

# **CORRELATIONS & SUGGESTED PACING GUIDE**

## Culinary Arts



# Suggested Pacing Guide

## Culinary Arts

Lesson Title		TEKS	Days of Teaching*
1	Careers in the Culinary Industry	1.A.i, 1.A.ii, 1.B.i, 1.B.ii, 1.C.i, 1.C.ii, 1.D.i, 1.D.ii, 1.E.i, 1.F.i, 1.F.ii, 1.F.iii, 3.B.i, 3.D.i, 3.D.ii, 4.A.i, 4.A.ii, 4.B.i, 4.B.ii, 4.C.i, 4.C.ii, 4.D.i, 4.D.ii, 4.E.i, 4.E.ii, 4.E.iii, 4.E.iv, 4.E.v, 4.E.vi, 5.A.i, 5.A.ii, 5.B.i, 6.A.i, 6.A.ii, 6.C.i, 6.D.i, 6.D.ii, 11.A.i, 11.B.i, 11.B.ii, 11.C.i, 11.C.ii, 11.D.i, 11.D.ii, 13.B.i	9
2	Technology & Restaurants	10.A.i, 10.B.i, 10.C.i, 10.C.ii, 10.D.i, 10.E.i, 10.Di, 10.F.i	7
3	Food Production & Presentation Techniques	3.C.i, 8.A.i, 8.A.ii, 8.C.i, 8.C.ii, 8.D.i, 8.D.ii, 8.D.iii, 8.D.iv, 8.D.vi,	5
4	Food Service Operations	3.A.i, 9.A.i, 9.B.i, 9.B.ii, 9.B.iii, 9.C.i, 9.D.i	5
5	Trends in the Food Service industry	7.A.i, 7.A.ii, 7.C.i, 7.D.i	6
6	Influences of Cultural Traditions in the Food Service Industry	7.B.i, 7.B.ii	6
7	Receiving, Storing & Distribution	2.A.i, 2.B.i, 12.D.i, 12.D.ii, 12.D.iii	6
8	Developing Recipes & Menus	2.E.i, 2.F.i, 2.F.ii	7
9	Safety & Sanitation in Food Service	12.A.i, 12.B.i, 12.B.ii, 12.C.i, 12.E.i, 12.E.ii, 12.F.i, 12.G.i, 13.A.i, 13.A.ii,	7
10	Industrial Kitchen Tools & Equipment	8.B.i, 8.B.ii,	6
11	Safety in Professional Kitchens	3.A.i, 3.B.i, 3.B.ii, 3.F.i, 2.F.ii, 3.G.i	6
12	Sanitation in Professional Kitchens	3.C.i, 3.E.i, 3.E.iii, 3.G.i	7
13	Managerial Duties in the Food Service Industry	2.A.ii, 2.A.iv, 2.B.i	8
14	Staff Duties in the Food Service Industry	2.A.i, 2.A.iii, 2.B.i	5
15	Fruits & Vegetables Preparation	2.D.i, 8.B.iii, 8.B.iv, 8.C.iii, 8.C.iv, 8.E.i	8
16	Meat, Poultry, Seafood: Beef & Pork	2.D.i, 8.B.iii, 8.B.iv, 8.C.iii, 8.C.iv, 8.E.i	13
17	Meat, Poultry, Seafood: Poultry	2.D.i, 8.B.iii, 8.B.iv, 8.C.iii, 8.C.iv, 8.E.i	8
18	Meat, Poultry, Seafood: Seafood	2.D.i, 8.B.iii, 8.B.iv, 8.C.iii, 8.C.iv, 8.E.i	8
19	Stock & Sauces	2.D.i, 8.B.iii, 8.B.iv, 8.C.iii, 8.C.iv, 8.E.i	11
20	Soups	2.D.i, 8.B.iii, 8.B.iv, 8.C.iii, 8.C.iv, 8.E.i	8
21	Salads & Salad Dressings	2.D.i, 8.B.iii, 8.B.iv, 8.C.iii, 8.C.iv, 8.E.i	9
22	Breakfast Foods: Dairy Products	2.D.i, 8.B.iii, 8.B.iv, 8.C.iii, 8.C.iv, 8.E.i	8
23	Breakfast Foods: Eggs	2.D.i, 8.B.iii, 8.B.iv, 8.C.iii, 8.C.iv, 8.E.i	10
24	Appetizers & Sandwiches	2.D.i, 8.B.iii, 8.B.iv, 8.C.iii, 8.C.iv, 8.E.i	8
25	Grains, Legumes & Pasta: Grains & Legumes	2.D.i, 8.B.iii, 8.B.iv, 8.C.iii, 8.C.iv, 8.E.i	8
26	Grains, Legumes & Pasta: Pasta	2.D.i, 8.B.iii, 8.B.iv, 8.C.iii, 8.C.iv, 8.E.i	11
27	Desserts & Baked Goods: Yeast Bread	2.D.i, 8.B.iii, 8.B.iv, 8.C.iii, 8.C.iv, 8.E.i	10
28	Desserts & Baked Goods: Cakes, Quick Breads & Cookies	2.D.i, 8.B.iii, 8.B.iv, 8.C.iii, 8.C.iv, 8.E.i	14
29	Desserts & Baked Goods: Pastries & Pie	2.D.i, 8.B.iii, 8.B.iv, 8.C.iii, 8.C.iv, 8.E.i	8
30	Culinary Arts Capstone - Skills Portfolio	6.B.i	5

\* Days of Teaching identifies the number of days a lesson may take if all lesson plan items (i.e., activities, projects, handouts, etc.) are utilized as written by iCEV curriculum writers. Flexibility within the lesson plan allows instructor autonomy of implementation for each item.

# Overall TEKS Alignment

## Culinary Arts

(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	(i) model effective oral communication	Careers in the Culinary Industry
(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	(ii) model effective written communication	Careers in the Culinary Industry
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) practice professional grooming and hygiene standards	(i) practice professional grooming	Careers in the Culinary Industry
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) practice professional grooming and hygiene standards	(ii) practice professional hygiene standards	Careers in the Culinary Industry
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) exercise punctuality and time-management skills	(i) exercise punctuality	Careers in the Culinary Industry
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) exercise punctuality and time-management skills	(ii) exercise time management skills	Careers in the Culinary Industry
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate self-respect and respect for others	(i) demonstrate self-respect	Careers in the Culinary Industry
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate self-respect and respect for others	(ii) demonstrate respect for others	Careers in the Culinary Industry
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate effective teamwork and leadership	(i) demonstrate effective teamwork	Careers in the Culinary Industry
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ initiative, adaptability, and problem-solving techniques in practical applications	(i) employ initiative in practical applications	Careers in the Culinary Industry
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ initiative, adaptability, and problem-solving techniques in practical applications	(ii) employ adaptability in practical applications	Careers in the Culinary Industry
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ initiative, adaptability, and problem-solving techniques in practical applications	(iii) employ problem-solving techniques in practical applications	Careers in the Culinary Industry
(2) The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:	(A) compose industry appropriate documents such as purchasing specifications and purchase orders	(i) compose industry appropriate documents	Receiving, Storing & Distribution
(2) The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:	(B) comprehend a variety of texts such as operations and training manuals	(i) comprehend a variety of texts	Receiving, Storing & Distribution

# Overall TEKS Alignment

## Culinary Arts

(2) The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:	(C) calculate numerical concepts such as percentages and estimations in practical situations, including weight and measures	(i) calculate numerical concepts	Developing Recipes & Menus
(2) The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:	(D) understand scientific principles used in culinary arts	(i) understand scientific principles used in culinary arts	Meat, Poultry, Seafood: Beef & Pork; Meat Poultry, Seafood: Seafood; Meat Poultry, Seafood: Poultry; Appetizers & Sandwiches, Pasta, Grains & Legumes: Pasta; Pasta, Grains & Legumes: Grains; Pasta, Grains & Legumes: Legumes; Salads & Salad Dressings; Breakfast Foods: Dairy Products; Breakfast Foods: Eggs; Desserts & Baked Goods: Yeast Breads; Desserts & Baked Goods: Cakes, Quick Breads & Cookies; Desserts & Baked Goods: Pastries & Pie; Stocks & Sauces; Soups; Fruits & Vegetables Preparation
(2) The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:	(E) read and comprehend standardized recipes	(i) read and comprehend standardized recipes	Developing Recipes & Menus
(2) The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:	(F) write and convert standardized recipes	(i) write standardized recipes	Developing Recipes & Menus
(2) The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:	(F) write and convert standardized recipes	(ii) convert standardized recipes	Developing Recipes & Menus
(2) The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:	(G) calculate and manage food costs	(i) calculate food costs	Developing Recipes & Menus
(2) The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:	(G) calculate and manage food costs	(ii) manage food costs	Developing Recipes & Menus
(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:	(A) create formal or informal presentations	(i) create formal or informal presentations	Food Service Operations
(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	(i) properly answer business phones	Careers in the Culinary Industry
(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:	(C) write instructions for a specific restaurant for a culinary procedure or the use of a piece of equipment	(i) write instructions for a specific restaurant for culinary procedure or the use of a piece of equipment	Food Production & Presentation Techniques

# Overall TEKS Alignment

## Culinary Arts

(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:	(D) attend and participate in an industry-focused staff meeting	(i) attend an industry-focused staff meeting	Careers in the Culinary Industry
(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:	(D) attend and participate in an industry-focused staff meeting	(ii) participate in an industry-focused staff meeting	Careers in the Culinary Industry
(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	(i) demonstrate a proactive understanding of self-responsibility	Careers in the Culinary Industry
(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	(ii) demonstrate a proactive understanding of self-management	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(B) explain the characteristics of personal values and principles	(i) explain the characteristics of personal values	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(B) explain the characteristics of personal values and principles	(ii) explain the characteristics of personal principles	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(C) demonstrate positive attitudes and work habits	(i) demonstrate positive attitudes	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(C) demonstrate positive attitudes and work habits	(ii) demonstrate positive work habits	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(D) demonstrate exemplary appearance and personal hygiene	(i) demonstrate exemplary appearance	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(D) demonstrate exemplary appearance and personal hygiene	(ii) demonstrate exemplary personal hygiene	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(E) identify and manage the effects of exercise, dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance	(i) identify the effects of exercise on job performance	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(E) identify and manage the effects of exercise, dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance	(ii) identify the effects of dietary habits on job performance	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(E) identify and manage the effects of exercise, dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance	(iii) identify the effects of emotional factors on job performance	Careers in the Culinary Industry

# Overall TEKS Alignment

## Culinary Arts

(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(E) identify and manage the effects of exercise, dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance	(iv) manage the effects of exercise on job performance	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(E) identify and manage the effects of exercise, dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance	(v) manage the effects of dietary habits on job performance	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(E) identify and manage the effects of exercise, dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance	(vi) manage the effects of emotional factors on job performance	Careers in the Culinary Industry
(5) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:	(A) apply effective practices for managing time and energy	(i) apply effective practices for managing time	Careers in the Culinary Industry
(5) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:	(A) apply effective practices for managing time and energy	(ii) apply effective practices for managing energy	Careers in the Culinary Industry
(5) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:	(B) analyze various steps in the decision-making process	(i) analyze various steps in the decision-making process	Careers in the Culinary 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	(i) research the major job duties for various positions in the food service industry to facilitate selection of career choices in culinary arts	Careers in the Culinary 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	(ii) research the qualifications for various positions in the food service industry to facilitate selection of career choices in culinary arts	Careers in the Culinary 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:	(B) update a personal career portfolio	(i) update a personal career portfolio	Culinary Arts Capstone - Skills Portfolio
(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:	(C) demonstrate proper interview techniques	(i) demonstrate proper interview techniques	Careers in the Culinary Industry

# Overall TEKS Alignment

## Culinary Arts

(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:	(D) establish personal short- and long-term goals	(i) establish personal short-term goals	Careers in the Culinary 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:	(D) establish personal short- and long-term goals	(ii) establish personal long-term goals	Careers in the Culinary Industry
(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	(i) research how historical trends in society affect the food service industry	Trends in the Food Service Industry
(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	(ii) research how current trends in society affect the food service industry	Trends in the Food Service Industry
(7) The student understands factors that affect the food service industry. The student is expected to:	(B) identify global cultures and traditions related to food	(i) identify global cultures	Influences of Cultural Traditions in the Food Service Industry
(7) The student understands factors that affect the food service industry. The student is expected to:	(B) identify global cultures and traditions related to food	(ii) identify global traditions related to food	Influences of Cultural Traditions in the Food Service Industry
(7) The student understands factors that affect the food service industry. The student is expected to:	(C) research famous chefs from history	(i) research famous chefs from history	Trends in the Food Service Industry
(7) The student understands factors that affect the food service industry. The student is expected to:	(D) summarize historical entrepreneurs who influenced food service in the United States	(i) summarize historical entrepreneurs who influenced food service in the United States	Trends in the Food Service Industry
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(A) identify and demonstrate the role of mise en place in the professional food service setting	(i) identify the role of mise en place in the professional food service setting	Food Production & Presentation Techniques
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(A) identify and demonstrate the role of mise en place in the professional food service setting	(ii) demonstrate the role of mise en place in the professional food service setting	Food Production & Presentation Techniques
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(B) identify and use large and small equipment in a commercial kitchen	(i) identify large equipment in the commercial kitchen	Industrial Tools & Equipment
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(B) identify and use large and small equipment in a commercial kitchen	(ii) identify small equipment in the commercial kitchen	Industrial Tools & Equipment

# Overall TEKS Alignment

## Culinary Arts

(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(B) identify and use large and small equipment in a commercial kitchen	(iii) use large equipment in the commercial kitchen	Meat, Poultry, Seafood: Beef & Pork; Meat Poultry, Seafood: Seafood; Meat Poultry, Seafood: Poultry; Appetizers & Sandwiches, Pasta, Grains & Legumes: Pasta; Pasta, Grains & Legumes: Grains; Pasta, Grains & Legumes: Legumes; Salads & Salad Dressings; Breakfast Foods: Dairy Products; Breakfast Foods: Eggs; Desserts & Baked Goods: Yeast Breads; Desserts & Baked Goods: Cakes, Quick Breads & Cookies; Desserts & Baked Goods: Pastries & Pie; Stocks & Sauces; Soups; Fruits & Vegetables Preparation
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(B) identify and use large and small equipment in a commercial kitchen	(iv) use small equipment in the commercial kitchen	Meat, Poultry, Seafood: Beef & Pork; Meat Poultry, Seafood: Seafood; Meat Poultry, Seafood: Poultry; Appetizers & Sandwiches, Pasta, Grains & Legumes: Pasta; Pasta, Grains & Legumes: Grains; Pasta, Grains & Legumes: Legumes; Salads & Salad Dressings; Breakfast Foods: Dairy Products; Breakfast Foods: Eggs; Desserts & Baked Goods: Yeast Breads; Desserts & Baked Goods: Cakes, Quick Breads & Cookies; Desserts & Baked Goods: Pastries & Pie; Stocks & Sauces; Soups; Fruits & Vegetables Preparation
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(C) develop and practice food production and presentation techniques	(i) develop food production techniques	Food Production & Presentation Techniques
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(C) develop and practice food production and presentation techniques	(ii) develop food presentation techniques	Food Production & Presentation Techniques
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(C) develop and practice food production and presentation techniques	(iii) practice food production techniques	Meat, Poultry, Seafood: Beef & Pork; Meat Poultry, Seafood: Seafood; Meat Poultry, Seafood: Poultry; Appetizers & Sandwiches, Pasta, Grains & Legumes: Pasta; Pasta, Grains & Legumes: Grains; Pasta, Grains & Legumes: Legumes; Salads & Salad Dressings; Breakfast Foods: Dairy Products; Breakfast Foods: Eggs; Desserts & Baked Goods: Yeast Breads; Desserts & Baked Goods: Cakes, Quick Breads & Cookies; Desserts & Baked Goods: Pastries & Pie; Stocks & Sauces; Soups; Fruits & Vegetables Preparation
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(C) develop and practice food production and presentation techniques	(iv) practice food presentation techniques	Meat, Poultry, Seafood: Beef & Pork; Meat Poultry, Seafood: Seafood; Meat Poultry, Seafood: Poultry; Appetizers & Sandwiches, Pasta, Grains & Legumes: Pasta; Pasta, Grains & Legumes: Grains; Pasta, Grains & Legumes: Legumes; Salads & Salad Dressings; Breakfast Foods: Dairy Products; Breakfast Foods: Eggs; Desserts & Baked Goods: Yeast Breads; Desserts & Baked Goods: Cakes, Quick Breads & Cookies; Desserts & Baked Goods: Pastries & Pie; Stocks & Sauces; Soups; Fruits & Vegetables Preparation
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(D) identify and use the appropriate application of moist, dry, and combination cookery methods	(i) identify the appropriate application of moist cookery methods	Food Production & Presentation Techniques

# Overall TEKS Alignment

## Culinary Arts

(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(D) identify and use the appropriate application of moist, dry, and combination cookery methods	(ii) identify the appropriate application of dry cookery methods	Food Production & Presentation Techniques
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(D) identify and use the appropriate application of moist, dry, and combination cookery methods	(iii) identify the appropriate application of combination cookery methods	Food Production & Presentation Techniques
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(D) identify and use the appropriate application of moist, dry, and combination cookery methods	(iv) use the appropriate application of moist cookery methods	Food Production & Presentation Techniques
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(D) identify and use the appropriate application of moist, dry, and combination cookery methods	(v) use the appropriate application of dry cookery methods	Food Production & Presentation Techniques
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(D) identify and use the appropriate application of moist, dry, and combination cookery methods	(vi) use the appropriate application of combination cookery methods	Food Production & Presentation Techniques
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(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	(i) demonstrate the preparation skills of items commonly prepared in food service operations	Meat, Poultry, Seafood: Beef & Pork; Meat Poultry, Seafood: Seafood; Meat Poultry, Seafood: Poultry; Appetizers & Sandwiches, Pasta, Grains & Legumes: Pasta; Pasta, Grains & Legumes: Grains; Pasta, Grains & Legumes: Legumes; Salads & Salad Dressings; Breakfast Foods: Dairy Products; Breakfast Foods: Eggs; Desserts & Baked Goods: Yeast Breads; Desserts & Baked Goods: Cakes, Quick Breads & Cookies; Desserts & Baked Goods: Pastries & Pie; Stocks & Sauces; Soups; Fruits & Vegetables Preparation
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(F) demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts	(i) demonstrate baking techniques	Desserts & Baked Goods: Yeast Breads; Desserts & Baked Goods: Cakes, Quick Breads & Cookies; Desserts & Baked Goods: Pastries & Pie
(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:	(A) explain quality customer service	(i) explain quality customer service	Food Service Operations
(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:	(B) demonstrate types of table setting, dining, and service skills	(i) demonstrate types of table setting	Food Service Operations
(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:	(B) demonstrate types of table setting, dining, and service skills	(ii) demonstrate types of dining	Food Service Operations
(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:	(B) demonstrate types of table setting, dining, and service skills	(iii) demonstrate types of service skills	Food Service Operations

# Overall TEKS Alignment

## Culinary Arts

(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:	(C) differentiate between service styles	(i) differentiate between service styles	Food Service Operations
(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:	(D) compare and contrast the roles of the front of the house and the back of the house in the various food service operations	(i) compare and contrast the roles of the front of the house and the back of the house in the various food service operations	Food Service Operations
(10) The student uses technology and computer applications to manage food service operations. The student is expected to:	(A) use technology tools appropriate for the industry	(i) use technology tools appropriate for the industry	Technology & Restaurants
(10) The student uses technology and computer applications to manage food service operations. The student is expected to:	(B) operate technology applications to perform workplace tasks	(i) operate technology applications to perform workplace tasks	Technology & Restaurants
(10) The student uses technology and computer applications to manage food service operations. The student is expected to:	(C) explain and use point-of-sale systems in various food service operations	(i) explain point-of-sales systems in various food service operations	Technology & Restaurants
(10) The student uses technology and computer applications to manage food service operations. The student is expected to:	(C) explain and use point-of-sale systems in various food service operations	(ii) use point-of-sales systems in various food service operations	Technology & Restaurants
(10) The student uses technology and computer applications to manage food service operations. The student is expected to:	(D) demonstrate knowledge in computer programs used for food management	(i) demonstrate knowledge in computer programs used for food management	Technology & Restaurants
(10) The student uses technology and computer applications to manage food service operations. The student is expected to:	(E) evaluate information sources for culinary arts	(i) evaluate information sources for culinary arts	Technology & Restaurants
(10) The student uses technology and computer applications to manage food service operations. The student is expected to:	(F) interpret data such as spreadsheets, databases, and sales reports	(i) interpret data	Technology & Restaurants
(11) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:	(A) apply team-building skills	(i) apply team-building skills	Careers in the Culinary Industry
(11) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:	(B) apply decision-making and problem-solving skills	(i) apply decision-making skills	Careers in the Culinary Industry
(11) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:	(B) apply decision-making and problem-solving skills	(ii) apply problem solving skills	Careers in the Culinary Industry
(11) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:	(C) determine leadership and teamwork qualities in creating a pleasant working atmosphere	(i) determine leadership qualities in creating a pleasant working atmosphere	Careers in the Culinary Industry

# Overall TEKS Alignment

## Culinary Arts

(11) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:	(C) determine leadership and teamwork qualities in creating a pleasant working atmosphere	(ii) determine teamwork qualities in creating a pleasant working atmosphere	Careers in the Culinary Industry
(11) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:	(D) participate in community leadership and teamwork opportunities to enhance professional skills	(i) participate in community leadership opportunities to enhance professional skills	Careers in the Culinary Industry
(11) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:	(D) participate in community leadership and teamwork opportunities to enhance professional skills	(ii) participate in teamwork opportunities to enhance professional skills	Careers in the Culinary Industry
(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	(i) determine the basics of safety in culinary arts	Safety & Sanitation in Food Service
(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	(i) determine the basics of safety in culinary arts	Safety & Sanitation in Food Service
(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	(i) assess workplace conditions	Safety & Sanitation in Food Service
(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	(ii) identify safety hazards	Safety & Sanitation in Food Service
(12) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(C) determine the basics of sanitation in a professional kitchen	(i) determine the basics of sanitation in a professional kitchen	Safety & Sanitation in Food Service
(12) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(D) determine proper receiving, storage, and distribution techniques	(i) determine proper receiving techniques	Receiving, Storing & Distribution
(12) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(D) determine proper receiving, storage, and distribution techniques	(ii) determine proper storing techniques	Receiving, Storing & Distribution
(12) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(D) determine proper receiving, storage, and distribution techniques	(iii) determine proper distribution techniques	Receiving, Storing & Distribution
(12) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(E) demonstrate proper cleaning of equipment and maintenance in the commercial kitchen	(i) demonstrate proper cleaning of equipment in the commercial kitchen	Safety & Sanitation in Food Service
(12) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(E) demonstrate proper cleaning of equipment and maintenance in the commercial kitchen	(i) demonstrate proper cleaning of equipment in the commercial kitchen	Safety & Sanitation in Food Service
(12) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(E) demonstrate proper cleaning of equipment and maintenance in the commercial kitchen	(ii) demonstrate proper maintenance in the commercial kitchen	Safety & Sanitation in Food Service

# Overall TEKS Alignment

## Culinary Arts

(12) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(E) demonstrate proper cleaning of equipment and maintenance in the commercial kitchen	(ii) demonstrate proper maintenance in the commercial kitchen	Safety & Sanitation in Food Service
(12) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(E) demonstrate proper cleaning of equipment and maintenance in the commercial kitchen	(ii) demonstrate proper maintenance in the commercial kitchen	Safety & Sanitation in Food Service
(12) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(F) assess food hazards and determine ways to prevent food hazards	(i) assess food hazards	Safety & Sanitation in Food Service
(12) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(F) assess food hazards and determine ways to prevent food hazards	(i) assess food hazards	Safety & Sanitation in Food Service
(12) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(F) assess food hazards and determine ways to prevent food hazards	(ii) determine ways to prevent food hazards	Safety & Sanitation in Food Service
(12) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(G) prepare for a state or national food sanitation certification or other appropriate certifications	(i) prepare for a state or national food sanitation certification or other appropriate certifications	Safety & Sanitation in Food Service
(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	(i) understand and comply with laws specific to the food service industry	Safety & Sanitation in Food Service
(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	(ii) understand and comply with regulations specific to the food service industry	Safety & Sanitation in Food Service
(13) The student recognizes and models work ethics and legal responsibilities. The student is expected to:	(B) demonstrate a positive work ethic	(i) demonstrate a positive work ethic	Employability Skills in the Food Service Industry