



## Scope & Sequence

**Course Name:** Introduction to Culinary Arts  
**TSDS PEIMS Code:** 13022550

**Course Credit:** 1.0

**Course Requirements:** This course is recommended for students in Grades 9-10.

**Prerequisites:** None.

**Recommended Prerequisite:** Principles of Hospitality and Tourism.

**Course Description:** Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and 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.

<p><b>Total Number of Periods</b>  <b>Total Number of Minutes</b>  <b>Total Number of Hours</b></p>	<p>175 Periods            7,875 Minutes            131.25 Hours*</p>	<p>*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.</p>
<p><b>Unit Number, Title, and Brief Description</b></p>	<p><b># of Class Periods*</b>            (assumes 45-minute periods)            Total minutes per unit</p>	<p><b>TEKS Covered</b>  <b>130.253. (c) Knowledge and skills</b></p>
<p><b>Unit 1: History of Food Service</b>             During this unit, students will research and discuss the history and development of the</p>	<p>10 Periods            450 Minutes</p>	<p>14. The student understands factors that affect the food service industry. The student is expected to:            (A) outline the history and growth of the food service industry;</p>



<p>food service industry. Students will also learn about the influence of historical entrepreneurs in the food service industry. Furthermore, students will learn about and how to differentiate between global cultures and traditions related to their regional food.</p>		<p>(B) identify an entrepreneur who has made significant contributions to the food service industry; and (C) explain cultural globalization and its influence on food.</p>
<p><b>Unit 2: Workplace Regulations, Safety &amp; Sanitation</b></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>20 Periods 900 Minutes</p>	<p>7. The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) assess workplace conditions regarding safety and health;</li> <li>(B) analyze potential effects caused by common chemicals and hazardous materials;</li> <li>(C) demonstrate first aid and cardiopulmonary resuscitation skills;</li> <li>(D) apply safety and sanitation standards common to the workplace;</li> <li>(E) research sources of food-borne illness and determine ways to prevent them;</li> <li>(F) determine professional attire and personal hygiene for restaurant employees; and</li> <li>(G) prepare for a state or national food sanitation certification or other appropriate certifications.</li> </ul>
<p><b>Unit 3: Academic Knowledge and Skills for Food Service</b></p> <p>This unit will include lessons on terminology and skills that are associated</p>	<p>10 Periods 450 Minutes</p>	<p>2. The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:</p> <ul style="list-style-type: none"> <li>(C) calculate numerical concepts such as weights, measurements, and percentages;</li> </ul>



<p>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>(D) identify how scientific principles are used in the food service industry; and (E) use mathematics and science knowledge and skills to produce quality food products</p> <p>13. The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to: (A) define job-specific technical vocabulary;</p>
<p><b>Unit 4: Food Preparation Techniques</b></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 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</p>	<p>30 Periods 1,350 Minutes</p>	<p>15. The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: (A) identify the role of mise en place; (B) identify and use large and small equipment in the professional food service setting; (C) identify the types of knives and proper usage in a commercial kitchen; (D) demonstrate proper knife safety, handling, cleaning, and storage; (E) differentiate between different types of produce and identify factors such as grading, purchasing, storage, and usage; (F) differentiate between dry goods and identify factors such as purchasing and storage; (G) differentiate between proteins and identify factors such as types, grades, purchasing, and storage; (H) describe the methods of cooking, including dry heat, moist heat, and combination heat; and (I) differentiate between common baking methods and identify common ingredients used in baking.</p>



baking in the preparation and production of baked food products.		
<b>Unit 5: Communication Skills</b>  This unit will enhance students' communication skills, focusing on learning the aspects of quality customer service and interpersonal communication skills required within the industry. Students will focus on verbal and nonverbal communication that occurs between employees, employers, customers, and/or clients within the food service industry.	5 Periods 225 Minutes	3. The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to: (C) demonstrate proper techniques for answering restaurant phones; (D) relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients; and (E) demonstrate active listening skills to obtain and clarify information  4. The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to: (B) employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, customers, clients, and employers.
<b>Unit 6: Quality Customer Service</b>  Students will understand the different ways to provide quality customer service in the food service industry. Students will be able to demonstrate an understanding of guest services and customer relations including handling of difficult situations and accommodations for the disabled.	10 Periods 450 Minutes	13. The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to: (B) analyze customer comments to formulate improvements in services and products and training of staff; (C) detail ways to achieve high rates of customer satisfaction; and (E) demonstrate technical skills used in producing quality food service



<p>Additionally, students will learn about the analysis of customer feedback to lead to improved performance.</p>		<p>4. The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to:</p> <ul style="list-style-type: none"><li>(B) employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, customers, clients, and employers.</li></ul>
<p><b>Unit 7: Food Service</b></p> <p>Throughout this unit students will identify, differentiate between, and describe various food service styles such as table, buffet, fast food, fast casual, and quick service. 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>15 Periods 675 Minutes</p>	<p>6. The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) explain the different types and functions of kitchen, front-of-the-house, and support roles;</li><li>(B) investigate quality-control standards and practices;</li><li>(C) differentiate between various styles of restaurant services such as table, buffet, fast food, fast casual, and quick service;</li><li>(D) illustrate various place settings using proper placement of dining utensils; and</li><li>(E) demonstrate the proper service techniques in food service operations</li></ul> <p>13. The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:</p> <ul style="list-style-type: none"><li>(D) use different types of payment options to facilitate customer payments for services</li></ul>
<p><b>Unit 8: Marketing in the Food Service Industry</b></p>	<p>15 Periods 675 Minutes</p>	<p>2. The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) organize oral and written information; and</li></ul>



<p>Students will identify the different types of marketing strategies and techniques utilized within the food services industry to entice and incentivize customers/guests to patron their establishments. During this unit, students will demonstrate learned strategies by creating marketing materials for food services.</p>		<p>(B) compose a variety of written documents such as menus, presentations, and advertisements</p> <p>3. The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:</p> <p>(B) identify various marketing strategies used by the food service industry such as traditional and innovative marketing strategies</p> <p>4. The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to:</p> <p>(A) generate creative ideas to solve problems by brainstorming possible solutions; and</p>
<p><b>Unit 9: Technology in Food Service</b></p> <p>During this unit, students will identify and describe trends in the use of technology in the food service 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>10 Periods 450 Minutes</p>	<p>5. The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:</p> <p>(A) use information technology tools and applications to perform workplace responsibilities;</p> <p>(B) demonstrate knowledge and use of point-of-sale systems; and</p> <p>(C) evaluate Internet resources for information</p>
<p><b>Unit 10: Employability Skills</b></p> <p>This unit will to continue students' exploration of the professional standards and employability skills required by business and industry. Students will</p>	<p>10 Periods 450 Minutes</p>	<p>1. The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <p>(A) model effective oral and written communication;</p> <p>(B) practice professional grooming and hygiene standards;</p> <p>(C) exercise punctuality and time-management skills;</p> <p>(D) demonstrate self-respect and respect for others;</p>



<p>expand their understanding that responsibility, time management, organization, positive attitude, and good character have a large impact on employability and job retention.</p>		<p>(E) demonstrate effective teamwork and leadership; and (F) employ initiative, adaptability, and problem-solving techniques in practical applications</p> <p>11. The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:</p> <p>(A) apply effective practices for managing time and energy;</p>
<p><b>Unit 11: Personal Success and Effort</b></p> <p>Students will be able to categorize and demonstrate the personality traits and professional/personal etiquette that are needed to succeed in the food service industry. Students will also be able to identify and describe the work ethic needed for career advancement in the food service industry (e.g., skill sets, work schedules, travel/relocation, teamwork, communication skills, flexibility and adaptability etc.).</p>	<p>5 Periods 225 Minutes</p>	<p>10. The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:</p> <p>(A) demonstrate a proactive understanding of self-responsibility and self-management; (B) identify behaviors needed to be employable and maintain employment such as positive work ethics and positive personal qualities; (C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance; (D) implement stress-management techniques; and (E) follow directions and procedures independently</p> <p>11. The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:</p> <p>(C) discuss the importance of balancing a career, family, and leisure activities</p>



**Unit 12: Leadership Development**

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.

15 Periods  
675 Minutes

8. The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:
- (A) apply team-building skills;
  - (B) apply decision-making and problem-solving skills;
  - (C) determine leadership and teamwork qualities to aid in creating a pleasant working atmosphere; and
  - (D) participate in community leadership and teamwork opportunities to enhance professional skills
9. The student knows and understands the importance of professional ethics and legal responsibilities within the food service industry. The student is expected to:
- (A) demonstrate ethical reasoning in a variety of workplace situations to make decisions;
  - (B) interpret and explain written organizational policies and procedures to help employees perform their jobs; and
  - (C) develop guidelines for professional conduct.

**Unit 13: Food Service Career Exploration**

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 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

20 Periods  
900 Minutes

3. The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:
- (A) develop and deliver presentations
11. The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:
- (B) analyze various steps in the career decision-making process
12. The student knows and understands the importance of employability skills. The student is expected to:



develop their career portfolio, which is necessary to obtain employment in the hospitality and tourism industry. Furthermore, students will begin exploring the processes and the paperwork are necessary after being hired.

- (A) demonstrate skills related to seeking employment in the food service industry;
- (B) identify the required training and educational requirements that lead toward appropriate career goals;
- (C) select educational and work history highlights to include in a career portfolio;
- (D) create and update a personal career portfolio;
- (E) recognize required employment forms and their functions such as I-9, work visa, W-4, and licensures to meet employment requirements;
- (F) research the local and regional labor workforce market to determine opportunities for advancement;
- (G) investigate professional development training opportunities to keep current on relevant trends and information within the industry; and
- (H) recognize entrepreneurship opportunities