. The student is expected to:</p> <ul style="list-style-type: none">(A) differentiate how various types of bread crusts are created through fermentation, proofing, baking temperatures, and humidity;(B) prepare soft, hard, and artisanal breads through proper baking techniques; and(C) differentiate between quick breads such as muffins, scones, and biscuits
<p>Unit 9: Pies, Pastries, and Cookies</p> <p>Students will demonstrate the proper principles of baking, identifying recipe formulas, and utilize best practices to yield quality pies, pastries, and cookies. Students will be able to prepare pastry doughs to include Pate a Choux and Pate Sucree, pies with a variety of fillings such as fruit, soft, and custard, as well as an assortment of cookies using recipes converted to metric measurements.</p>	<p>20 Periods 900 Minutes</p>	<p>9. The student understands advanced baking and pastry principles. The student is expected to:</p> <ul style="list-style-type: none">(A) use professional food preparation equipment such as commercial-grade mixers, food processors, and measuring tools;(B) apply proper measuring and scaling techniques; and(C) compose various plated desserts appropriate for various food service operations. <p>11. The student demonstrates and practices the basic procedures to produce pastry crust, pastry dough, and cookie. The student is expected to:</p> <ul style="list-style-type: none">(A) compare different types of pastry crusts and usage in pies and tarts;(B) prepare pie fillings such as fruit, soft, and custard fillings;(C) prepare different types of pastry dough such as Pate a Choux, Pate Sucree, and laminated dough;(D) differentiate between various cookie preparation methods;(E) determine the causes of crispness, moistness, chewiness, and the spread of cookies; and



		(F) bake, cook, and store cookies properly
<p>Unit 10: Cakes & Décor</p> <p>Students will demonstrate the proper principles of baking, identifying recipe formulas, and utilize best practices to yield quality cakes. Students will learn and understand the difference between cake preparation methods and be able to characterize different types of cakes. Students will differentiate between types of icing (fondant, buttercream, flat, royal, glazes, etc.) and determine appropriate application of each. Students will demonstrate proper assembly of cakes and icing techniques.</p>	<p>20 Periods 900 Minutes</p>	<p>9. The student understands advanced baking and pastry principles. The student is expected to:</p> <ul style="list-style-type: none">(A) use professional food preparation equipment such as commercial-grade mixers, food processors, and measuring tools;(B) apply proper measuring and scaling techniques; and(C) compose various plated desserts appropriate for various food service operations <p>12. The student demonstrates and practices the basic procedures to produce cakes, frostings, fillings, and icings. The student is expected to:</p> <ul style="list-style-type: none">(A) differentiate between cake preparation methods;(B) differentiate the functions of icings and determine appropriate application;(C) assemble and ice simple layer cakes, sheet cakes, and cupcakes;(D) demonstrate the ability to identify criteria for evaluation of cake products;(E) prepare various icings such as fondant, buttercreams, flat, royal, and glazes; and(F) perform basic piping skills with a parchment cone and pastry bag with tips
<p>Unit 11: Custards, Creams, & Mousse</p> <p>Students will demonstrate the proper principles of baking, identifying recipe formulas, and utilize best practices to yield quality custards, creams, and mousse. Students will learn about and prepare</p>	<p>20 Periods 900 Minutes</p>	<p>9. The student understands advanced baking and pastry principles. The student is expected to:</p> <ul style="list-style-type: none">(A) use professional food preparation equipment such as commercial-grade mixers, food processors, and measuring tools;(B) apply proper measuring and scaling techniques; and(C) compose various plated desserts appropriate for various food service operations



<p>dessert items to include custards, crème brule, crème anglaise, ice creams, and mousse (custard and gelatin).</p>		<p>13. The student demonstrates and practices the basic procedures to produce custards, creams, and mousse. The student is expected to:</p> <ul style="list-style-type: none">(A) compose desserts such as ice creams, custards, mousse, and other desserts; and(B) identify the roles of desserts such as ice creams, custards, mousse, and other desserts
<p>Unit 12: Chocolate, Sugars, Confections, and Sauces</p> <p>Students will demonstrate the proper principles of baking, identifying recipe formulas, and utilize best practices to yield quality chocolate, sugars, confections, and sauces. Students will demonstrate proper procedure for tempering chocolate and making decorative garnishes and candies. Students will prepare dessert sauces such as custards, chocolate, caramel, fruit fillings, and coulis. Students will research principles of dessert presentation and plating and present all recipe preparations for proper plating to maximize visual appeal.</p>	<p>20 Periods 900 Minutes</p>	<p>9. The student understands advanced baking and pastry principles. The student is expected to:</p> <ul style="list-style-type: none">(A) use professional food preparation equipment such as commercial-grade mixers, food processors, and measuring tools;(B) apply proper measuring and scaling techniques; and(C) compose various plated desserts appropriate for various food service operations <p>14. The student demonstrates and practices the basic procedures to produce chocolate, sugars, confections, and sauces. The student is expected to:</p> <ul style="list-style-type: none">(A) differentiate between the types of advanced confections;(B) model methods of preparation in each type of confection;(C) use chocolate as a major ingredient in dessert or food production;(D) temper chocolate;(E) use tempered chocolate in dessert preparation;(F) cook sugar syrups to various stages of hardness;(G) prepare dessert sauces such as custard, chocolate, caramel, fruit fillings, and coulis; and(H) serve attractively plated desserts with appropriate sauces and garnishes



<p>Unit 13: Global Cuisines</p> <p>During this unit students will define cuisine and identify elements and characteristics of each regional, ethnic, and international cuisines; including cuisines such as, but not limited to, American Regional, Latin American, European, Mediterranean, Middle Eastern and Asian. Students will analyze the relationship between global cultures and traditions related to food to include religious practices, ethnicity, demographic variables, colonial exploration, and immigration.</p>	<p>20 Periods 900 Minutes</p>	<p>4. The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:</p> <ul style="list-style-type: none">(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian;(B) synthesize indigenous ingredients from global cuisine to create innovative dishes; and(C) justify the connection of flavor, texture, visual appeal, taste, and customer satisfaction on product development
<p>Unit 14: Food Costs and Controls</p> <p>Throughout this unit students will analyze the operations and control systems used in a food service operation. Students will understand the importance of profit and loss statements in a food and beverage operation. Students will learn to analyze revenue expenses, uncontrollable/fixed costs, and profit and loss statements to determine overall profitability in a food and beverage operation. Students will explore the labor needs for back of the house, and front of the house within a food and</p>	<p>15 Periods 675 Minutes</p>	<p>16. The student analyzes the components of cost controls in a food service operation and develops a plan to manage cost. The student is expected to:</p> <ul style="list-style-type: none">(A) differentiate between the major costs in food service such as food, beverage, and labor costs;(B) validate the effect of controlling costs on the success of a food service operation;(C) compare and contrast the concept of fixed costs, variable costs, and controllable costs; and(D) compare and contrast the relationship between inventory management and cost control in food service operations



<p>beverage operation. Students will explore the budget of food service operations to include revenues, food costs, labor costs, insurance expenses, etc. to determine profit or loss projections and return on investment (ROI).</p>		
<p>Unit 15: Sustainability</p> <p>Students will understand the importance of sustainability efforts in the food service industry, and its local and global impact. Students will analyze current sustainability practices in the food services industry. Students will explore practices for water and energy conservation, as well as waste management efforts.</p>	<p>15 Periods 675 Minutes</p>	<p>5. The student demonstrates an understanding of sustainability in the restaurant industry and its local and global effect. The student is expected to:</p> <ul style="list-style-type: none"> (A) evaluate practices for water and energy conservation across the food service industry; (B) identify waste management options to promote sustainability; and (C) evaluate current sustainable food practices
<p>Unit 16: Employability Skills</p> <p>This unit will to 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</p>	<p>15 Periods 675 Minutes</p>	<p>1. The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <ul style="list-style-type: none"> (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



<p>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.).</p>		
<p>Unit 17: Food Service Career Development</p> <p>Students will explore the types of establishments, job titles, duties, employment opportunities, and benefits at local, state, and national levels for both chefs and food service managers. Students will identify, describe, and discuss the roles, responsibilities, and various salaries the various members of a management team can earn. Additionally, students will continue to develop their career portfolio, which is necessary to obtain employment</p>	<p>20 Periods 900 Minutes</p>	<p>2. The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:</p> <ul style="list-style-type: none">(A) demonstrate major duties and qualifications for all staff and managerial positions to facilitate selection of career choices in the food service industry;(B) model proper interview techniques;(C) critique personal and short-term goals; and(D) create and update a career portfolio



Hospitality
& Tourism



in the food services sector of the hospitality and tourism industry.		
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