

# TEKS Tracker Form

## Introduction to Culinary Arts

**Cluster:** 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.

Knowledge and Skills	Student Expectations	TEKS Completed/Date	Lesson Titles/Comments
(1) The student demonstrates professional standards/employability skills as required by business and industry.	(A) model effective oral and written communication;	<input type="checkbox"/>	
	(B) practice professional grooming and hygiene standards;	<input type="checkbox"/>	
	(C) exercise punctuality and time-management skills;	<input type="checkbox"/>	
	(D) demonstrate self-respect and respect for others;	<input type="checkbox"/>	
	(E) demonstrate effective teamwork and leadership;	<input type="checkbox"/>	
	(F) employ initiative, adaptability, and problem-solving techniques in practical applications.	<input type="checkbox"/>	

(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.	(A) organize oral and written information	<input type="checkbox"/>	
	(B) compose a variety of written documents such as menus, presentations, and advertisements	<input type="checkbox"/>	
	(C) calculate numerical concepts such as weights, measurements, and percentages	<input type="checkbox"/>	
	(D) identify how scientific principles are used in the food service industry	<input type="checkbox"/>	
	(E) use mathematics and science knowledge and skills to produce quality food products.	<input type="checkbox"/>	
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment.	(A) develop and deliver presentations	<input type="checkbox"/>	
	(B) identify various marketing strategies used by the food service industry such as traditional and innovative marketing strategies	<input type="checkbox"/>	
	(C) demonstrate proper techniques for answering restaurant phones	<input type="checkbox"/>	

	(D) relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients	<input type="checkbox"/>	
	(E) demonstrate active listening skills to obtain and clarify information	<input type="checkbox"/>	
(4) The student solves problems using critical thinking, innovation, and creativity independently and in teams.	(A) generate creative ideas to solve problems by brainstorming possible solutions	<input type="checkbox"/>	
	(B) employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, customers, clients, and employers	<input type="checkbox"/>	
(5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information.	(A) use information technology tools and applications to perform workplace responsibilities	<input type="checkbox"/>	
	(B) demonstrate knowledge and use of point-of-sale systems	<input type="checkbox"/>	
	(C) evaluate Internet resources for information	<input type="checkbox"/>	

(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry.	(A) explain the different types and functions of kitchen, front-of-the-house, and support roles	<input type="checkbox"/>	
	(B) investigate quality-control standards and practices	<input type="checkbox"/>	
	(C) differentiate between various styles of restaurant services such as table, buffet, fast food, fast casual, and quick service	<input type="checkbox"/>	
	(D) illustrate various place settings using proper placement of dining utensils	<input type="checkbox"/>	
	(E) demonstrate the proper service techniques in food service operations	<input type="checkbox"/>	
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.	(A) assess workplace conditions with regard to safety and health;	<input type="checkbox"/>	
	(B) analyze potential effects caused by common chemicals and hazardous materials;	<input type="checkbox"/>	
	(C) demonstrate first aid and cardiopulmonary resuscitation skills;	<input type="checkbox"/>	

	(D) apply safety and sanitation standards common to the workplace;	<input type="checkbox"/>	
	(E) research sources of food-borne illness and determine ways to prevent them;	<input type="checkbox"/>	
	(F) determine professional attire and personal hygiene for restaurant employees;	<input type="checkbox"/>	
	(G) prepare for a state or national food sanitation certification or other appropriate certifications.	<input type="checkbox"/>	
(8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.	(A) apply team-building skills;	<input type="checkbox"/>	
	(B) apply decision-making and problem-solving skills;	<input type="checkbox"/>	
	(C) determine leadership and teamwork qualities to aid in creating a pleasant working atmosphere;	<input type="checkbox"/>	
	(D) participate in community leadership and teamwork opportunities to enhance professional skills.	<input type="checkbox"/>	

(9) The student knows and understands the importance of professional ethics and legal responsibilities within the food service industry.	(A) demonstrate ethical reasoning in a variety of workplace situations in order to make decisions;	<input type="checkbox"/>	
	(B) interpret and explain written organizational policies and procedures to help employees perform their jobs;	<input type="checkbox"/>	
	(C) develop guidelines for professional conduct.	<input type="checkbox"/>	
(10) The student demonstrates an understanding that personal success depends on personal effort.	(A) demonstrate a proactive understanding of self-responsibility and self-management;	<input type="checkbox"/>	
	(B) identify behaviors needed to be employable and maintain employment such as positive work ethics and positive personal qualities;	<input type="checkbox"/>	
	(C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance;	<input type="checkbox"/>	
	(D) implement stress-management techniques;	<input type="checkbox"/>	

	(E) follow directions and procedures independently.	<input type="checkbox"/>	
(11) The student develops principles in time management, decision making, effective communication, and prioritization.	(A) apply effective practices for managing time and energy;	<input type="checkbox"/>	
	(B) analyze various steps in the career decision-making process;	<input type="checkbox"/>	
	(C) discuss the importance of balancing a career, family, and leisure activities.	<input type="checkbox"/>	
(12) The student knows and understands the importance of employability skills.	(A) demonstrate skills related to seeking employment in the food service industry	<input type="checkbox"/>	
	(B) identify the required training and educational requirements that lead toward appropriate career goals;	<input type="checkbox"/>	
	(C) select educational and work history highlights to include in a career portfolio;	<input type="checkbox"/>	
	(D) create and update a personal career portfolio;	<input type="checkbox"/>	

	(E) recognize required employment forms and their functions such as I-9, work visa, W-4, and licensures to meet employment requirements;	<input type="checkbox"/>	
	(F) research the local and regional labor workforce market to determine opportunities for advancement;	<input type="checkbox"/>	
	(G) investigate professional development training opportunities to keep current on relevant trends and information within the industry;	<input type="checkbox"/>	
	(H) recognize entrepreneurship opportunities.	<input type="checkbox"/>	
(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.	(A) define job-specific technical vocabulary;	<input type="checkbox"/>	
	(B) analyze customer comments to formulate improvements in services and products and training of staff;	<input type="checkbox"/>	
	(C) detail ways to achieve high rates of customer satisfaction;	<input type="checkbox"/>	



	(D) use different types of payment options to facilitate customer payments for services;	<input type="checkbox"/>	
	(E) demonstrate technical skills used in producing quality food service.	<input type="checkbox"/>	
(14) The student understands factors that affect the food service industry.	(A) outline the history and growth of the food service industry;	<input type="checkbox"/>	
	(B) identify an entrepreneur who has made significant contributions to the food service industry;	<input type="checkbox"/>	
	(C) explain cultural globalization and its influence on food.	<input type="checkbox"/>	
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting.	(A) identify the role of mise en place;	<input type="checkbox"/>	
	(B) identify and use large and small equipment in the professional food service setting;	<input type="checkbox"/>	
	(C) identify the types of knives and proper usage in a commercial kitchen;	<input type="checkbox"/>	

	(D) demonstrate proper knife safety, handling, cleaning, and storage;	<input type="checkbox"/>	
	(E) differentiate between different types of produce and identify factors such as grading, purchasing, storage, and usage;	<input type="checkbox"/>	
	(F) differentiate between dry goods and identify factors such as purchasing and storage;	<input type="checkbox"/>	
	(G) differentiate between proteins and identify factors such as types, grades, purchasing, and storage;	<input type="checkbox"/>	
	(H) describe the methods of cooking, including dry heat, moist heat, and combination heat;	<input type="checkbox"/>	
	(I) differentiate between common baking methods and identify common ingredients used in baking.	<input type="checkbox"/>	