

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills
Career and Technical Education (CTE)—Hospitality and Tourism

Prepared by the State Board of Education TEKS Review Committees

First Draft, August 2014

These draft proposed revisions reflect the changes to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committees for courses in the **Hospitality and Tourism Career Cluster**. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

MV—multiple viewpoints from within the committee

VA—information added, changed, or deleted to increase vertical alignment

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| §130.224. Restaurant Management <u>Introduction to Culinary Arts</u> (One-Half to One Credit). | | More reflects the entire field of Culinary Arts and not solely restaurant focused. Some TEKS are more appropriate in courses higher in the sequence. Keeping course ½ credit to follow Principles of Hospitality and Tourism. |
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| TEKS with edits | | Committee Comments |
| (a) | General requirements. This course is recommended for students in Grades 9-10-12 . Recommended prerequisite: Principles of Hospitality and Tourism. | Update to be foundations level course. |
| (b) | Introduction. | |
| (1) | <u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u> | |
| (2) | <u>The Hospitality and Tourism Career Cluster focuses on the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services</u> | |
| (3) | <u>This course 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. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. 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.</u> | Updated introduction to describe the updated TEK and expectations of this course. |
| (4) | <u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u> | |
| (5) | <u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u> | |
| (c) | Knowledge and skills. | |
| (1) | <u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u> | <u>New employability section</u> |
| (A) | <u>model effective oral and written communication;</u> | |
| (B) | <u>practice professional grooming and hygiene standards;</u> | |
| (C) | <u>exercise punctuality and time management skills;</u> | |
| (D) | <u>demonstrate self-respect and respect for others;</u> | |
| (E) | <u>demonstrate effective team work and leadership;</u> | |
| (F) | <u>employ initiative, adaptability and problem solving techniques in practical applications.</u> | |

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| (2) | The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant <u>food service</u> industry. The student is expected to: | Update language |
| (A) | <u>organize oral and written information;</u> | |
| (B) | <u>compose a variety of written documents such as agendas, menus, presentations, and advertisements;</u> | unclear |
| (C) | calculate correctly using numerical concepts such as <u>weights, measurements and percentages</u> and estimations in practical situations; | Update student expectations of numerical concepts. |
| (D) | infer <u>identify</u> how scientific principles are used in the restaurant <u>food service</u> industry; and | Update language. |
| (E) | use mathematics and science knowledge and skills to produce quality food products. | |
| (3) | The student uses verbal and nonverbal communication skills to create, express, and interpret information for providing to establish a positive <u>work environment</u> . experience for guests and employees. The student is expected to: | Update language |
| (A) | develop, <u>and</u> deliver, and <u>critique</u> presentations; | Clarify expectations. |
| (B) | analyze <u>identify</u> various marketing strategies <u>used by the food service industry such as traditional and innovative marketing strategies for a restaurant or food venue;</u> | Update language to cover marketing strategies used by industry. |
| (C) | <u>demonstrate proper techniques for answering restaurant phones;</u> | |
| (D) | interpret <u>relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients; and</u> | Update language. |
| (E) | Apply <u>demonstrate active listening skills to obtain and clarify information.</u> | Update language. |
| (4) | The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to: | |
| (A) | <u>generate creative ideas to solve problems by brainstorming possible solutions;</u> | |
| (B) | <u>employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, customers, clients, and employers; and</u> | |
| (C) | <u>use principles of budgeting and forecasting to maximize profit and growth.</u> | Not needed in a foundation level course. |
| (5) | <u>The student uses information technology tools specific to restaurant management to access, manage, integrate, and create</u> -interpret information. The student is expected to: | Update language for foundation level course. |
| (A) | <u>use information technology tools and applications to manage and perform workplace responsibilities;</u> | Update language for foundation level course. |
| (B) | <u>use technology applications to perform workplace tasks;</u> | Not needed in foundation level course |
| (C) | <u>prepare complex multimedia publications;</u> | Not needed in foundation level course. |
| (D) | <u>demonstrate knowledge and use of point-of-sale systems; and</u> | |

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| (E) | <u>evaluate Internet resources for information.</u> | |
| (6) | <u>The student understands roles within teams, work units, departments, organizations, and the larger environment of the restaurant foodservice industry. The student is expected to:</u> | Updated to better reflect industry. |
| (A) | <u>explain the different types and functions of departments kitchen, front-of-the-house and support roles;</u> | Updated to better reflect industry. |
| (B) | <u>investigate quality-control standards and practices;</u> | |
| (C) | <u>differentiate between various styles of restaurant services such as table, buffet, and fast food fast casual and quick service;</u> | Updated to better reflect industry. |
| (D) | <u>illustrate various place settings using proper placement of dining utensils; and</u> | |
| (E) | <u>demonstrate the proper service techniques in food service operations.</u> | |
| (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: | |
| (A) | <u>assess workplace conditions with regard to safety and health;</u> | |
| (B) | <u>analyze potential effects caused by common chemicals and hazardous materials;</u> | |
| (C) | <u>demonstrate first aid and cardiopulmonary resuscitation skills;</u> | |
| (D) | <u>apply safety and sanitation standards common to the workplace;</u> | |
| (E) | <u>research sources of food-borne illness and determine ways to prevent them; and</u> | |
| (F) | <u>determine professional attire and personal hygiene for restaurant employees.</u> | |
| <u>(G)</u> | <u>prepare for a state or national food sanitation certification or other appropriate certifications</u> | Allows students to prepare for industry certifications |
| (8) | The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to: | |
| (A) | <u>apply team-building skills;</u> | |
| (B) | <u>apply decision-making and problem-solving skills;</u> | |
| (C) | <u>determine leadership and teamwork qualities to aid in creating a pleasant working atmosphere; and</u> | |
| (D) | <u>participate in community leadership and teamwork opportunities to enhance professional skills.</u> | |
| (9) | The student knows and understands the importance of professional ethics and legal responsibilities within the restaurant industry. The student is expected to: | |
| (A) | <u>demonstrate ethical reasoning in a variety of workplace situations in order to make decisions;</u> | |
| (B) | <u>interpret and explain written organizational policies and procedures to help employees perform their jobs; and</u> | |

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| (C) | <u>develop guidelines for professional conduct.</u> | |
| (10) | The student demonstrates an understanding that personal success depends on personal effort. The student is expected to: | |
| (A) | <u>demonstrate a proactive understanding of self-responsibility and self-management;</u> | |
| (B) | <u>identify behaviors needed to be employable and maintain employment such as positive work ethics and positive personal qualities;</u> | |
| (C) | analyze the effects of health and wellness on employee performance; <u>Identify evaluate the effects of exercise, and nutritional dietary habits and emotional factors such as stress, fatigue, or anxiety on job performance.</u> | Clarified student expectations. |
| (D) | <u>implement stress-management techniques; and</u> | Not needed. |
| (E) | <u>follow directions and procedures independently.</u> | |
| (11) | The student develops principles in time management, decision making, effective communication, and prioritizing. The student is expected to: | |
| (A) | <u>apply effective practices for managing time and energy;</u> | |
| (B) | <u>analyze various steps in the career decision-making process; and</u> | |
| (C) | <u>discuss the importance of balancing a career, family, and leisure activities.</u> | |
| (12) | The student knows and understands the importance of employability skills. The student is expected to: | |
| (A) | <u>demonstrate skills related to seeking employment in the restaurant foodservice industry;</u> | Updated to better reflect industry. |
| (B) | <u>identify the required training and educational requirements that lead toward an appropriate industry certification career goals;</u> | Updated for foundation level course. Certifications are covered in higher level courses. |
| (C) | <u>select educational and work history highlights to include in a career portfolio;</u> | Not needed. |
| (D) | <u>create and update a personal career portfolio;</u> | Language changed so students begin portfolios in this course. |
| (E) | <u>recognize complete required employment forms and their functions such as I-9, work visa, W-4, and licensures to meet employment requirements;</u> | Update language for foundation level course. |
| (F) | <u>research the local and regional labor workforce market to determine opportunities for advancement;</u> | |
| (G) | <u>investigate professional development training opportunities to keep current on relevant trends and information within the industry; and</u> | |
| (H) | explore <u>recognize entrepreneurship opportunities.</u> | Updated for foundations level course. |
| (12) | <u>The student understands the use of technical knowledge and skills required to pursue careers in the restaurant foodservice industry, including knowledge of design, operation, and maintenance of</u> | Not foundation level course. |

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| | <u>technological systems. The student is expected to:</u> | |
| (A) | <u>define job-specific technical vocabulary;</u> | |
| (B) | <u>analyze customer comments to formulate improvements in services and products and training of staff;</u> | |
| (C) | <u>detail ways to achieve high rates of customer satisfaction;</u> | |
| (D) | <u>use different types of payment options to facilitate customer payments for services; and</u> | |
| (E) | <u>demonstrate technical skills used in producing quality food service.</u> | |
| (12) | <u>The student understands factors that effect the food service industry. The student is expected to:</u> | The TEKS and Expectations provide a bridge between Introduction to Culinary Arts and Foundations of Culinary Arts |
| (A) | <u>outline the history and growth of the food service industry;</u> | |
| (B) | <u>identify an entrepreneur who have made significant contributions to the food service industry;</u> | |
| (C) | <u>explain global cultures and the influence on food.</u> | |
| (13) | <u>The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:</u> | The TEKS and Expectations provide a bridge between Introduction to Culinary Arts and Foundations of Culinary Arts |
| (A) | <u>Identify the role of mise en place;</u> | |
| (B) | <u>Identify and use large and small equipment in the professional food service setting;</u> | |
| (C) | <u>Identify the types of knives and proper usage in a commercial kitchen;</u> | |
| (D) | <u>Demonstrate proper knife safety, handling, cleaning and storage;</u> | |
| (E) | <u>differentiate between different types of produce and identify factors such as grading, purchasing, storage and usage;</u> | |
| (F) | <u>differentiate between dry goods and identify factors such as purchasing and storage;</u> | |
| (G) | <u>differentiate between proteins and identify factors such as types, grades, purchasing, storage;</u> | |
| (H) | <u>describe the methods of cooking including dry heat; moist heat; and combination heat;</u> | |
| (I) | <u>differentiate between common baking methods and identify common ingredients used in baking.</u> | |

§130.226. Culinary Arts (~~One to Two Credits~~).

| TEKS with edits | | Committee Comments |
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| (a) | General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Principles of Hospitality and Tourism, and <u>Introduction to Culinary Arts</u> Restaurant Management, Lifetime Nutrition and Wellness, or | Deleting Lifetime Nutrition and Wellness as prerequisite since the course is not in the Hospitality and Tourism cluster. |
| (b) | Introduction. | |
| (1) | <u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u> | |
| (2) | <u>The Hospitality and Tourism Career Cluster focuses on the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services</u> | |
| (3) | Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification, a Texas culinary specialist certification , or any other appropriate industry certifications. This course may be <u>is</u> offered as a laboratory-based or internship course. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. | Texas Culinary specialist certification isn't needed. |
| (4) | <u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u> | |
| (5) | <u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u> | |
| (c) | Knowledge and skills. | |
| (1) | <u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u> | New employability statement. |
| (A) | <u>model effective oral and written communication;</u> | |
| (B) | <u>practice professional grooming and hygiene standards;</u> | |
| (C) | <u>exercise punctuality and time management skills;</u> | |
| (D) | <u>demonstrate self-respect and respect for others;</u> | |
| (E) | <u>demonstrate effective team work and leadership;</u> | |
| (F) | <u>employ initiative, adaptability and problem solving techniques in practical applications.</u> | |
| (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 <u>such as purchasing specifications and purchase orders;</u> | |

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| (B) | comprehend a variety of texts such as operations and training manuals; | |
| (C) | calculate correctly using numerical concepts such as percentages and estimations in practical situations, including weight and measures; | |
| (D) | understand scientific principles used in culinary arts; | |
| (E) | read and comprehend standardized recipes; | |
| (F) | write and convert standardized recipes; and | |
| (G) | calculate and manage food costs. | |
| (2) (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; | |
| (B) | properly answer business phones; | |
| (C) | write instructions for a specific restaurant or culinary procedure or the use of a piece of equipment; and | |
| (D) | attend and participate in a staff meeting. | Moving to Culinary Arts Lab Course |
| (3) (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; | |
| (B) | explain the characteristics of personal values and principles; | Not Applicable |
| (C) | demonstrate positive attitudes and work habits; | |
| (D) | demonstrate exemplary appearance and personal hygiene; and | |
| (E) | identify and manage evaluate the effects of exercise, and nutritional dietary habits and emotional factors such as stress, fatigue, or anxiety on job performance. | Clarified wording |
| (4) (5) | The student develops principles in time management, decision making, effective communication, and prioritizing. The student is expected to: | |
| (A) | apply effective practices for managing time and energy; | |
| (B) | analyze various steps in the decision-making process; and | |
| (C) | analyze the importance of balancing a career, family, and leisure activities. | Unnecessary |
| (5) (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 all staff and managerial various positions in the | Reflects changes and structure of the |

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| | <u>food service industry</u> to facilitate selection of career choices in culinary arts; | industry |
| (B) | update a personal career portfolio; | |
| (C) | demonstrate proper interview techniques; | |
| (D) | establish personal short-term and long-term goals; and | |
| (E) | examine food service related community service opportunities. | Covered by CTSOs |
| (6) (7) | The student understands <u>factors that effect</u> the history of the food service <u>industry</u> and the use of the professional kitchen . The student is expected to: | Clarified wording. |
| (D) (A) | <u>research</u> analyze how <u>historical and</u> current trends in society affect the food service industry; | |
| (B) | identify global cultures and traditions related to food; | |
| (C) | research famous chefs from history and note their major accomplishments; | |
| (E) (D) | summarize historical entrepreneurs who influenced food service in the United States; | |
| <u>(8)</u> | <u>The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:</u> | Splitting TEKS 6 in order to clarify content. |
| <u>(A)</u> | <u>identify and demonstrate the role of mise en place in the professional foodservice setting;</u> | Addition |
| (E) (B) | <u>identify and utilize</u> use large and small equipment in a commercial kitchen; | Adjusting wording for instruction based learning. |
| (F) (C) | develop <u>and practice</u> food production and presentation techniques; | |
| (G) (D) | <u>identify and utilize the appropriate application of</u> demonstrate moist, and dry <u>and combination</u> cookery methods; | Adjusted wording for instruction based learning. |
| (H) (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; | |
| (F) | demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts; | |
| (J) (G) | demonstrate proper receiving and storage techniques; | |
| (K) (H) | demonstrate proper cleaning of equipment and maintenance of the commercial kitchen; and | |
| <u>(9)</u> | <u>The student understands the various foodservice operations such as quick service, fast casual, causal, fine dining, institutional and beverage service. The student is expected to:</u> | |
| <u>(A)</u> | <u>explain quality customer service;</u> | |
| (L) <u>(B)</u> | <u>demonstrate types of table setting, dining, and service skills.</u> | |
| <u>(C)</u> | <u>differentiate between service styles;</u> | |

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| (D) | <u>compare and contrast the roles of the front of the house and the back of the house in the various foodservice operations.</u> | |
| (7) (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; | |
| (B) | operate technology applications to perform workplace tasks; | |
| (C) | explain <u>and use</u> the use of point-of-sale systems <u>in the various foodservice operations;</u> | Reworded expectation to further knowledge required. |
| (D) | demonstrate knowledge in computer programs used for food production <u>management</u> ; and | |
| (E) | evaluate information sources for culinary arts. | |
| (F) | interpret data such as spreadsheets, databases, and sales reports | |
| (8) (11) | The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to: | |
| (A) | apply team-building skills; | |
| (B) | apply decision-making and problem-solving skills; | |
| (C) | determine leadership and teamwork qualities in creating a pleasant working atmosphere; and | |
| (D) | participate in community leadership and teamwork opportunities to enhance professional skills. | |
| (9) (12) | The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to: | |
| (A) | determine basics of safety in culinary arts; | |
| (B) | assess workplace conditions and identify safety hazards; | |
| (C) | determine the basics of sanitation in a professional kitchen; | |
| (D) | <u>determine proper receiving, storage, and distribution techniques</u> | |
| (E) | <u>explain demonstrate proper cleaning of equipment and maintenance of the commercial kitchen</u> | Moved from 7 |
| (F) | assess food hazards and determine ways to prevent food hazards; and | |
| (G) | prepare for a state or national food sanitation certification or other appropriate certifications. | |
| (10) (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; and | |
| (B) | demonstrate a positive work ethic. | |

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| (11) | The student demonstrates the knowledge and skills required for careers in the restaurant, food, and beverage industry. The student is expected to: | Redundant. Information is already covered. |
| (A) | understand the basics of nutrition; | |
| (B) | analyze the concepts of customer service and determine the critical moments of good service; | |
| (C) | develop a marketing plan; | |
| (D) | identify purchasing specifications and write purchase orders; | |
| (E) | determine proper receiving, storage, and distribution techniques; | |
| (F) | analyze international cuisines; | |
| (G) | detail ways to achieve high rates of customer satisfaction; and | |
| (H) | analyze how guests are affected by employee attitude, appearance, and actions. | |

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| <u>Advanced Culinary Arts (Two Credits)</u> | | Combining the innovative courses Advanced Culinary Arts and Baking and Pastry into a TEK based course. |
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| TEKS with edits | | Committee Comments |
| (a) | <u>General requirements: This course is recommended for students in Grades 10-12. Recommended prerequisite: Culinary Arts</u> | |
| (b) | <u>Introduction:</u> | |
| (1) | <u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u> | |
| (2) | <u>The Hospitality and Tourism Career Cluster focuses on the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services</u> | |
| (3) | <u>Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards in order to prepare students for success in higher education, certifications, and/or immediate employment.</u> | |
| (4) | <u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u> | |
| (5) | <u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u> | |
| (c) | <u>Knowledge and Skills.</u> | |
| (1) | <u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u> | New employability statement. |
| (A) | <u>model effective oral and written communication;</u> | |
| (B) | <u>practice professional grooming and hygiene standards;</u> | |
| (C) | <u>exercise punctuality and time management skills;</u> | |
| (D) | <u>demonstrate self-respect and respect for others;</u> | |
| (E) | <u>demonstrate effective team work and leadership;</u> | |
| (F) | <u>employ initiative, adaptability and problem solving techniques in practical applications.</u> | |
| (2) | <u>The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the foodservice industry and accesses career opportunities. The student is expected to:</u> | |
| (A) | <u>demonstrate major duties and qualifications for all staff and managerial positions to facilitate selection of career choices in the foodservice industry;</u> | |
| (B) | <u>model proper interview techniques;</u> | |

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| (C) | <u>critique personal and short term goals;</u> | |
| (D) | <u>create and update a career portfolio.</u> | |
| (3) | <u>The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:</u> | |
| (A) | <u>determine basics of safety in culinary arts;</u> | |
| (B) | <u>assess workplace conditions and identify safety hazards;</u> | |
| (C) | <u>determine the basics of sanitation in a professional kitchen;</u> | |
| (D) | <u>determine proper receiving, storage, and distribution techniques</u> | |
| (E) | <u>explain demonstrate proper cleaning of equipment and maintenance of the commercial kitchen</u> | |
| (F) | <u>assess food hazards and determine ways to prevent food hazards; and</u> | |
| (G) | <u>prepare for a state or national food sanitation certification or other appropriate certifications.</u> | |
| (4) | <u>The student evaluates global cuisines including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:</u> | |
| (A) | <u>replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern and Asian;</u> | |
| (B) | <u>synthesize indigenous ingredients from global cuisine to create innovative dishes;</u> | |
| (C) | <u>justify the connection of flavor, texture, visual appeal, taste and customer satisfaction on product development.</u> | |
| (5) | <u>The student will distinguish sustainability in the restaurant industry and its local and global effect. The student is expected to:</u> | |
| (A) | <u>evaluate practices for water and energy conservation across the foodservice industry;</u> | |
| (B) | <u>identify waste management options to promote sustainability;</u> | |
| (C) | <u>evaluate current sustainable food practices.</u> | |
| (6) | <u>The student will demonstrate comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and be able to establish quality standards. The student is expected to:</u> | |
| (A) | <u>assess grading and classifications;</u> | |
| (B) | <u>identify primal, sub-primal and retail cuts;</u> | |
| (C) | <u>demonstrate fabrication techniques on proteins;</u> | |
| (D) | <u>evaluate purchasing practices according to various food service operations;</u> | |

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| (E) | <u>_____ model appropriate cooking methods to proteins;</u> | |
| (F) | <u>evaluate appropriate cooking methods in regards to various protein selections.</u> | |
| (7) | <u>The student will demonstrate comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and be able to establish quality standards. The student is expected to:</u> | |
| (A) | <u>categorize classifications of fish and shellfish;</u> | |
| (B) | <u>evaluate factors that influence seafood purchasing such as freshness, flavor, sustainability, and market conditions;</u> | |
| (C) | <u>demonstrate the ability to clean and fabricate round, flat, fin fish and shellfish;</u> | |
| (D) | <u>_____ model appropriate cooking methods to fish and shellfish;</u> | |
| (E) | <u>_____ evaluate the effects of cooking methods on product presentation.</u> | |
| (8) | <u>The student will demonstrate comprehensive knowledge of fruits, vegetables, grains, herbs, spices and other dry goods as it relates to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and be able to quality standards. The student is expected to:</u> | |
| (A) | <u>compare classifications and types of commonly available produce;</u> | |
| (B) | <u>identify factors contributing to cost and quality such as seasonality, market volatility and transportation;</u> | |
| (C) | <u>compare and contrast forms and use of produce such as fresh, frozen, canned, dried, and other classifications.</u> | |
| (D) | <u>_____ model appropriate cooking methods to produce;</u> | |
| (E) | <u>_____ evaluate the effects of cooking methods on product.</u> | |
| (9) | <u>The student understands advanced baking, and pastry principles. The student is expected to:</u> | |
| (A) | <u>utilize professional food preparation equipment such as commercial-grade mixers, food processors and measuring tools;</u> | |
| (B) | <u>apply proper measuring and scaling techniques;</u> | |
| (C) | <u>Compose various plated desserts appropriate for various food service operations;</u> | |
| (10) | <u>Students will demonstrate and practice the basic procedures for the production of yeast and quick bread products. The student is expected to:</u> | |
| (A) | <u>differentiate how various types of bread crusts are created through fermentation, proofing, baking temperatures, and humidity;</u> | |
| (B) | <u>prepare soft, hard, and artisanal breads through proper baking techniques;</u> | |
| (C) | <u>differentiate between quick breads batters such as muffins, scones and biscuits;</u> | |

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| (11) | <u>Students will demonstrate and practice the basic procedures for the production of pastry crust, pastry dough and cookie. The student is expected to:</u> | |
| (A) | <u>compare different types of pastry crusts and usage in pies and tarts;</u> | |
| (B) | <u>prepare pie fillings such as fruit, soft, and custard fillings'</u> | |
| (C) | <u>Prepare different types of pastry dough such as Pate a Choux, Pate Sucee, and laminated dough;</u> | |
| (D) | <u>differentiate between various cookie preparation;</u> | |
| (E) | <u>determine the causes of crispness, moistness, chewiness, and the spread of cookies;</u> | |
| (F) | <u>bake, cook, and store cookies properly;</u> | |
| (12) | <u>Students will demonstrate and practice the basic procedures for the production cakes, frostings, fillings and icings. The student is expected to:</u> | |
| (A) | <u>Differentiate between cake preparation methods;</u> | |
| (B) | <u>Differentiate the functions of icings and determine appropriate application;</u> | |
| (C) | <u>assemble and ice simple layer cakes, sheet cakes, and cupcakes;</u> | |
| (D) | <u>demonstrate the ability to identify criteria for evaluation of cake products;</u> | |
| (E) | <u>prepare various icings, such as fondant, buttercreams, flat, royal, glazes;</u> | |
| (F) | <u>perform basic piping skills with a parchment cone and pastry bag with tips;</u> | |
| (G) | <u>Students will demonstrate and practice the basic procedures for the production of custards, creams, and mousse. The student is expected to:</u> | |
| (H) | <u>Compose ice creams, custards, mousse and other desserts;</u> | |
| (I) | <u>Identify the roles of ice creams, custards, mousse and other desserts.</u> | |
| (13) | <u>Students will demonstrate and practice the basic procedures for the production of chocolate, sugars, confections and sauces. The student is expected to:</u> | |
| (A) | <u>differentiate between the types of advanced confections and components;</u> | |
| (B) | <u>model methods of preparation in each type of confection;</u> | |
| (C) | <u>demonstrate chocolate as a major ingredient in dessert/food production;</u> | |
| (D) | <u>temper chocolate;</u> | |
| (E) | <u>use tempered chocolate in dessert preparation;</u> | |
| (F) | <u>cook sugar syrups to various stages of hardness;</u> | |
| (G) | <u>prepare dessert sauces, such as custard, chocolate, caramel, fruit fillings, coulis;</u> | |

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| (H) | <u>plate and serve attractive presentations of desserts with appropriate sauces and garnishes;</u> | |
| (14) | <u>The student will evaluate nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:</u> | |
| (A) | <u>analyze the role of carbohydrates, vitamins and minerals, proteins, and fats as they relate to food choices;</u> | |
| (B) | <u>research and develop menus for populations with dietary requirements or restrictions;</u> | |
| (15) | <u>The student will analyze the components of cost controls in a foodservice operation and develop a plan to manage cost. The student is expected to:</u> | |
| (A) | <u>differentiate between the major costs in foodservice such as food, beverage, and labor costs;</u> | |
| (B) | <u>validate the effect of controlling costs on the success of a foodservice operation;</u> | |
| (C) | <u>differentiate the concept of fixed costs, variable costs, and controllable costs;</u> | |
| | <u>Identify the relationship between inventory management and cost control in foodservice operations.</u> | |

DRAFT

§130.230. Food ~~Science~~ Chemistry (One Credit).

| TEKS with edits | | Committee Comments |
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| (a) | <p>General requirements. This course is recommended for students in Grades 11-12. Prerequisites: three units of science, <u>including chemistry and biology</u>. Recommended prerequisite: Principles of Hospitality and Tourism. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a Required Secondary Curriculum). This course satisfies the fourth science credit.</p> | |
| (b) | <p>Introduction.</p> | |
| (1) | <p><u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u></p> | |
| (2) | <p><u>The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.</u></p> | |
| (+)(3) | <p>Food Science. In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public.</p> <p>Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.</p> <p>Scientific inquiry. Food scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation are experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked.</p> <p>Science and social ethics. Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).</p> <p>Science, systems, and models. A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.</p> | |

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| (2) (4) | Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. | |
| (3) (5) | <u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u> | |
| (c) | Knowledge and skills. | |
| (1) | <u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u> | |
| (A) | <u>apply interpersonal communication skills in business and industry settings;</u> | |
| (B) | <u>explain and recognize the value of collaboration within the workplace;</u> | |
| (C) | <u>examine the importance of time management to succeed in the workforce;</u> | |
| (D) | <u>identify work ethics/professionalism in a job-setting; and</u> | |
| (E) | <u>develop problem-solving and critical thinking skills.</u> | |
| (2) | The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to: | |
| (A) | demonstrate safe practices during laboratory and field investigations; and | |
| (B) | demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials. | You can not measure understanding. |
| (3) | The student uses scientific methods <u>processes</u> and equipment during laboratory and field investigations. The student is expected to: | |
| (A) | know the definition of <u>define</u> science and understand that <u>recognize</u> it has limitations, as specified in subsection (b)(2 3) of the introduction <u>this section</u> ; | Clarification of student expectation. |
| (B) | know that hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power which have been tested over a wide variety of conditions are incorporated into theories; | Merged into TEK 2B |
| (C) | know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed; | Merged into TEK 2B |
| (D) (B) | distinguish <u>and differentiate</u> between scientific hypotheses and scientific theories; | |
| (E) (C) | plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology; | |
| (F) (D) | collect and organize <u>precise</u> qualitative and quantitative data and make measurements with accuracy | Clarification of intent of student expectation |

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| | and precision using <u>appropriate</u> tools and equipment; | |
| (G) (E) | analyze, evaluate, make inferences, and predict trends from data; and | Redundant verbage |
| (H) (F) | Communicate <u>present</u> valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports. | Increased rigor and clarification of student expectation |
| (4) | The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions. within and outside the classroom. The student is expected to: | Unnecessary verbage |
| (A) | in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student; | Redundant and student expectation is met in multiple other areas |
| (B) (A) | communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials; | Redundant verbage |
| (C) (B) | draw inferences based on data related to promotional materials for products and services; | |
| (D) (C) | evaluate the impact of scientific <u>food science</u> research on society and the environment; <u>and</u> | |
| (E) | evaluate models according to their limitations in representing biological objects or events; and | Not needed |
| (F) (D) | research and describe the history of <u>food</u> science and contributions of <u>food</u> scientists. | Clarification of student expectation and more course specific |
| (5) | The student analyzes the role of acids and bases in the food sciences. The student is expected to: | |
| (A) | identify <u>evaluate physical and chemical</u> the properties of acids and bases; | Increased rigor |
| (B) | describe interpret the pH scale and how it is used; | Merged into 4A |
| (C) | use various indicators to measure the pH of solutions; | Merged into 4A |
| (D) | describe the importance examine the role of pH in digestion and blood; and | Not a part of Food Science, covered in nutrition |
| (E) (B) | discuss ways pH is related to the properties of food, its safety, and its freshness. <u>analyze the relationship of pH to the properties, safety and freshness of food</u> | Increased rigor and clarification of student expectation |
| (6) | The student applies <u>evaluates</u> the principles of <u>microbiology food safety</u> and microbiology <u>food safety practices</u> . The student is expected to: | Increased rigor of knowledge statement |
| (A) | investigate the properties of microorganisms that cause food spoilage; | |
| (B) | explain the difference between <u>compare</u> food intoxication and food infection; | Increase rigor of student expectation |
| (C) | examine <u>methods to destroy or inactive harmful pathogens in foods; the conditions under which the important pathogens are commonly destroyed, inactivated, or rendered harmless in foods;</u> | Clarification of student expectation |

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| (D) | discuss the difference between microorganisms that are helpful and those that are harmful <u>compare beneficial and harmful organisms</u> ; and | Clarification of student expectations |
| (E) | analyze sanitary food-handling practices: <u>and</u> | To keep with layout of course |
| <u>(F)</u> | prepare for a state or national food manager's sanitation certification or alternative credential within the field of food science technology. | Moved from TEK 27 O, a better fit to Knowledge statement 5 |
| (7) | The student studies <u>examines</u> the chemical properties of food. The student is expected to: | Increased Rigor of knowledge statment |
| (A) | discuss <u>describe</u> elements, compounds, mixtures, and formulas <u>related to food science</u> ; | Increased rigor of student expectation |
| (B) | explain the Periodic Table of the Elements ; | Merged with 6A |
| (C) | compare elements and compounds ; | Merged with 6A |
| (D) <u>(B)</u> | describe <u>compare</u> heterogeneous and homogeneous mixtures; | Increased rigor of student expectation |
| (E) | explain the similarities and differences between heterogeneous and homogenous mixtures ; | Merged with 6B |
| (F) | identify chemical examples of pure substances and mixtures ; | Merged with 6B |
| (G) <u>(C)</u> | Identify <u>use</u> chemical symbols, formulas, and equations and explain how they are used in food science; <u>and</u> | Clarification of student expectation |
| (H) | analyze the occurrence of specific chemical reactions ; and | Merged with 6D |
| (I) <u>(D)</u> | analyze chemical and physical changes in food. | |
| (8) | The student analyzes solutions, colloids, solids, gels, foams, and emulsions <u>in food science</u> . The student is expected to: | Better align knowledge statement to course |
| (A) | identify the solvent and solute in a given solution; | |
| (B) | discuss the effect of a solute and its concentration on the boiling and freezing points of a solution ; <u>compare unsaturated, saturated, and supersaturated solutions, including boiling and freezing points</u> ; | Merged with TEK 7D |
| (C) | calculate the concentration of a solution using mass percent; | |
| (D) | compare and contrast unsaturated, saturated, and supersaturated solutions ; | Merged with TEK 7B |
| (E) <u>(D)</u> | describe the properties of colloidal dispersions; | |
| (F) <u>(E)</u> | explain the three parts of an emulsion and their relationship to each other <u>investigate the relationship of the three parts of an emulsion</u> ; and | Increased the rigor of student expectation |
| (G) <u>(F)</u> | identify <u>create</u> various food emulsions and the types of each emulsion . | Increased rigor of student expectation |
| (9) | The student understands <u>analyzes</u> the functions of enzymes <u>in food science</u> . The student is expected to: | Increased rigor and better aligned knowledge statement to course |
| (A) | describe how <u>the role</u> enzymes act as catalysts in chemical reactions <u>of food</u> ; | Clarification of student expectation and |

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| | | better aligned expectation to course |
| (B) | explain the relationship between an enzyme and a substrate; | |
| (C) | discuss <u>analyze</u> the <u>functions of</u> enzymes involved in digestion; <u>and</u> | Increased rigor and clarified student expectation |
| (D) | identify factors that affect enzyme activity; and | Merged with 8E |
| (E) <u>(D)</u> | explain how <u>analyze</u> enzyme reactions are involved in food preparation. | Merged with 8D |
| (10) | The student understands <u>evaluates</u> the role of fermentation in food sciences. The student is expected to: | Increased rigor and better aligned knowledge statement to course |
| (A) | explain anaerobic respiration and how it is involved in metabolism and food science; | Does not fit knowledge statment |
| (B) <u>(A)</u> | list <u>analyze</u> reasons food is fermented; | Increased rigor of student expectation |
| (C) <u>(B)</u> | describe how <u>access the role of</u> bacteria is used to ferment <u>in</u> food <u>fermentation</u> ; and including how <u>lactic acid bacteria creates sauerkraut from cabbage</u> ; | |
| <u>(C)</u> | <u>conduct laboratory experiments with various fermentation processes using the scientific processes; and</u> | Creating a scientific application for the knowledge statement |
| (D) | compare fresh pack pickling and brine pickling; and <u>prepare various fermented food products.</u> | Created an application for the knowledge statement |
| (E) | describe the process of making vinegar. | |
| (11) | The student discusses how leavening agents are used <u>assesses the reaction of leavening agents in baked products</u> <u>baking</u> . The student is expected to: | Increased rigor of knowledge skill |
| (A) | describe the purpose of leavening agents <u>identify various leavening agents and describe their role in baked products</u> <u>goods</u> ; | Merging TEK 10A and 10B |
| (B) | identify and describe major leavening agents; | Merged with TEK 10A |
| (C) <u>(B)</u> | explain why baking soda is used with an <u>analyze the role of acids</u> <u>as leavening agents</u> in baked <u>products</u> <u>goods</u> ; | Increased rigor and clarification of student expectation |
| (D) <u>(C)</u> | describe the types of <u>compare</u> doughs and batters used in <u>baked products</u> making quick breads ; | Increased rigor and better reflects knowledge statement, keeping format of document |
| (E) | analyze the ingredients in baking powder; | Merged with 10A |
| (F) | discuss how air and steam act as leavening agents; and | Merged with 10A |
| (G) | identify the purposes of the ingredients used in making yeast breads. | Previously covered in knowledge statement 9 and 10 |
| <u>(D)</u> | <u>conduct laboratory experiments with various leavening agents using the scientific processes; and</u> | Creating a scientific application for the |

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| | | knowledge statement |
| (E) | <u>create baked products using various leavening agents.</u> | Creating an application for the knowledge statement |
| (12) | The student understands the purposes of additives in <u>explores the roles of</u> food <u>additives</u> . The student is expected to: | Increased rigor of knowledge statement |
| (A) | discuss the use of <u>evaluate the various types of</u> food additives, <u>such as incidental, intentional, natural and , artificial</u> | Increased rigor of student expectation, merged multiple TEKS |
| (B) | describe properties of a desirable food preservative <u>investigate the various roles of food additives, such as food preservation, nutritive value, and, sensory characteristics ;</u> | Increased rigor and merged multiple student expectations |
| (C) | explain why additives used as antioxidants are added to food; | Merged into TEK 11A |
| (D) | explain the difference between natural and artificial additives; | Merged with TEK 11A |
| (E) | identify kinds of sweeteners used in food processing; | Merged with TEK 11A |
| (F) | name nutrients that are used as food additives; | Merged with TEK 11B |
| (G) | discuss the advantages and disadvantages of using food additives; and | Merged with TEK 11B |
| (H)(C) | identify <u>research</u> agencies involved in regulating food additives, <u>and</u> | Increased rigor of student expectation |
| (D) | <u>conduct laboratory experiments using the scientific processes to compare sensory characteristics of additives in food products.</u> | Created a scientific application for knowledge statement |
| (12) | The student understands physiology of digestion. The student is expected to: | Not a part of Food Science, covered in nutrition |
| (A) | define mechanical and chemical digestive processes; | Not a part of Food Science, covered in nutrition |
| (B) | explain the difference between mechanical and chemical digestive processes; and | Not a part of Food Science, covered in nutrition |
| (C) | explain absorption as part of the digestive process. | Not a part of Food Science, covered in nutrition |
| (13) | The student understands metabolism. The student is expected to: | Not a part of Food Science, covered in nutrition |
| (A) | analyze components and byproducts of metabolism; | Not a part of Food Science, covered in nutrition |
| (B) | define anabolism and catabolism; | Not a part of Food Science, covered in nutrition |
| (C) | describe conditions needed for metabolism to occur; | Not a part of Food Science, covered in |

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| | | nutrition |
| (D) | explain the process of osmosis and the role it plays in metabolism; | Not a part of Food Science, covered in nutrition |
| (E) | discuss basal metabolism and the factors that affect it; | Not a part of Food Science, covered in nutrition |
| (F) | identify levels of voluntary activity and how these affect the need for kilocalories; | Not a part of Food Science, covered in nutrition |
| (G) | describe metabolic changes and the effect they have on the body during fasting; and | Not a part of Food Science, covered in nutrition |
| (H) | explain why lactic acid builds up in the muscles during exercise and how this can be prevented or treated. | Not a part of Food Science, covered in nutrition course |
| (14) (13) | The student <u>analyzes the processes of energy production in food.</u> explains how food provides energy. The student is expected to: | Increasing rigor and clarification of knowledge statement. |
| (A) | discuss molecular motion and temperature; | |
| (B) | explain <u>examine</u> heat transfer <u>processes, such as conduction, convection and radiation;</u> | Increased rigor, clarification of student expectation |
| (C) | explain latent heat in <u>investigate</u> phase changes <u>in food production, such as latent heat, crystallization, and, condensation;</u> | Increased rigor |
| (D) | compare various temperatures on <u>analyze</u> rates of reaction <u>using various temperatures;</u> | Clarification of student expectation |
| (E) | <u>conduct laboratory experiments using the scientific processes to compare phase changes in food production; and</u> | Created a scientific application for knowledge statement |
| (F) | <u>conduct laboratory experiments using the scientific processes to compare rates of reaction using various temperatures</u> | Created a scientific application for knowledge statement |
| (E) | analyze how the body uses energy and calories; | Not a part of Food Science, covered in nutrition course |
| (F) | describe the relationship of energy to physical and chemical reactions; | Not a part of Food Science, covered in nutrition course |
| (G) | analyze relationships between food intake and body weight; | Not a part of Food Science, covered in nutrition course |
| (H) | determine energy requirements of individuals using multiple variables such as activity level; | Not a part of Food Science, covered in nutrition course |
| (I) | discuss energy imbalances in relationship to weight related disorders and diseases; and | Not a part of Food Science, covered in nutrition course |
| (J) | explain the transfer of energy through a food chain and its relationship to human nutrition. | Does not fit knowledge statement |

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| (15) | The student describes the basic nutrients and their specific properties as related to food science. The student is expected to: | Redundant, covered in TEKS 13, 14, 15 |
| (A) | identify the recommended daily allowances of the basic nutrients; | |
| (B) | list the five main nutrients and food sources of each; | |
| (C) | explain the use of the five main nutrients in relation to the Food Guide Pyramid and/or the Dietary Guidelines; and | |
| (D) | discuss the importance of fiber in the diet. | |
| (+6)(14) | The student identifies properties of <u>evaluates the properties of</u> carbohydrates and their effects on food production . The student is expected to: | Clarification of knowledge statement and increased rigor |
| (A) | explain the chemical reaction that occurs when plants produce carbohydrates <u>discuss photosynthesis;</u> | Clarification of student expectation |
| (B) | define monosaccharides and disaccharides and name examples of each <u>identify the chemical structures of carbohydrates;</u> | Increased rigor and broadened student expectation |
| (C) | describe the regulation of glucose in the blood and the conditions resulting from low and high glucose levels; | Does not fit knowledge statement |
| (C) | <u>describe the functions of carbohydrates in food production, such as a caramelizing agent, crystallizing agent, and thickening agent;</u> | |
| (D) | explain sugar hydrolysis and list the products of the hydrolysis of sucrose and lactose; | Merged into TEK 13C |
| (E) | discuss the process of caramelization; | Merged into TEK 13C |
| (F)(D) | compare the structures of amylose and amylopectin <u>simple and complex carbohydrates</u> and how these structures affect <u>food production cooking properties</u> ; and | Broadens the student expectation |
| (G)(E) | describe <u>various process, such as gelatinization, paste, retrogradation, and syneresis, in food production;</u> | |
| (F) | <u>conduct laboratory experiments using the scientific processes to explore the functions of carbohydrates in food production: and</u> | Created a scientific application for knowledge statement |
| (G) | <u>create food products using simple and/or complex carbohydrates.</u> | Created a scientific application for knowledge statement |
| (+7)(15) | The student describes <u>evaluates</u> the properties of fats and lipids <u>and their effects on food production</u> . The student is expected to: | Clarification of knowledge statement and increased rigor |
| (A) | <u>identify the chemical structure of saturated and unsaturated fats;</u> | |
| (A)(B) | compare the properties of saturated and unsaturated <u>fats fatty acids;</u> | |
| (B) | identify foods containing triglycerides and identify which foods contain saturated and unsaturated fat; | Covered in TEK14A |

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| (C)(C) | discuss <u>examine</u> the functions of fats in food <u>production preparation</u> ; | Increased rigor and clarified student expectation |
| (D)(D) | describe ways lipid oxidation can be controlled in food <u>explore methods for controlling fat oxidation</u> ; | Clarification of student expectation |
| (E) | describe the functions of fat in the body ; | Not a part of Food Science, covered in nutrition course |
| (F) | explain the role of fat in maintaining optimum health ; | Not a part of Food Science, covered in nutrition course |
| (G) | explain the role of cholesterol in maintaining optimum health ; | Not a part of Food Science, covered in nutrition course |
| (H) | contrast the properties of saturated and unsaturated fats; and | Covered in TEK 14A |
| (H)(E) | describe <u>analyze</u> the effects of temperature on fats in food preparation preparation ; | |
| (F) | <u>conduct laboratory experiments using the scientific processes to explore the functions of fats in food production; and</u> | Created a scientific application for knowledge statement |
| (G) | <u>create food products using saturated and unsaturated fats</u> | Created a scientific application for knowledge statement |
| (18)(16) | The student describes <u>evaluates</u> the properties of proteins and amino acids <u>and their effects on food production</u> . The student is expected to: | Clarification of knowledge statement and increased rigor |
| (A) | name the groups of <u>identify the</u> elements that identify of an amino acid; | Clarification of student expectation |
| (B) | describe the chemical structure of <u>various amino acids</u> protein ; | Clarification of student expectation |
| (C) | Explain <u>the processes of protein denaturation and coagulation</u> what happens during the denaturation of protein and how the process occurs ; | Clarification of student expectation |
| (D) | describe ways in which protein is used in food preparation <u>examine the functions of proteins in food productions, such as emulsifiers, foams and gluten formation</u> ; | Clarification of student expectation |
| (E) | discuss the composition of eggs and their storage requirements ; | Not a part of Food Science, covered in nutrition course |
| (F) | list factors that affect the stability of an egg foam ; | Not a part of Food Science, covered in nutrition course |
| (G) | identify the functions of protein in the body; and | Not a part of Food Science, covered in nutrition course |
| (H) | compare and contrast complete and incomplete proteins. | Not a part of Food Science, covered in nutrition course |
| (E) | <u>analyze the effect of temperature on protein in food production and storage</u> ; | Creating a needed student expectation |
| (F) | <u>explore moist and dry heat methods for preparing protein rich foods</u> ; | Creating a needed student expectation |

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| (G) | <u>conduct laboratory experiments using the scientific processes to explore the functions of protein in food production; and</u> | Created a scientific application for knowledge statement |
| (H) | <u>create food products using protein.</u> | Created a scientific application for knowledge statement |
| (19) | The student understands the coagulation and coalescence processes associated with milk protein and cheese. The student is expected to: | Covered in other knowledge statements |
| (A) | list the components of milk and explain how each component is dispersed in the milk; | Not needed |
| (B) | describe what happens when milk protein is coagulated; | Covered in TEK 15C |
| (C) | discuss the processing of milk and how it is treated when it is pasteurized, homogenized, and fortified; | Merged in TEK 18B |
| (D) | compare and contrast skim milk, low fat milk, whole milk, half and half, and various creams; | Covered by knowledge statement 14 |
| (E) | explain the differences between evaporated milk, condensed milk, and dried milk; | Covered by knowledge statement 14 |
| (F) | identify factors that affect the ability of cream to form a foam; | Covered by knowledge statement 15 |
| (G) | explain the changes that occur when milk is heated; and | Covered by knowledge statement 15 |
| (H) | describe the process of making a fermented or cultured milk product and list examples of these products. | Covered by knowledge statement 9 |
| (20)(17) | The student analyzes <u>evaluates</u> the properties of vitamins and minerals <u>and their effects on food production</u> . The student is expected to: | Clarification of knowledge statement and increased rigor |
| (A) | discuss the functions of vitamins and minerals in <u>food production</u> the body ; | Better reflect the knowledge statement |
| (B) | describe <u>compare the effects of food production on</u> water- and fat-soluble vitamins and list the main vitamins in each category ; | Increased rigor and clarification of knowledge statement |
| (C) | explain why megadoses of fat soluble vitamins can be toxic; | Not a part of Food Science, covered in nutrition course |
| (D) | analyze the food sources for each vitamin and mineral; | Not a part of Food Science, covered in nutrition course |
| (E) | analyze deficiency diseases and explain their causes; | Not a part of Food Science, covered in nutrition course |
| (F) | explain the difference and list examples of major and trace minerals; and | Not a part of Food Science, covered in nutrition course |
| (G)(C) | Explain <u>ssess</u> the interrelationships among nutrients <u>vitamins and minerals in food production; and</u> | Increased rigor and better reflect knowledge statement |
| (D) | <u>conduct laboratory experiments using the scientific processes to explore the effects of food</u> | Created a scientific application for knowledge statement |

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| | <u>production on soluble vitamins and minerals.</u> | |
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| (21) (18) | The student explains <u>evaluates</u> the properties of water <u>and their effects on food production</u> . The student is expected to: | Clarification of knowledge statement and increased rigor |
| (A) | identify the properties of water that make it a polar molecule; | redundant |
| (B) | describe hydrogen bonds and how they differ from covalent bonds; | Covered in TEK 17A |
| (C) (B) | discuss the differences between <u>compare the effects of</u> hard and soft water <u>on food production</u> ; | Clarification of student expectation |
| (D) (C) | compare the heat of fusion and the heat of vaporization <u>analyze the phases of water and their effects on food production</u> ; | Better define the knowledge statement |
| (E) (D) | explain the functions of water in food <u>production, such as a heat medium and a solvent</u> preparation; and | |
| (F) | identify the functions of water in the body. | Not a part of Food Science, covered in nutrition course |
| (E) | <u>conduct laboratory experiments using the scientific processes to explore the functions of water in food productions; and</u> | Created a scientific application for knowledge statement |
| (F) | <u>create food products using water as a heat medium or a solvent.</u> | Created a scientific application for knowledge statement |
| (22) (19) | The student analyzes <u>processes that destroy bacteria during food production.</u> the food irradiation process. The student is expected to: | Broadening the knowledge statement |
| (A) | list the steps in <u>examine</u> the food irradiation process; <u>and</u> | Clarification of student expectation |
| (B) | define the units used to measure the amount of radiation used during the irradiation process; and | Covered in TEK 18A |
| (C) | describe the effects of irradiation on food. | Covered in TEK 18A |
| (B) | <u>investigate the pasteurization process</u> | Merged from a previous TEK |
| (23) (20) | The student discusses United States Department of Agriculture (USDA) <u>examines packaging and labeling</u> guidelines. The student is expected to: | Increased rigor of knowledge statement |
| (A) | research <u>federal</u> food packaging guidelines established by the USDA; | Spell out since removed from knowledge statement |
| (B) | explain the rationale and purposes of those guidelines; | Covered in TEK 19A |
| (C) (B) | describe properties of containers needed for commercial food packaging <u>analyze components of appropriate commercial food containers</u> ; | Clarification of student expectation |
| (D) (C) | identify factors related to the successful use of <u>describe</u> controlled-atmosphere packaging; and | Clarification of student expectation |

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| (E)(D) | describe <u>investigate</u> information required on a food label. | Increased rigor |
| (24)(21) | The student analyzes the food <u>dehydration preservation</u> processes. The student is expected to: | |
| (A) | Describe <u>reasons for food preservation</u> the principles and purposes of dehydration; | Merging of multiple student expectations |
| (B) | describe <u>compare</u> methods of dehydration; and explain their similarities and differences; | Condensing of wording of student expectation |
| (C) | explain why food is pretreated before dehydrating; | Covered in TEK 20A |
| (D) | compare sulfating, sulfuring, and blanching; | Covered in TEK 20B |
| (E) | describe types of blanching that can be used as pretreatment methods; and | Covered in TEK 20B |
| (F) | discuss the role of air temperature and movement in successful dehydration. | Covered in TEK 20B |
| (25) | The student analyzes the food canning process. The student is expected to: | Covered in Knowledge Statement 20 |
| (A)(C) | identify safety practices and equipment used in home and <u>analyze various methods of personal and commercial food</u> canning; | |
| (B) | describe hot pack, cold pack, and pressure canning; | Covered in TEK 20C |
| (C) | identify advantages and disadvantages of each canning method; | Covered in TEK 20C |
| (D) | identify types of food that should be processed by each canning method; and | Covered in TEK 20C |
| (E) | compare heat transfer by conduction and by convection in canning. | Covered in TEK 20C |
| (26) | The student analyzes the food freezing process. The student is expected to: | Covered in Knowledge Statement 20 |
| (A)(D) | list the steps of the <u>examine the various methods of personal and commercial</u> food freezing process; | |
| (B) | identify factors needed for successful freezing of food; and | Covered in TEK 20D |
| (C) | identify advantages and disadvantages of freezing food. | Covered in TEK 20D |
| (E) | <u>investigate safe practices for personal and commercial food preservation</u> | Covered in TEK 20D |
| (F) | <u>conduct laboratory experiments using the scientific processes to demonstrate food preservation processes; and</u> | Created a scientific application for knowledge statement |
| (G) | <u>create food products using food preservation processes.</u> | Created a scientific application for knowledge statement |
| (27) | The student understands the importance of developing lifelong skills. The student is expected to: | Merged into required employability skills knowledge statement |
| (A) | demonstrate the use of oral and written communication skills such as writing technical reports, letters, and memos; communicating technical information to a nontechnical audience; and making formal and informal presentations; | Merged into required employability skills knowledge statement |

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| (B) | define a problem, identify potential causes and possible solutions, and make thoughtful recommendations; | Merged into required employability skills knowledge statement |
| (C) | apply critical thinking skills to new situations; | Merged into required employability skills knowledge statement |
| (D) | demonstrate the highest standards of professional integrity and ethical values; | Merged into required employability skills knowledge statement |
| (E) | work and interact with individuals from diverse cultures; | Merged into required employability skills knowledge statement |
| (F) | explain the skills necessary for lifelong learning; | Merged into required employability skills knowledge statement |
| (G) | work effectively with others; | Merged into required employability skills knowledge statement |
| (H) | provide leadership in a variety of situations; | Merged into required employability skills knowledge statement |
| (I) | deal with individual or group conflicts; | Merged into required employability skills knowledge statement |
| (J) | research scientific and nonscientific information; | Merged into required employability skills knowledge statement |
| (K) | competently use library resources; | Merged into required employability skills knowledge statement |
| (L) | manage time effectively; | Merged into required employability skills knowledge statement |
| (M) | facilitate group projects; | Merged into required employability skills knowledge statement |
| (N) | handle multiple tasks and pressures; and | Merged into required employability skills knowledge statement |
| (O) | prepare for a state or national food manager's sanitation certification or alternative credential within the field of food science technology. | Moved to 5F, better fit to Knowledge Statement |

| §130.227. Practicum in Culinary Arts (Two to Three Credits). | | Course should be three credits to reflect the rigor of the work-based learning or laboratory training. Course refines students' employability skills and technical skills through industry standard training. TEKS promote higher level cognitive learning. |
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| TEKS with edits | | Committee Comments |
| (a) | General Requirements. This course is recommended for students in Grades 11-12. Prerequisite: Culinary Arts or Hotel Management. | Adjusted wording to reflect changes in other courses. |
| (b) | Introduction | |
| (1) | <u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u> | |
| (2) | <u>The Hospitality and Tourism Career Cluster focuses on the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services</u> | |
| (3) | <p>(+) This course 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.</p> <p>(-) Students are taught employability skills <u>to prepare for college and career success</u>, which include job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Culinary Arts is relevant and rigorous, supports student application of academic standards, and effectively prepares students for college and career success.</p> <p>(-) Instructions may be delivered through school-based laboratory training or through work-based delivery arrangement such as cooperative education, mentoring, and job shadowing.</p> | Clarified wording. |
| (4) | Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. | |
| (5) | <u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u> | |
| (c) | Knowledge and skills. | |

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| (1) | <u>The student demonstrates professional standards/employability skills as required by business and industry.</u> <u>The student is expected to:</u> | <u>New employability statement.</u> |
| (A) | <u>model effective oral and written communication;</u> | |
| (B) | <u>practice professional grooming and hygiene standards;</u> | |
| (C) | <u>exercise punctuality and time management skills;</u> | |
| (D) | <u>demonstrate self-respect and respect for others;</u> | |
| (E) | <u>demonstrate effective team work and leadership;</u> | |
| (F) | <u>employ initiative, adaptability and problem solving techniques in practical applications.</u> | |
| (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, W-4, forms and <u>job descriptions</u> ; and | |
| (D) | demonstrate proper interview techniques in various situations. | |
| (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; | |
| (I) | evaluate the relationship of good physical and mental health to job success and personal achievement; | |
| (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 | |

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| | communication skills in the workplace. The student is expected to: | |
| (A) | illustrate <u>relate</u> how personal integrity affects human relations on the job; | Clarified wording. |
| (B) | demonstrate characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism; | |
| (C) | analyze <u>implement</u> employer expectations; | Clarified wording. |
| (D) | demonstrate respect for the rights of others; | |
| (E) | demonstrate ethical standards; and | |
| (F) | comply with organizational policies. | |
| (5) | The student applies academics with 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) | research and compare published workplace policies <u>reflecting various business establishments</u> ; | Clarified wording. |
| (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 <u>and model</u> laws related to culinary arts professions. | Update student expectations. |
| (7) | The student applies the use of self-development techniques and interpersonal skills to accomplish objectives. The student is expected to: | Clarify wording. |
| (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. | |
| (8) | The student uses concepts and skills related to safety in the workplace. The student is expected: | |
| (A) | identify and apply safe working practices; | |

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| (B) | solve problems related to unsafe work practices and attitudes; | |
| (C) | explain Occupational Safety and Health Administration regulations in the workplace; and | |
| (D) | analyze health and wellness practices that influence job performance; | |
| <u>(E)</u> | <u>prepare for a state or national food sanitation certification or other appropriate certification.</u> | Added to better prepare students for industry 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) | <u>evaluate nontraditional foodservice careers such as food photographer, food stylist, corporate research and development chef, food writer, and independent consultant;</u> | Adding to broaden career research to include increased popularity in nontraditional food related careers. |
| (D) | <u>identify salary, skills level, and advancement opportunities of specific careers;</u> | |
| (E) | compare rewards and demands for various levels of employment in the area of culinary arts; | Deleted for clarifying- covered by another TEK. |
| (F) (F) | evaluate strategies for career retention and advancement in response to the changing <u>hospitality industry global workplace;</u> | Clarified wording |
| (G) (G) | summarize the rights and responsibilities of employers and employees; and | |
| (H) (H) | determine effective money management and financial planning techniques. | |
| (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. | |
| (11) | The student understands the history of food service and the use- <u>demonstrates proper culinary techniques and knowledge</u> of the professional kitchen. The student is expected to: | |
| (A) | research famous chefs in history and note their major accomplishments; | Not needed |
| (B) | identify global cultures and traditions related to food; | Not needed |

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| (C) | summarize historical entrepreneurs who influenced food service in the United States; | Not needed |
| (D) | analyze how current trends in society affect the food service industry; | Not needed |
| (E) | use large and small equipment in a commercial kitchen; | |
| (F) | develop food production and presentation techniques; | |
| (G) | demonstrate moist and dry cookery methods; | |
| (H) | 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; | |
| (I) | demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts; | |
| (J) | demonstrate proper receiving and storage techniques; | |
| (K) | demonstrate proper cleaning of equipment and maintenance of the commercial kitchen; and | |
| (L) | demonstrate types of table setting, dining, and service skills. <u>evaluate the relationship between cuisine and service styles in foodservice operations.</u> | Rewording to better represent the industry. |
| (12) | <u>The student will determine how successful marketing impacts a foodservice operation. The student is expected to:</u> | Adding to show the impact market plays in a foodservice operation. |
| (A) | <u>explain marketing, product, service, presentation, and communication mixes;</u> | |
| (B) | <u>generate a marketing plan for multiple foodservice operations;</u> | |
| (C) | <u>evaluate the marketing plans based on various demographics;</u> | |
| (D) | <u>conduct market analysis and predict impact in current economy;</u> | |
| (E) | <u>identity marketing communication formats across multiple platforms;</u> | |
| (F) | <u>design the menu as a marketing tool.</u> | |
| (13) | The student documents technical knowledge and skills. The student is expected to: | |
| (A) | complete a professional career portfolio to include: | |
| (i) | an updated resumé; | |
| (ii) | official documentation of attainment of technical skill competencies; | Clarify language |
| (iii) | licensure or certifications; | |
| (iv) | recognitions, awards, and scholarships; | |
| (v) | community service hours; | |
| (vi) | participation in student and professional organizations; | |

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| (vii) | abstract of key points of the practicum; and | |
| (viii) | practicum supervisor evaluations; and | |
| (B) | present the professional career portfolio to interested stakeholders. | |

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§130.222. Principles of Hospitality and Tourism (One-Half ~~to One~~ Credit).

| TEKS with edits | | Committee Comments |
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| (a) | General requirements. This course is recommended for students in Grades 9-11. | <u>Grades 8 -12</u> |
| (b) | Introduction. | |
| (1) | <u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u> | |
| (2) | <u>The Hospitality and Tourism Career Cluster focuses on the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.</u> | |
| (3) | The hospitality and tourism industry encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. | |
| (4) | <u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u> | |
| (5) | <u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u> | |
| (c) | Knowledge and skills. | |
| (1) | The student applies academic skills for the hospitality and tourism industry. The student is expected to <u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u> | |
| (A) | write effectively using standard English and correct grammar; | |
| (B) | comprehend a variety of texts; <u>utilize a variety of credible resources;</u> | |
| (C) | create and proofread <u>recognize</u> appropriate professional documents <u>utilized in the Hospitality & Tourism industry;</u> | |
| (D) | calculate correctly using numerical concepts such as percentages and reasonable estimations; <u>and</u> | |
| (E) | infer <u>understand</u> how scientific principles are used in the hospitality and tourism industry. | |
| (2) | The student uses verbal and nonverbal communication to provide a positive experience for guests | |

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| | and employees. The student is expected to: | |
| (A) | develop and analyze <u>execute</u> formal and informal presentations; and | |
| (B) | practice customer service skills. | |
| (3) | The student <u>understands</u> 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; | |
| (B) | explain the characteristics of personal values, <u>ethics</u> and <u>fundamental</u> principles; | |
| (C) | display positive attitudes and good work habits; and | |
| (D) | develop strategies for achieving accuracy; and and organizational skills. | <u>Add E</u> <u>develop organizational skills.</u> |
| (4) | The student develops <u>an understanding of</u> principles in time management, decision making, and prioritizing. The student is expected to: | |
| (A) | <u>identify and</u> apply effective practices for managing time; and energy; | |
| (B) | <u>understand</u> analyze the importance of balancing a career, <u>and</u> family; and leisure activities; | |
| (C) | <u>learn and apply</u> analyze the various steps in the decision-making process; and | |
| (D) | work independently. | |
| (5) | The student researches, analyzes, and explores lifestyle and career goals. The student is expected to: | |
| (A) | prioritize career goals and ways to achieve those goals in the hospitality and tourism industry; | |
| (B) | compare and contrast education or training <u>and certifications</u> needed for careers in the hospitality and tourism industry; | |
| (C) | examine related community service opportunities; and | |
| (D) | <u>understand the use of a</u> create a career portfolio. | |
| (6) | The student uses technology to gather information. The student is expected to: | |
| (A) | <u>understand the need for</u> demonstrate and operate computer applications to perform workplace tasks; | |
| (B) | examine <u>recognize that</u> types of computerized systems <u>are</u> used to manage operations and guest services in the hospitality and tourism industry; and | |
| (C) | <u>discuss why computerized systems are used in operations and guest services in the hospitality and tourism industry.</u> evaluate information sources for the hospitality and tourism industry. | |

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| (7) | The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to: | |
| (A) | develop team-building skills; | |
| (B) | develop decision-making and problem-solving skills; | |
| (C) | conduct and participate in <u>effective</u> meetings to accomplish tasks; | |
| (D) | determine <u>identify</u> leadership and teamwork qualities <u>that create</u> in-creating a pleasant working atmosphere; and | |
| (E) | participate <u>identify</u> in community service activities <u>related to the hospitality & tourism industry.</u> | |
| (8) | The student explains how <u>resources</u> (employees, guests, and property) are protected <u>managed</u> to minimize losses or liabilities in the hospitality and tourism industry. The student is expected to: | |
| (A) | <u>identify and explain</u> determine job safety and security <u>practices;</u> | |
| (B) | <u>recognize and</u> implement the basics of sanitation; | |
| (C) | understand and demonstrate procedures for cleaning, sanitizing, and storing equipment and tools; and | |
| (D) | determine how environmental issues <u>and trends</u> such as recycling and saving energy affect the hospitality and tourism industry. | |
| (9) | The student explores and explains the roles within each department <u>history</u> of the hospitality and tourism industry. The student is expected to: | |
| (A) | examine the duties and responsibilities <u>varied operations</u> required within operational departments; and <u>the hospitality & tourism industry; and</u> | |
| (B) | research <u>understand</u> the job qualifications for various <u>careers in the hospitality & tourism industry.</u> positions to facilitate selection of career choices. | <u>C. Differentiate amongst lodging; travel & tourism; recreation amusements, attractions & resorts; & food and beverage service</u> |
| (10) | The student demonstrates research skills applicable to the hospitality and tourism industry. The student is expected to: | |
| (A) | develop technical vocabulary to enhance customer service; <u>of the hospitality & tourism industry;</u> | |
| (B) | use travel information to design a customized product for travelers; <u>the hospitality & tourism industry;and</u> | |
| (C) | examine elements of a dining experience expected to satisfy guests at varied facilities such as | |

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| | a boardwalk vendor, cruise ship, chain restaurant, and five-star dining facility; and | |
| (D) | identify local and regional <u>trends & issues in the hospitality & tourism industry.</u> | |
| (11) | The student understands the importance of customer service. The student is expected to: | |
| (A) | determine ways to provide quality customer service; | |
| (B) | analyze how guests are affected by employee attitude, appearance, and actions; <u>and</u> | |
| (C) | plan a cost-effective trip or itinerary to meet customer needs; and | |
| (D) | examine different types of food service. | |

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§130.223. Hotel Management ~~(One Half to One Credit)~~ (One Half Credit)

| TEKS with edits | | Committee Comments |
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| (a) | General requirements. This course is recommended for students in Grades 10-12. Recommended Required prerequisite: Principles of Hospitality and Tourism. | |
| (b) | <u>Introduction.</u> | |
| (1) | <u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u> | |
| (2) | <u>The Hospitality and Tourism Career Cluster focuses on the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services. see additional document</u> | |
| (3) | This course focuses on the knowledge and skills needed to pursue staff and management positions available in the hotel industry. This in-depth study of the lodging industry includes departments within a hotel such as front desk, food and beverage, housekeeping, maintenance, human resources, and accounting. This course will focus on, but not be limited to, professional communication, leadership, management, human resources, technology, and accounting. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. | |
| (4) | <u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u> | |
| (5) | <u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u> | |
| (c) | Knowledge and skills. | |
| (1) | <u>The student demonstrates professional standards /employability skills as required by business and industry. The student is expected to:</u> | |
| (A) | organize oral and written information; | |
| (B) | compose <u>and present individually and in teams</u> a variety of written documents such as agendas, thank you letters, presentations, and advertisements; | |
| (C) | calculate correctly using numerical concepts such as percentage and reasonable estimation in practical situations; and | |
| (D) | infer <u>examine and apply</u> how scientific principles are used in the hotel industry. | |
| (2) | The student uses verbal and nonverbal communication skills to create, express, and interpret information for providing a positive experience for guests and employees. The student is expected to: | |
| (A) | develop, deliver, and critique presentations; | |
| (B) | analyze various marketing strategies for a hotel <u>lodging property or an</u> and available service <u>services</u> ; | |

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| (C) | demonstrate proper techniques for using telecommunications equipment; | |
| (D) | interpret verbal and nonverbal cues to enhance communication with individuals such as coworkers, customers <u>guests</u> , and clients; | |
| (E) | locate written information used to communicate with individuals such as coworkers and customers <u>guests</u> ; | |
| (F) | apply <u>and model</u> active listening skills to obtain and clarify information; and | |
| (G) | follow directions and procedures independently <u>and in teams</u> . | |
| (3) | The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to: | |
| (A) | generate creative ideas to solve problems by brainstorming possible solutions; | |
| (B) | employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, employers, customers <u>guests</u> , and clients; and | |
| (C) | use <u>interpret and utilize industry standards for</u> principles of budgeting and forecasting to maximize profit and growth. | |
| (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; | |
| (B) | identify and demonstrate <u>both</u> positive <u>and negative</u> work behaviors and personal qualities for employability; and | |
| (C) | analyze <u>evaluate</u> the effects of health and wellness on employee performance. | |
| (5) | The student develops principles in time management, decision making, effective communication, and prioritizing. The student is expected to: | |
| (A) | apply effective practices for managing time and energy; | |
| (B) | <u>develop and</u> implement stress-management techniques; | |
| (C) | <u>Assemble and</u> analyze the various steps in the decision-making process; and | |
| (D) | Analyze <u>evaluate</u> the importance of balancing a career, family, and leisure activities <u>and develop various techniques to reduce conflict</u> . | |
| (6) | The student understands the importance of employability skills. The student is expected to: | |
| (A) | Identify <u>assemble</u> the required training or education requirements that lead to an appropriate industry certification; | |
| (B) | comprehend and model skills related to seeking employment; | |

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| (C) | <u>assemble and/or update</u> a <u>an electronic</u> personal career portfolio; | <u>Insert D: complete a job application in written and electronic format</u> |
| (D) (E) | Demonstrate <u>examine and model</u> proper interview techniques in applying for employment; | |
| (E) (F) | complete required employment forms such as I-9, work visa, W-4, and licensures to meet employment requirements; | |
| (F) (G) | research the local and regional labor workforce market to determine opportunities for advancement <u>lodging employment</u> ; | |
| (G) (H) | investigate <u>lodging</u> professional organizations and development training opportunities to keep current on relevant trends and information within the <u>lodging</u> industry; and | |
| (H) (I) | explore <u>create, design and present lodging</u> entrepreneurship opportunities. | <u>Move to 7 (G)</u> (I) <u>comprehend and model professional attire</u> |
| (7) | The student understands roles within teams, work units, departments, organizations, and the larger environment of the hotel <u>lodging</u> industry. The student is expected to: | |
| (B) | <u>identify lodging departments and</u> distinguish among the duties and responsibilities within each department; | <u>(C) Compare and contract duties and responsibilities from each department to the larger lodging environment to include food and beverage services</u> |
| (B) (F) | implement quality-control standards and practices; | |
| (C) (A) | <u>identify, compare and contrast all types of lodging properties</u> full-service hotels and limited-service properties ; and | |
| (D) (D) | compare and contrast chain and franchise hotels lodging properties, including revenue and support centers. | <u>(E) Compare and contract lodging revenue and support centers</u> <u>(G) create, design and present lodging entrepreneurship opportunities</u> |
| (8) | The student uses information technology tools specific to hotel <u>lodging</u> management to access, manage, integrate, and create information. The student is expected to: | |
| (A) | use information technology tools to evaluate manage and perform <u>lodging</u> work responsibilities; | |
| (B) | use <u>evaluate</u> technology tools to perform workplace tasks; | |
| (D) | prepare <u>and present</u> complex multimedia publications; | |
| (E) | demonstrate knowledge and use of point-of-sale systems; and | <u>(C) understand and evaluate the hotel/guest cycle with applicable technology</u> |
| (F) | evaluate Internet resources for industry information. | <u>(G) evaluate current and emerging</u> |

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| | | technologies to improve guest services; |
| (9) | The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to: | |
| (B) | apply team-building skills; | (A) Differentiate types of effective leadership and management styles and select which management style is effective for the lodging industry |
| (C) | apply decision-making and problem-solving skills; | |
| (D) | apply leadership and teamwork qualities in creating a pleasant working atmosphere; and | |
| (E) | participate in community leadership and teamwork opportunities to enhance professional skills. | |
| (10) | 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: | |
| (A) | assess workplace conditions with regard to safety and health; | |
| (B) | apply safety and sanitation standards common to the workplace; | |
| (C) | analyze potential effects caused by common chemical and hazardous materials; | |
| (D) | demonstrate first aid and cardiopulmonary resuscitation skills; | |
| (E) | research sources of food-borne illness and determine ways to prevent them; and | |
| (F) | comprehend and model professional attire and evaluate need for personal hygiene and correlate to importance of health, safety and environmental management systems in the organization. | Move to 6 (I) |
| (11) | The student knows and understands the importance of professional ethics and legal responsibilities within the hotel lodging industry. The student is expected to: | |
| (A) | demonstrate professional ethical standards; and | |
| (C) | interpret and explain written organizational policies and procedures to help employees perform their jobs. | (B) Compare and contrast the rights of the innkeeper and the rights of the guest |
| (12) | The student understands the knowledge and skills required for careers in the hotel-management lodging industry. The student is expected to: | |
| (A) | develop job-specific technical vocabulary; | |
| (B) | explain procedures to meet guest needs, including guest registration, rate assignment, room | |

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| | assignment, and determination of payment methods; | |
| (C) | determine <u>differentiate</u> the functions of meeting and event planning <u>as it correlates to the individual lodging property;</u> | |
| (D) | evaluate current and emerging technologies to improve guest services; and | <u>Move to 8 (G)</u> |
| <u>(D)</u> | understand the importance of check-out procedures to ensure guest satisfaction and verify settlement of account. | |

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§130.225. Travel and Tourism Management (~~One-Half to One Credit~~ One Half Credit).

TEKS with edits

Committee Comments

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| (a) | General requirements. This course is recommended for students in Grades 10-12. Recommended <u>Required</u> prerequisite: Principles of Hospitality and Tourism. | |
| (b) | <u>Introduction.</u> | |
| (1) | <u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u> | |
| (2) | <u>The Hospitality and Tourism Career Cluster focuses on the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.</u> | |
| (3) | This course incorporates management principles and procedures of the travel and tourism industry as well as destination geography, airlines, international travel, cruising, travel by rail, lodging, recreation, amusements, attractions, and resorts. Employment qualifications and opportunities are also included in this course. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. | |
| (4) | <u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u> | |
| (5) | <u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u> | |
| (c) | Knowledge and skills. | |
| (1) | The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the travel and tourism industry. The student is expected to- <u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u> | |
| (A) | <u>formulate and</u> organize oral and written information; | |
| (B) | compose a variety of written documents <u>used in travel and tourism</u> such as itineraries, thank you letters, presentations, and advertisements; | |
| (C) | <u>Differentiate and</u> deliver different types of presentations such as informative, instructional, persuasive, and decision-making; | |
| (D) | calculate correctly using <u>basic math and percentages</u> numerical concepts such as percentages and estimations in practical situations; | |

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| (E) | investigate the elements of geography <u>and factors</u> that affect <u>the</u> travel and tourism customer service <u>industry</u> ; and | |
| (F) | summarize how to use the state of the economy to plan products and services. | |
| (2) | The student uses oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to: | |
| (A) | <u>select and</u> employ verbal skills when obtaining and conveying information; | |
| (B) | use verbal and nonverbal communication skills effectively with <u>diverse constituents</u> ; individuals such as customers, coworkers, and employers to foster positive relationships ; and | |
| (C) | develop and deliver presentations using appropriate technology to engage, and inform <u>and persuade</u> audiences. | |
| (3) | The student solves problems using critical-thinking skills independently and in teams. The student is expected to: | |
| (A) | generate creative ideas by brainstorming possible solutions; | |
| (B) | guide individuals through the process of making informed travel decisions; | |
| (C) | use principles of budgeting and forecasting to maximize profit and growth for travel and tourism establishments; and <u>interpret and utilize industry standards for principles of budgeting and forecasting to maximize profit and growth.</u> | |
| (D) | analyze customer comments to formulate improvements in services and products and training of the staff. | |
| (4) | The student uses information technology tools specific to the travel and tourism industry to access, manage, integrate, and create information. The student is expected to: | |
| (A) | operate <u>and use</u> electronic <u>and technological</u> mail -applications to communicate within a workplace <u>and perform task</u> ; | |
| (B) | distinguish among the different modes of travel such as airline, cruise line, <u>road travel</u> and rail; | |
| (C) | differentiate among recreation, amusement, attractions, and resort venues; | |
| (D) | use technology applications to perform workplace tasks; | |
| (E) | <u>research and</u> understand the travel arrangements system used for booking reservations; | |
| (F) | employ computer operations applications to manage work tasks; and | |
| (G) | create <u>basic</u> complex multimedia publications. | |
| (5) | The student understands roles within teams, work units, departments, organizations, inter-organization systems, and the larger environment of the travel and tourism industry. The student is | |

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| | expected to: | |
| (A) | explain the functions and interactions of <u>various</u> departments within a travel and tourism business; | |
| (B) | explain the functions and interactions of various travel and tourism businesses; | |
| (C) | <u>research</u> implement quality-control systems and practices; | |
| (D) | develop and manage plans to accomplish organizational goals; and | |
| (E) | formulate collaboration <u>collaborative plans</u> with other <u>related</u> industries <u>such as lodging, food and beverage service and transportation agencies</u> to provide an all-inclusive product for the customer. | |
| (6) | The student understands the importance of health, safety, and environmental systems in the travel and tourism industry and their importance to organizational performance and regulatory compliance. The student is expected to: | |
| (A) | identify hazards common to workplaces such as safety, health, and environmental hazards; | |
| (B) | use industry standards to implement safety precautions to maintain a safe worksite; | |
| (C) | <u>research and relate</u> demonstrate first aid and cardiopulmonary resuscitation; | |
| (D) | describe environmental procedures that ensure a facility is in compliance with health codes; | |
| (E) | describe how to respond <u>and how to train others to</u> to emergency situations; | |
| (F) | analyze potential effects caused by common chemicals and hazardous materials; and | |
| (G) | <u>analyze compare and contrast</u> security measures to protect the guests, customers, and staff <u>and property and to limit liability</u> . | |
| (7) | 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) | apply teamwork and leadership qualities in creating a pleasant work environment; | |
| (D) | determine the impact of cultural diversity on teamwork; and | |
| (E) | participate in community service opportunities to enhance professional skills. | |
| (8) | The student knows and understands the importance of professional ethics and legal responsibilities. The student is expected to: | |
| (A) | <u>discuss and</u> apply ethical reasoning to a variety of workplace situations in order to make | |

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| | decisions; | |
| (B) | <u>research and</u> examine information on organizational policies in handbooks and manuals; and | |
| (C) | develop guidelines for professional conduct. | |
| (9) | The student knows and understands the importance of employability skills and is able to explore and effectively plan for managing travel and tourism careers. The student is expected to: | |
| (A) | identify <u>and demonstrate</u> behaviors <u>and skills</u> necessary to be employable and maintain employment such as positive work ethics and positive personal qualities; | |
| (B) | identify the training and education requirements that lead toward an appropriate certification for employment; | |
| (C) | demonstrate skills related to seeking employment in the travel and tourism industry; | |
| (D) | demonstrate proper interview techniques; | |
| (E) | update a career portfolio <u>in either written or electronic format;</u> | |
| (F) | identify and exhibit traits for retaining employment; | |
| (G) | investigate professional development training opportunities <u>continuing education opportunities</u> to keep current within the industry; | |
| (H) | examine appropriate credentialing requirements to maintain compliance with industry requirements; | |
| (I) | interpret <u>differentiate</u> the effect of stress, fatigue, and anxiety on job performance; | |
| (J) | complete required employment forms such as I-9, work visa, W-4, and licensures to meet employment requirements; | |
| (K) | research the local and regional labor workforce market to determine opportunities for advancement; and | |
| (L) | explore entrepreneurship opportunities <u>within the travel and tourism industry</u> | |
| (10) | The student develops principles in time management, decision making, effective communication, and prioritizing. The student is expected to: | |
| (A) | apply effective practices for <u>time management</u> managing time and energy; | |
| (B) | analyze various steps in the decision-making process <u>for prioritizing effectively;</u> and | |
| (C) | discuss the importance of balancing a career, family, and leisure activities. | |
| (11) | The student uses technical knowledge and skills required to pursue careers in the travel and tourism industry. The student is expected to: | |

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| (A) | develop job-specific technical vocabulary; | |
| (B) | use marketing techniques to sell products and services; | |
| (C) | evaluate current and emerging technologies to improve guest services; | |
| (D) | <u>explain</u> use different types of payment options; | |
| (E) | analyze <u>and evaluate</u> customer service concepts <u>and scenarios</u> ; | |
| (F) | evaluate customer service scenarios ; | |
| (G) | describe how customer service affects a company's bottom line; | |
| (H) | develop an awareness of cultural diversity to enhance travel planning by exploring differences in social etiquette, dress, and behaviors of different countries ; | |
| (I) | demonstrate an understanding of tourism sales and <u>the impact on</u> distribution systems; and | |
| (J) | demonstrate knowledge of destination and attraction planning and development, including the use of organizations such as convention and visitor's bureaus and state tourist boards. | |

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§130.228. Hospitality Services (~~One to Two Credits~~), Two Credits

| TEKS with edits | | Committee Comments |
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| (a) | General requirements. This course is recommended for students in Grades 11-12. Recommended <u>Required</u> prerequisite: <u>Principles</u> , Hotel Management, <u>and</u> Travel and Tourism Management., or Restaurant Management. | |
| (b) | Introduction. | |
| (1) | <u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u> | |
| (2) | <u>The Hospitality and Tourism Career Cluster focuses on the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.</u> | |
| (3) | Hospitality Services provides students with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. The knowledge and skills are acquired within a sequential, standards-based program that integrates hands-on and project-based instruction. Standards included in the Hospitality Services course are designed to prepare students for nationally recognized industry certifications, postsecondary education, and entry-level careers. In addition, Hospitality Services is designed so that performance standards meet employer expectations, enhancing the employability of students. Instruction may be delivered through laboratory training or through internships, mentoring, or job shadowing. Students are strongly urged to pursue acquisition of a second language. | |
| (4) | <u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u> | |
| (5) | <u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u> | |
| (c) | Knowledge and skills. | |
| (1) | The student gains additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the hospitality services industry. <u>The student demonstrates professional standards/employability skills as required by business and industry.</u> The student is expected to: | |
| (A) | apply advanced reading, writing, and mathematical skills necessary to perform job tasks in the hospitality industry; | |
| (B) | explain the effects that supply and demand have on the hospitality industry; | <u>Move to tourism (12)</u> |
| (C)(B) | <u>Understand and</u> develop marketing techniques; | |
| (D) | apply multiple time zones, climate, and seasons to create travel products; | <u>Move to Travel & Tourism (12)</u> |
| (E) | gather information from domestic and international sources using tools such as the Internet and maps to plan travel to other countries; and | <u>Move to Travel & Tourism (12)</u> |
| (F) | examine cultural differences of other areas, regions, and countries. | <u>Move to Travel & Tourism (12)</u> |

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| (2) | The student uses listening, oral, written, and media communication skills in creating , <u>to create</u> , expressing, and interpreting information and ideas, including technical terminology and information . The student is expected to: | |
| (A) | interpret verbal and nonverbal communication; | |
| (B) | recognize and respond to guest needs; | |
| (C) | outline procedures for <u>develop listening skills to accurately</u> processing messages <u>for guests</u> ; | |
| (D) | exhibit public relations skills; | |
| (E) | apply <u>recognize</u> alternate communication services to assist customers with specialized needs; and | |
| (F) | design and present a marketing tool to promote a hospitality product that may contribute to the local economy. | <u>Move to Travel & Tourism (12)</u> |
| (3) | The student researches career opportunities and qualifications to broaden awareness of careers available in the hospitality industry. The student is expected to: | |
| (A) | outline a plan for an effective job search <u>to include developing a resume</u> ; | |
| (B) | demonstrate flexibility to learn new knowledge and skills; | |
| (C) | <u>understand how to</u> manage work responsibilities and life responsibilities; | |
| (D) | <u>develop an electronic</u> update a personal career portfolio; | |
| (E) | evaluate personal skills <u>strengths and weaknesses</u> that may determine individual potential for growth within the hospitality industry; | |
| (F) | explain what is needed to achieve job advancement; | |
| (G) | understand the role of professional organizations or industry associations; | |
| (H) | Examine <u>research</u> the procedures in maintaining <u>for</u> licensure, certification, or credentials for a chosen occupation; | |
| (I) | describe the types of facility ownership and determine the advantages and disadvantages for each; | <u>Move to tourism (12)</u> |
| (J) (I) | analyze future employment outlooks; | |
| (K) (J) | demonstrate appropriate business and personal etiquette; | |
| (L) (K) | develop <u>a</u> written organizational policies <u>policy</u> to ensure successful hospitality operations, guest satisfaction, and employee success; | |
| (M) | use organizational charts to analyze workplace operations and reporting structures; | <u>Move to tourism (12)</u> |
| (N) (L) | research the major duties and qualifications for hospitality managerial positions; and | |
| (O) | review the functions, skills, and tasks of essential departments within a hospitality operation. | <u>Move with organizational chart to tourism (12)</u> |

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| (4) | The student examines and reviews ethical and legal responsibilities related to guests, employees, and conduct within the establishment to maintain high industry standards. The student is expected to: | |
| (A) | formulate improvements for customer service from guest comments; | Marketing or Customer Service (1) |
| (B) -(A) | examine laws regarding hiring, harassment, and safety issues; | |
| (C) -(B) | determine - understand legal responsibilities and employer policies; and | |
| (D) -(C) | analyze discuss ethical considerations - dilemmas | |
| (5) | The student uses information technology tools specific to hospitality service careers to access, manage, integrate, and create information. The student is expected to: | |
| (A) | examine types of technology used to manage hospitality service operations; | |
| (B) | research website information on hospitality service operations; and | |
| (C) | evaluate current and emerging technologies provided by the hospitality industry to improve guest service. | |
| (6) | The student applies leadership, critical thinking and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to: | |
| (A) | understand and model qualities that contribute to in employee retention by creating a pleasant working atmosphere for staff members; | |
| (B) | formulate staff training plans to create an effective working team; and | |
| (C) | evaluate methods of apply conflict-management skills to facilitate appropriate solutions; | Add a D resolve unexpected situations in customer service; Add E Understand diverse employee cultures and customs; and Add F Value cultural diversity of guests. |
| (7) | The student applies marketing strategies solves problems using critical thinking skills independently and in teams. The student is expected to: | |
| (A) | manage profitability by implementing effective selects and assembles effective marketing strategies; | |
| (B) | develop promotional packages; | |
| (C) | devise strategies for maximizing profit customer satisfaction; | |
| (D) | resolve unexpected situations; and | Moved to 6 |
| (E) | create a business plan to examine employment opportunities in entrepreneurship. | |

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| (8) | The student reviews the importance of health, safety, and environmental management systems in organizations and their importance to organization performance and regulatory compliance. The student is expected to: | |
| (A) | determine local safety and sanitation requirements; | |
| (B) | determine interpret solutions to emergency situations; | Move to (8f) |
| (C) | explain how key control procedures protect guests and minimize risks; | Put in hotel (11) |
| (D) | explain how cash control procedures are used to protect funds; | Put in hotel (11) |
| (E) | explain how guests and property are protected to minimize losses or liabilities; | |
| (F) | outline safety and security issues and analyze solutions for individuals and/or groups in multiple environments to minimize risks; | |
| (G) | recognize potential, real, and perceived natural, social, or terrorism emergency situations in order to respond appropriately; | |
| (H) | examine equipment safety issues. Evaluate , functionality, and durability, repair and maintenance and durability; to protect guests and minimize replacement costs; | |
| (I) | evaluate methods for equipment maintenance and repair to minimize down time; | Moved to (8h) |
| (J) | determine most appropriate sources of assistance to use in varied emergency situations, including self, coworkers, customers, and guests, FEMA, first responders etc. ; and | |
| (K) | examine safety and security information relevant to the venue. | In (8J) |
| (9) | The student understands roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. The student is expected to: | |
| (A) | implement a set of operating procedures that results in profitable operations to comply with company requirements; | |
| (B) | evaluate prepared foods for quality and presentation to set quality standards in accordance with company standards; | Move to food service (10) |
| (C) | practice basic nutrition skills by planning, preparing, and presenting quality foods; | Move to food service (10) |
| (D) | evaluate types of kitchen equipment to match equipment with correct cooking methodology; | Move to food service (10) |
| (E) | create a detailed customer service plan/process to provide use detailed processes to provide maximum customer service in accordance with company policy; | |
| (F) | summarize the importance of housekeeping standards to assure guest satisfaction; | Move to food service (10) |
| (G) | prepare a staffing guide to schedule various staff positions to assure guest satisfaction; | |
| (H) | evaluate inventory management systems used in the hospitality industry to result in profitable operations; investigate how operations manage inventories to maintain adequate quantities of recycled and non- | |

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| | recycled items; | |
| (H) | explain how a status report is used to ensure housekeeping standards; | Move to foodservice 10 |
| (J) | outline the factors to consider when determining the size of an inventory purchase to maintain desired quantities based on varying occupancy levels; | Covered in H |
| (K) | describe current industry feasible collaborations and trends that with other industries to provide more an inclusive products and services to the customers; | |
| (L) | compare venues and the unique organizational structures of the lodging industry, the food and beverage industry, the travel industry and the recreation industry; various operating units; | |
| (M) | use guidelines for access control to determine guest and group admission procedures; | Move to tourism |
| (N) | apply traffic control procedures to facilitate movement of people and vehicles; | Move to tourism |
| (O) | evaluate maintenance issues to determine if special training of personnel is required; and | Move to hotels 11 |
| (P) | research ideas needed to develop programs and products unique to each venue. | Move to marketing |
| (10) | The student uses technological knowledge and skills required in to pursue careers in food service. The student is expected to: | |
| (A) | use technology to develop a set of operating procedures to comply with company requirements; | Repeat from 9 A |
| (B) | analyze prepared foods for quality and presentation according to company standards; and | Repeated from 9 A |
| (C) | provide customer service by following appropriate industry standards. | Repeated from 9 A |
| (11) | The student uses technological knowledge and skills required to pursue careers in hotel services. The student is expected to: | |
| (A) | describe the necessary information collected during the registration process to correctly register guests; | |
| (B) | explain how room rates are established with arriving guests to assign the appropriate rate; | |
| (C) | explain how availability, room status, and other standard operating guidelines are used to assign rooms to arriving guests; | |
| (D) | explain how methods of payment are established with arriving guests to clarify payment procedures; | |
| (E) | explain how a hotel's computer system is used to create guest accounts; | |
| (F) | summarize correct check-out procedures to prevent oversights or errors; and | |
| (G) | examine the account settlement procedures on different types of payment. | |
| (12) | The student uses technological knowledge and skills required to pursue careers in travel and tourism. The student is expected to: | |
| (A) | develop technical vocabulary to enhance customer service for lodging, food service, recreation and travel; | |

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| (B) | compare and contrast diverse transportation <u>options</u> and lodging options to increase customer choices; | |
| (C) | examine elements of a dining experience expected to satisfy guests at varied facilities such as a boardwalk vendor, cruise ship, chain restaurant, and a five-star dining facility; | |
| (D) | integrate various and diverse elements of the travel and tourism industry to create a personalized travel experience for a customer; and | |
| (E) | evaluate and compare services and products from related industries. | |

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| §130.229. Practicum in Hospitality Services (Two to Three Credits).(Three credits) | | |
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| TEKS with edits | | Committee Comments |
| (a) | General requirements. This course is recommended for students in Grades 11-12. Recommended <u>(Required)</u> prerequisite: Hospitality Services. | |
| (b) | Introduction. | |
| (1) | <u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u> | |
| (2) | <u>The Hospitality and Tourism Career Cluster focuses on the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.</u> | |
| (3) | A unique practicum experience provides opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Hospitality Services 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. (2) Students are taught employability skills, including job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Hospitality Services is relevant and rigorous, supports student attainment of academic and technical standards, and effectively prepares students for college and career success. | |
| (4) | <u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u> | |
| (5) | <u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u> | |
| (c) | Knowledge and skills. | |
| (1) | The student uses employability skills to gain an entry-level job in a high-skill, high wage, or high-demand field. <u>The student demonstrates professional standards/employability skills as required by business and industry.</u> The student is expected to: | <u>Make 3)</u> |
| (A) | identify <u>research and produce a variety of relevant</u> employment opportunities; | |
| (B) | demonstrate <u>differentiate</u> the application of essential workplace skills in the career acquisition process; | |
| (C) | <u>practice and</u> complete employment-related documents such as job applications (<u>written and electronic formats</u>) and I-9 and W-4 forms; | |
| (D) | demonstrate <u>model</u> proper interview techniques in various situations; | |

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| (E) | demonstrate <u>formulate</u> verbal, nonverbal, <u>and</u> written, and electronic communication skills; and | <u>(F) Develop and properly utilize appropriate electronic communication tools</u> |
| <u>(F)</u> | <u>develop and properly utilize appropriate electronic communication tools</u> | |
| (F) <u>(G)</u> | apply <u>display</u> effective listening skills used in the workplace. | |
| (2) | The student develops skills for success in the workplace. The student is expected to: | |
| (A) | comprehend <u>formulate</u> and model appropriate grooming and appearance for the workplace; | |
| (B) | demonstrate <u>model</u> dependability, punctuality, and initiative; | |
| (C) | develop <u>display</u> positive interpersonal skills, including respect for diversity; | <u>(D) Differentiate types of diversity from both the employer and customer perspective</u> |
| <u>(D)</u> | <u>differentiate types of diversity from both the employer and customer perspective</u> | |
| (D) | demonstrate <u>exhibit</u> appropriate business and personal etiquette in the workplace; | |
| (E) | exhibit productive work habits, ethical practices, and a positive attitude; | |
| (F) | demonstrate <u>integrate</u> knowledge of personal and occupational safety practices in the workplace; | |
| (G) | demonstrate the ability to work <u>collaborate</u> with the other employees to support the organization and complete assigned tasks <u>as a team</u> ; | |
| (H) | prioritize <u>organize</u> work to fulfill responsibilities and meet deadlines; and | |
| (I) | evaluate <u>design</u> the relationship of good physical and mental health <u>strategies for</u> to job success, <u>and</u> personal achievement <u>and work life balance</u> . | |
| (3) | The student applies <u>evaluates the importance of</u> work ethics, employer expectations, interaction with diverse populations, and communication skills in the workplace. The student is expected to: | |
| (A) | illustrate <u>defend</u> how personal integrity affects human relations on the job; | |
| (B) | demonstrate <u>study and develop</u> characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism; | |
| (C) | analyze <u>and defend</u> employer expectations; | |
| (D) | demonstrate respect for the rights of others; | |
| (E) | <u>evaluate hospitality code of ethics and</u> demonstrate ethical standards; and | |
| (F) | comply <u>support with</u> organizational policies and procedures. | |
| (4) | The student applies academics with career readiness skills. The student is expected to: | |
| (A) | apply mathematical skills to business transactions; | |

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| (B) | develop a personal budget based on career choice; | Move to 12 |
| (C) | interpret data from documents such as tables, charts, and graphs to estimate and find solutions to problems; and | |
| (D) | organize and compose workplace business documents. | |
| (5) | The student applies ethical behavior standards, safety and legal responsibilities within the workplace. The student is expected to: | |
| (A) | research and compare published workplace policies; | |
| (B) | apply responsible and ethical behavior; | |
| (C) | summarize evaluate provisions of the Fair Labor Standards Act state and federal labor laws ; | |
| (D) | define and evaluate the employer's and employees fiduciary responsibilities to customers including describe the consequences of breach of confidentiality, safety and privacy , ; and | |
| (E) | research laws related to different hospitality services professions. | |
| (6) | The student applies models strategies and technique to develop the use of self-development techniques and interpersonal skills to accomplish objectives. The student is expected to: | |
| (A) | identify and practice effective interpersonal and team-building skills involving situations with diverse individuals coworkers, managers, and customers ; and | |
| (B) | apply model leadership and career development skills through participation in activities such as career and technical student organizations. | |
| (7) | The student applies concepts and skills related to safety in the workplace. The student is expected to: | Addressed in section 5 |
| (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 | |
| (D) | analyze health and wellness practices that influence job performance. | |
| (8) | The student evaluates personal attitudes and work habits that support career retention and opportunities and career paths in the industry . The student is expected to: | |
| (A) | analyze the future employment outlook in the occupational area areas ; | |
| (B) | describe develop an entrepreneurial opportunities opportunity in the hospitality services area; | Move to 8F |
| (C) | compare and contrast rewards salaries, industry demands and demands challenges for various levels of employment jobs in the area of hospitality services; | |
| (D) | evaluate strategies for career retention and advancement in response to the changing global | |

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| | workplace <u>and future trends utilizing governmental and other resources;</u> | |
| (E) | summarize the rights and responsibilities of employers and employees; and | <u>Addressed in 5</u> |
| (F) | determine effective money management and financial planning techniques. | <u>Move to 12</u> |
| (9) | The student identifies skills and attributes necessary for professional advancement. The student is expected to: | |
| (A) | Evaluate employment options, including salaries and benefits | <u>Move to 12</u> |
| (B) | determine factors that affect career choices such as personal interests, abilities, priorities, and family responsibilities; | <u>Addressed in 2I</u> |
| (C) (A) | determine <u>evaluate</u> continuing education opportunities that enhance career advancement and promote lifelong learning; and | |
| (D) | demonstrate <u>formulate</u> effective methods- <u>strategies</u> to secure, maintain, and terminate employment. | |
| (10) | The student understands roles within teams, work units, departments, organizations, and the larger environment of the hospitality services industry. The student is expected to: | <u>Move to 1)</u> |
| (A) | explain the different types and functions of <u>all</u> departments, <u>such as food & beverage to understand their impact on customer service;</u> | |
| (B) | perform <u>illustrate proficiency with</u> duties in each of the departments of a hotel or tourism venue; | |
| (C) | compare and contrast full service hotels and limited service <u>lodging</u> properties; | |
| (D) | analyze the differences between chain and franchise hotels- <u>lodging operations;</u> and | |
| (E) | explore the job duties in travel and tourism, recreation, and amusement and attraction venues. | |
| (11) | The student understands the knowledge and skills required for careers in the hotel <u>lodging management</u> industry. The student is expected to: | <u>Move to 2)</u> |
| (A) | develop <u>examine, understand and articulate</u> job-specific technical vocabulary; | |
| (B) | explain technical procedures needed to meet guest needs such as registration, rate assignment, room assignment, and determination of payment methods; | <u>Move to 1C</u> |
| (C) | apply the fundamentals of <u>research and create a meeting/event company; planning meetings and events;</u> | <u>Move to F)</u> |
| (D) | evaluate current and emerging technologies to improve guest services; and | |
| (E) | determine the correct procedures for <u>the traditional hotel guest cycle</u> check-out, bill payment, and settlement of accounts to ensure guest satisfaction. | |
| (12) | The student documents <u>in manual and electronic format, acquired</u> technical knowledge and skills <u>from coherent plan of study.</u> The student is expected to: | |

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| (A) | complete <u>produce</u> a professional portfolio to include: | |
| (i) | an updated resumé; | |
| (ii) | official documentation of attainment of technical skill competencies, licenses, or certifications; | |
| (iii) | recognitions, awards, and scholarships; | |
| (iv) | community service hours <u>activities</u> ; | |
| (v) | student organization participation; and | |
| (vi) | practicum supervisor evaluations; and | <u>Add vii letters of recommendation</u> <u>Add viii cover letters</u> <u>Add ix documentation of preparation for state or national industry certification such as food sanitation certification</u> <u>Add x any other supporting documents</u> |
| (B) | present <u>for review</u> the professional career portfolio to interested stakeholders. | |
| (C) | <u>evaluate employment options, including salaries and benefits</u> | |
| | <u>determine effective money management and financial planning techniques to include:</u> | |
| (i) | <u>Insurance and benefits</u> | |
| (ii) | <u>Taxes</u> | |
| (iii) | <u>Retirement</u> | |
| (iv) | <u>Relocation costs</u> | |
| (v) | <u>Budgeting</u> | |
| (vi) | <u>Housing Costs</u> | |
| (vii) | <u>Transportation Costs</u> | |
| (D) | <u>develop a personal budget based on career choice based on effective money management and financial planning techniques:</u> | |