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Scope & Sequence

Course Name: Practicum in Culinary Arts
TSDS PEIMS Code: 13022700 (First Time Taken)
 13022710 (Second Time Taken)

Course Credit: 2.0
Course Requirements: Grade Placement 11-12.
Prerequisites: Culinary Arts.

Course Description: Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace.

NOTE 1: The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Hospitality & Tourism Career Cluster. This is a suggested scope and sequence for the course content. This content will work with any textbook, instructional materials or practicum experience. If locally adapted, make sure all TEKS are covered.

NOTE 2: Completion of skill sets may be demonstrated throughout the practicum. Therefore, content based on the TEKS does not have to be delivered sequentially. The major reason students take a practicum is to provide additional time on task for learning specialized skills. In most cases where the Extended Practicum is added to the Practicum, it is because the student is spending more than 15 hours per week at his/her training station (place of employment or internship).

NOTE 3: The information in this scope and sequence document does not describe detailed activities, because the activities will vary from student to student and training station to training station. The intent is that students incorporate and use previously learned knowledge and skills related to the career cluster.

Practicum Plan	TEKS Covered 130.257. (c) Knowledge and skills.
<p>Section 1: Pre-Practicum</p> <p>Prior to beginning practicums, students will review and discuss professional standards</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>



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and employers' expectations, personal and workplace safety and emergency procedures, teamwork and conflict-management skills, effective problem-solving strategies, positive interpersonal skills, etiquette, teamwork and conflict-management, ethical conduct, and effective communication skills. Students will also discuss appropriate technical and academic skills required for the practicum, and put into place strategies for mastering any/all skills necessary to manage and perform work/practicum responsibilities.

Also prior to beginning their practicum experiences, students will agree to adhere to policies and procedures, demonstrate positive work attitudes and behaviors, including time management, attendance, on-time arrival, and ethical practices, and to comply with all applicable rules, laws, and regulations in a consistent manner. Students will also review and discuss practice professional grooming and hygiene standards and professional communications strategies and practices, such as applying active listening skills to

- (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.
- (3) The student develops skills for success in the workplace. The student is expected to:
- (A) comprehend and model appropriate grooming and appearance for the workplace;
 - (B) demonstrate dependability, punctuality, and initiative;
 - (C) develop positive interpersonal skills, including respect for diversity;
 - (D) demonstrate appropriate business and personal etiquette in the workplace;
 - (E) exhibit productive work habits, ethical practices, and a positive attitude;
 - (F) demonstrate knowledge of personal and occupational health and safety practices in the workplace;
 - (G) demonstrate the ability to work with the other employees to support the organization and complete assigned tasks;
 - (H) prioritize work to fulfill responsibilities and meet deadlines;
 - (J) demonstrate effective verbal, non-verbal, written, and electronic communication skills; and
 - (K) apply effective listening skills used in the workplace.



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obtain and clarify information, and demonstrating self-respect as well as respect for diversity and for the rights of others.

Students, supervising instructors, and practicum experience supervisors will read and review locally created practicum checklist(s). Parents/guardians will also be provided with a copy. Checklist(s) will include all relevant TEKS along with rubrics for supervisor evaluations and student self-evaluations. Students will read, discuss, and demonstrate an understanding of the provided checklist and rubric criteria before beginning their practicum experiences.

- (4) The student demonstrates work ethics, employer expectations, interaction with diverse populations, and communication skills in the workplace. The student is expected to:
 - (A) relate how personal integrity affects human relations on the job;
 - (B) demonstrate characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism;
 - (C) implement employer expectations;
 - (D) demonstrate respect for the rights of others;
 - (E) demonstrate ethical standards; and
 - (F) comply with organizational policies.
- (5) The student applies academics and job-readiness skills. The student is expected to:
 - (A) apply mathematical skills to business transactions;
 - (B) develop a personal budget based on career choice;
 - (C) interpret data from documents such as tables, charts, and graphs to estimate and find solutions to problems; and
 - (D) organize and compose workplace documents.
- (6) The student applies ethical behavior standards and legal responsibilities within the workplace. The student is expected to:
 - (A) compare workplace policies reflecting various business establishments;
 - (B) apply responsible and ethical behavior;
 - (C) summarize provisions of the Fair Labor Standards Act;
 - (D) describe the consequences of breach of confidentiality; and
 - (E) research and model laws related to culinary arts professions.



- (7) The student applies the use of interpersonal skills to accomplish objectives. The student is expected to:
 - (A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers.
- (8) The student uses concepts and skills related to safety in the workplace. The student is expected to:
 - (A) identify and apply safe working practices;
 - (B) solve problems related to unsafe work practices and attitudes;
 - (C) explain Occupational Safety and Health Administration regulations in the workplace;
 - (D) analyze health and wellness practices that influence job performance; and
 - (E) prepare for a state or national food sanitation certification or other appropriate certification.
- (9) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:
 - (F) compare and contrast the rights and responsibilities of employers and employees; and
 - (G) determine effective money management and financial planning techniques.
- (13) The student documents technical knowledge and skills. The student is expected to:
 - (A) complete a professional career portfolio to include items such as an updated resume, documentation of technical skill competencies, licensures or certifications, recognitions, awards and scholarships,



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	<p>community service hours, participation in student and professional organizations, abstract of key points of the practicum, and practicum supervisor evaluations.</p>
<p>Section 2: TEKS Checklist Components: Practicum in Culinary Arts</p> <p>Students, parents/guardians, and instructional/workplace supervisors will review, understand, and agree to a checklist of practicum objectives. Checklists may be locally adapted/modified, but all corresponding TEKS Checklist Components must be addressed.</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>(3) The student develops skills for success in the workplace. The student is expected to:</p> <ul style="list-style-type: none"> (A) comprehend and model appropriate grooming and appearance for the workplace; (B) demonstrate dependability, punctuality, and initiative; (C) develop positive interpersonal skills, including respect for diversity; (D) demonstrate appropriate business and personal etiquette in the workplace; (E) exhibit productive work habits, ethical practices, and a positive attitude; (F) demonstrate knowledge of personal and occupational health and safety practices in the workplace; (G) demonstrate the ability to work with the other employees to support the organization and complete assigned tasks;



- (H) prioritize work to fulfill responsibilities and meet deadlines;
 - (J) demonstrate effective verbal, non-verbal, written, and electronic communication skills; and
 - (K) apply effective listening skills used in the workplace.
- (4) The student demonstrates work ethics, employer expectations, interaction with diverse populations, and communication skills in the workplace. The student is expected to:
- (A) relate how personal integrity affects human relations on the job;
 - (B) demonstrate characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism;
 - (C) implement employer expectations;
 - (D) demonstrate respect for the rights of others;
 - (E) demonstrate ethical standards; and
 - (F) comply with organizational policies.
- (5) The student applies academics and job-readiness skills. The student is expected to:
- (A) apply mathematical skills to business transactions; and
 - (D) organize and compose workplace documents.
- (6) The student applies ethical behavior standards and legal responsibilities within the workplace. The student is expected to:
- (B) apply responsible and ethical behavior.
- (7) The student applies the use of interpersonal skills to accomplish objectives. The student is expected to:



- (A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers.
- (8) The student uses concepts and skills related to safety in the workplace. The student is expected to:
 - (A) identify and apply safe working practices;
 - (B) solve problems related to unsafe work practices and attitudes;
 - (C) explain Occupational Safety and Health Administration regulations in the workplace; and
 - (E) prepare for a state or national food sanitation certification or other appropriate certification.
- (11) The student demonstrates proper culinary techniques and knowledge of the professional kitchen. The student is expected to:
 - (A) use large and small equipment in a commercial kitchen;
 - (B) develop food production and presentation techniques;
 - (C) demonstrate moist, dry, and combination cookery methods;
 - (D) demonstrate food preparation skills used in commercial food service preparations such as breakfast cookery, salads and dressings, soups and sandwiches, stocks and sauces, appetizers, seafood, poultry cookery, meat cookery, pastas and grains, and fruits and vegetables;
 - (E) demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts;
 - (F) demonstrate proper receiving and storage techniques;
 - (G) demonstrate proper cleaning of equipment and maintenance of the commercial kitchen; and



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	<p>(H) compare and contrast the pairing of cuisine and service styles in food service operations.</p>
<p>Section 3: Critical-Thinking and Problem-Solving: Practicum: Check-In 1</p> <p>Students will discuss and demonstrate critical-thinking and problem-solving skills as they participate in check-in(s) with supervisors throughout their practicum experiences. Students will analyze and evaluate their practicum experiences as they describe how they have applied critical-thinking and problem-solving skills as well as interpersonal skills independently and in groups to solve problems they may have encountered or may still encounter. Students will also be encouraged to discuss and predict what technical knowledge and skills they will need to for a successful practicum experience as well as a successful career in the field of Culinary Arts.</p> <p>As part of the practicum, students will use appropriate, reliable resources and technology to research and discuss developing a personal budget based on career choice and determining effective</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; and (C) exercise punctuality and time-management skills. <p>(3) The student develops skills for success in the workplace. The student is expected to:</p> <ul style="list-style-type: none"> (H) prioritize work to fulfill responsibilities and meet deadlines. <p>(4) The student demonstrates work ethics, employer expectations, interaction with diverse populations, and communication skills in the workplace. The student is expected to:</p> <ul style="list-style-type: none"> (A) relate how personal integrity affects human relations on the job; and (B) demonstrate characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism. <p>(5) The student applies academics and job-readiness skills. The student is expected to:</p> <ul style="list-style-type: none"> (A) apply mathematical skills to business transactions; (B) develop a personal budget based on career choice; and (C) interpret data from documents such as tables, charts, and graphs to estimate and find solutions to problems. <p>(6) The student applies ethical behavior standards and legal responsibilities within the workplace. The student is expected to:</p> <ul style="list-style-type: none"> (A) compare workplace policies reflecting various business establishments;



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money management and financial planning techniques. In addition, students will research and compare workplace policies reflecting various business establishments, research laws related to culinary arts professions, summarize provisions of the Fair Labor Standards Act, compare and contrast the rights and responsibilities of employers and employees, and describe the consequences of breach of confidentiality.

Supervising instructors and students will also discuss preparation for a state or national food sanitation certification or other appropriate certification and professional portfolio requirements for the practicum as well as a timeline for completion of all practicum components/requirements.

Section 4: Check List Progress and Leadership Activities: Check-In 2

During this check-in, students will discuss and self-evaluate their practicum check list and certification progress as well as any questions or problems they may have encountered. Students will describe how

- (B) apply responsible and ethical behavior;
 - (C) summarize provisions of the Fair Labor Standards Act;
 - (D) describe the consequences of breach of confidentiality; and
 - (E) research and model laws related to culinary arts professions.
- (8) The student uses concepts and skills related to safety in the workplace. The student is expected to:
- (E) prepare for a state or national food sanitation certification or other appropriate certification.
- (9) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:
- (F) compare and contrast the rights and responsibilities of employers and employees; and
 - (G) determine effective money management and financial planning techniques.
- (7) The student applies the use of interpersonal skills to accomplish objectives. The student is expected to:
- (A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers; and
 - (B) apply leadership and career development skills through participation in activities such as career and technical student organizations.



they have applied or will apply critical-thinking and problem-solving skills as well as interpersonal skills in groups and individually to solve problems they may have encountered or may still encounter. Students will also discuss and analyze alternative solutions to problems they have faced or are likely to face in the field.

As part of the practicum, students will use appropriate and reliable resources and technology to research and discuss effective interpersonal and team-building skills, leadership characteristics, and teamwork as well as the benefits of participating in extracurricular, civic, and community activities to enhance these skills. Students will also research leadership opportunities and other benefits offered by CTSO and/or other extracurricular activities, and prepare and effectively present a brief oral and/or written report on a CTSO or other extracurricular organization they may be willing to join or are already participating in.

- (8) The student uses concepts and skills related to safety in the workplace. The student is expected to:
 - (E) prepare for a state or national food sanitation certification or other appropriate certification.
- (12) The student determines how successful marketing impacts a food service operation. The student is expected to:
 - (A) explain marketing, product, service, presentation, and communication mixes;
 - (B) generate a marketing plan for multiple food service operations;
 - (C) evaluate the marketing plans based on various demographics;
 - (D) conduct market analysis and predict impact on current economy;
 - (E) identify marketing communication formats across multiple platforms; and
 - (F) design the menu as a marketing tool.



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Students will also research and explain marketing, product, service, presentation, and communication mixes, generate a marketing plan for multiple food service operations, evaluate the marketing plans based on various demographics, conduct a marketing analysis, and design a menu.

Section 5: Career Skills and Practicum Culminating Activities

During their practicum experience, students will use appropriate technology and/or assigned materials to review and self-evaluate practicum learning activities as well as their own personal qualities, technical knowledge and competencies, training, education, and/or preparation for certification or other relevant credentials.

Students will also update and present a professional portfolio, and demonstrate to their supervising instructor effective communications skills as they present their practicum- and self-evaluations and portfolios. In addition, students will identify employment opportunities, complete employment-related documents, and demonstrate proper interview techniques

- (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.
- (2) The student uses employability skills to gain an entry-level job in a high-skill, high-wage, or high-demand field. The student is expected to:
 - (A) identify employment opportunities;
 - (B) demonstrate the application of essential workplace skills in the career acquisition process;
 - (C) complete employment-related documents such as job applications, I-9 and W-4 forms, and job descriptions; and
 - (D) demonstrate proper interview techniques in various situations.
- (3) The student develops skills for success in the workplace. The student is expected to:
 - (I) evaluate the relationship of good physical and mental health to job success and personal achievement; and
 - (J) demonstrate effective verbal, non-verbal, written, and electronic communication skills.
- (8) The student uses concepts and skills related to safety in the workplace. The student is expected to:



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in a real or mock interview. Students will analyze and discuss the relationship of good physical and mental health to job success and personal achievement as well as health and wellness practices that influence job performance, determine factors that will affect career choices, describe entrepreneurial opportunities in the area of culinary arts, and discuss nontraditional food service careers such as food photographer, food stylist, corporate research and development chef, food writer, and independent consultant with their supervising instructor.

As a practicum culminating activity, students will analyze the future employment outlook, identify all of the aspects of a specific career path, including salary, skills level, and advancement opportunities, and evaluate employment options, including salaries and benefits.

- (D) analyze health and wellness practices that influence job performance; and
 - (E) prepare for a state or national food sanitation certification or other appropriate certification.
- (9) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:
- (A) analyze the future employment outlook in the occupational area;
 - (B) describe entrepreneurial opportunities in the area of culinary arts;
 - (C) evaluate nontraditional food service careers such as food photographer, food stylist, corporate research and development chef, food writer, and independent consultant;
 - (D) identify all of the aspects of a specific career path, including salary, skills level, and advancement opportunities;
 - (E) evaluate strategies for career retention and advancement in response to the changing hospitality industry.
- (10) The student identifies skills and attributes necessary for professional advancement. The student is expected to:
- (A) evaluate employment options, including salaries and benefits;
 - (B) determine factors that affect career choices such as personal interests, abilities, priorities, and family responsibilities;
 - (C) determine continuing education opportunities that enhance career advancement and promote lifelong learning; and
 - (D) demonstrate effective methods to secure, maintain, and terminate employment.



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| | <p>(13) The student documents technical knowledge and skills. The student is expected to:</p> <ul style="list-style-type: none">(A) complete a professional career portfolio to include items such as an updated resume, documentation of technical skill competencies, licensures or certifications, recognitions, awards and scholarships, community service hours, participation in student and professional organizations, abstract of key points of the practicum, and practicum supervisor evaluations; and(B) present the portfolio to interested stakeholders. |
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