

# Course Outline

Hospitality, Tourism and Recreation

REVISED: August/2017

**Job Title:**

Food Service Manager

**Career Pathway:**

Food Service and Hospitality

**Industry Sector:**

Hospitality, Tourism and Recreation

**O\*NET-SOC CODE:**

35-2012.00

**CBEDS Title:**

Food and Beverage Production and Preparation

**CBEDS No.:**

4421

**77-15-90**

## Culinary Arts: ServSafe® Management

**Credits:** 0

**Hours:** 20

**Course Description:**

This competency-based course provides students with project-based learning experiences in restaurant food management. Technical instruction includes an orientation and general workplace safety policies and procedures. Emphasis is placed on the following ServSafe® Management topics: providing safe food; the microworld; contamination and food allergens; the safe food handler; the flow of food: introduction; the flow of food: purchasing, receiving and storage; the flow of food: preparation; the flow of food: service; food safety management systems; sanitary facilities and equipment; cleaning and sanitizing; integrated pest management; food safety regulations and standards; and employee food safety training. The competencies in this course outline are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**Prerequisites:**

Enrollment requires successful completion of another course from the Culinary Arts sequence. Prior to class, participants must purchase and read ServSafe® textbook.

**NOTE:** For Perkins purposes this course has been designated as a **capstone** course.

This course cannot be repeated once a student receives a Certificate of Completion.



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

*The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.*

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

pp. 7-16

*Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.*

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

**COURSE OUTLINE COMPONENTS**

**Location**

**INSTRUCTIONAL STRATEGIES**

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*Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.*

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

**UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT**

Cover

*The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.*

pp. 7-16

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

**EVALUATION PROCEDURES**

pp. 18-19

*The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.*

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

**REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT**

Cover

*After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.*

## ***ACKNOWLEDGMENTS***

Thanks to MARJORIE SCHEINDER and ALEJANDRA SALCEDO for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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**CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**  
***Hospitality, Tourism, and Recreation Industry Sector***  
***Knowledge and Performance Anchor Standards***

**1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Hospitality, Tourism, and Recreation academic alignment matrix for identification of standards.

**2.0 Communications**

Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

**3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

**4.0 Technology**

Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment.

**5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.

**6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment.

**7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Hospitality, Tourism, and Recreation sector workplace environment and community settings.

**8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

**9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

**10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks.

**11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Hospitality, Tourism, and Recreation anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

## ***Hospitality, Tourism, and Recreation Pathway Standards***

### **B. Food Service and Hospitality Pathway**

The Food Service and Hospitality pathway focuses on the key aspects of the industry. Students pursuing this career pathway have in-depth, hands-on experiences that emphasize industry awareness; sanitation and safe food handling; food and beverage production; nutrition; food service management; and customer service.

Sample occupations associated with this pathway:

- ◆ Food Expeditor
- ◆ Restaurant Manager
- ◆ Banquet and Catering Director
- ◆ Research Chef
- ◆ Executive Chef

- B1.0 Demonstrate an understanding of major aspects of the food service and hospitality industry and the role of the industry in local, state, national, and global economies.
- B2.0 Demonstrate the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments.
- B3.0 Interpret the basic principles of sanitation and safe food handling.
- B4.0 Analyze the basics of food service and hospitality management.
- B5.0 Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies.
- B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.
- B7.0 Illustrate and apply the basics of baking, pastry, and dessert preparation and safety and sanitation in professional and institutional kitchens.
- B8.0 Apply the knowledge and skills essential for effective customer service.
- B9.0 Apply the basic procedures and skills needed for food and beverage service.
- B10.0 Demonstrate and apply basic nutritional concepts in meal planning and food preparation.
- B11.0 Demonstrate an understanding of the basic processes of costing and cost analysis in food and beverage production and service.
- B12.0 Describe the fundamentals of successful sales and marketing methods.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Culinary Arts: ServSafe® Management Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION AND SAFETY</p> <p>Understand, apply, and evaluate the principles and procedures needed to insure food safety.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> <li>1. Describe the scope and purpose of the course.</li> <li>2. Describe the overall course content as a part of the Linked Learning Initiative.</li> <li>3. Identify classroom policies and procedures.</li> <li>4. Describe classroom and workplace first aid and emergency procedures according to American Red Cross (ARC) standards.</li> <li>5. List the different occupations in the Hospitality, Tourism, and Recreation Industry Sector which have an impact on the role of the culinary arts.</li> <li>6. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations in the culinary arts.</li> <li>7. Discuss and evaluate the impact of Environmental Protection Agency (EPA) legislation on the Hospitality, Tourism, and Recreation Industry Sector practices.</li> <li>8. Discuss and demonstrate the use of the Material Safety Data Sheet (MSDS) as it applies to culinary arts.</li> <li>9. Explain the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing the culinary arts.</li> <li>10. Explain how each of the following insures a safe workplace:               <ol style="list-style-type: none"> <li>a. employees' rights as they apply to job safety</li> <li>b. employers' obligations as they apply to safety</li> <li>c. safety laws applying to tools and equipment</li> </ol> </li> <li>11. Pass the safety test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 5, 7</p> <p><b>CTE Anchor:</b> Communications: 2.5 Career Planning and Management: 3.4 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.1, 6.7 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B2.1, B2.2, B2.3, B2.4, B3.3, B3.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. PROVIDING SAFE FOOD</p> <p>Understand, apply, and evaluate the safe and sanitary use of commercial kitchen equipment and utensils.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. foodborne illness</li> <li>b. hazardous food</li> <li>c. high-risk population</li> </ol> </li> <li>2. Identify and discuss the following:               <ol style="list-style-type: none"> <li>a. characteristics of potentially hazardous food</li> <li>b. dangers associated with high-risk populations</li> <li>c. examples of common foodborne illnesses</li> <li>d. analytic evidence to determine the presence of foodborne illness outbreaks</li> <li>e. preventive measures</li> <li>f. appropriate training tools for teaching food safety</li> </ol> </li> <li>3. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. identifying potentially hazardous food</li> <li>b. identifying common foodborne illnesses</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 2, 5, 7</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B2.1, B2.2, B2.3, B2.4, B3.3, B3.4</p>
<p>C. THE MICROWORLD</p> <p>Understand, apply, and evaluate the principles and procedures used to prevent the growth of foodborne pathogens.</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. microorganisms</li> <li>b. pathogens</li> <li>c. viruses</li> <li>d. bacteria</li> <li>e. parasites</li> <li>f. fungi</li> <li>g. biological toxins</li> <li>h. intoxication</li> <li>i. infection</li> </ol> </li> <li>2. Differentiate between foodborne intoxication, infections, and toxin mediated infections.</li> <li>3. Identify and discuss the following:               <ol style="list-style-type: none"> <li>a. factors that affect the growth of foodborne pathogens (FAT TOM)</li> <li>b. major foodborne illnesses and their symptoms</li> <li>c. characteristics of major foodborne pathogens including:                   <ol style="list-style-type: none"> <li>i. sources</li> <li>ii. food involved in outbreaks</li> <li>iii. methods of prevention</li> </ol> </li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 2, 5, 7</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hour)		Demonstration and Application: 11.1
<p>D. CONTAMINATION AND FOOD ALLERGENS</p> <p>Understand, apply, and evaluate the principles and procedures used to prevent contamination and food allergens.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> <li>1. Define the following: <ol style="list-style-type: none"> <li>a. contamination</li> <li>b. contaminants</li> <li>c. food allergens</li> <li>d. food sensitivity</li> <li>e. allergic reaction</li> </ol> </li> <li>2. Identify and discuss the following: <ol style="list-style-type: none"> <li>a. biological, chemical, and physical contaminants</li> <li>b. methods to prevent biological, chemical, and physical contamination</li> <li>c. common foods that cause allergic reactions</li> <li>d. impact of food sensitivity on employee selection</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 2, 5, 7</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B3.3, B3.4</p>
<p>E. THE SAFE FOOD HANDLER</p> <p>Understand, apply, and evaluate the principles and procedures used to ensure safe food handling.</p>	<ol style="list-style-type: none"> <li>1. Identify and discuss the following: <ol style="list-style-type: none"> <li>a. criteria for excluding or restricting employees from working within establishments that serve high-risk populations</li> <li>b. illnesses that are required to be reported to the health agency</li> <li>c. policies that should be implemented at the establishment regarding eating, drinking, and smoking while working with food</li> <li>d. personal behaviors that promote safe food handling</li> <li>e. requirements for employee work attire</li> <li>f. jewelry that poses a hazard to food safety</li> <li>g. hand maintenance requirements</li> <li>h. regulatory exceptions for allowing bare-hand contact with ready-to-eat and cooked food</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 2, 5, 7</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2 Responsibility and Flexibility: 7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	2. Demonstrate the following: <ol style="list-style-type: none"> <li>a. proper hand washing procedures</li> <li>b. proper procedures when using gloves</li> <li>c. proper procedure for covering cuts, wounds, and sores</li> </ol>	Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B2.1, B3.4
F. THE FLOW OF FOOD: AN INTRODUCTION  Understand, apply, and evaluate the principles and procedures used to prevent food-borne illnesses.	1. Define the following: <ol style="list-style-type: none"> <li>a. flow of food:               <ol style="list-style-type: none"> <li>i. purchasing</li> <li>ii. receiving</li> <li>iii. storage</li> <li>iv. preparation</li> <li>v. service</li> </ol> </li> <li>b. cross-contamination</li> <li>c. time-temperature abuse</li> </ol> 2. Identify and describe the following: <ol style="list-style-type: none"> <li>a. procedures for preventing cross-contamination</li> <li>b. procedures for preventing time-temperature abuse</li> <li>c. different types and uses of temperature-measuring devices</li> <li>d. procedures for monitoring time and temperature of food</li> </ol> 3. Describe and demonstrate the following: <ol style="list-style-type: none"> <li>a. calibration and maintenance of the different types of temperature-measuring devices</li> <li>b. accurate measurement of the temperature of food at each point in the flow of food</li> </ol>	<b>Career Ready Practice:</b> 2, 5, 7  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B3.3, B5.3, B6.1
G. THE FLOW OF FOOD: PURCHASING, RECEIVING, AND STORAGE  Understand, apply, and evaluate the principles and procedures used in purchasing, receiving, and storing food safely.	1. Define the following: <ol style="list-style-type: none"> <li>a. approved food source</li> <li>b. accept criteria</li> <li>c. reject criteria</li> <li>d. First in, First out (FIFO) principle</li> </ol> 2. Identify and discuss the following: <ol style="list-style-type: none"> <li>a. a list of approved food sources</li> <li>b. accept and reject criteria for:               <ol style="list-style-type: none"> <li>i. meat and poultry</li> <li>ii. seafood</li> <li>iii. milk and dairy products</li> </ol> </li> </ol>	<b>Career Ready Practice:</b> 2, 5, 7, 8  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hour)	<ul style="list-style-type: none"> <li>iv. eggs</li> <li>v. fruit and vegetables</li> <li>vi. canned foods and other dry food</li> </ul> <p>3. Demonstrate the following:</p> <ul style="list-style-type: none"> <li>a. identifying temperature requirements for refrigerated and dry storage areas</li> <li>b. identifying proper storage containers for refrigerated, frozen, and dry food</li> <li>c. proper labeling and date-marking refrigerated, frozen, and dry food prior to storage</li> <li>d. applying FIFO practices as they relate to refrigerated, frozen, and dry storage areas</li> <li>e. proper storage of refrigerated, frozen, dry, and canned foods</li> <li>f. proper storage of raw food to prevent cross-contamination</li> </ul>	<p>Health and Safety: 6.2</p> <p>Responsibility and Flexibility: 7.2</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B5.3</p>
<p>H. THE FLOW OF FOOD: PREPARATION</p> <p>Understand, apply, and evaluate the principles and procedures used to prepare food safely.</p> <p>(1 hour)</p>	<ul style="list-style-type: none"> <li>1. Define thawing.</li> <li>2. Identify, discuss, and chart the following: <ul style="list-style-type: none"> <li>a. time and temperature requirements of thawing frozen foods</li> <li>b. time and temperature requirements for cooking potentially hazardous foods</li> <li>c. time and temperature requirements for microwave cooking of potentially hazardous food</li> <li>d. time and temperature requirements for cooling cooked food</li> <li>e. time and temperature requirements for reheating cooked, potentially hazardous food</li> <li>f. procedures for preventing contamination and time-temperature abuse when preparing food</li> </ul> </li> <li>3. Explain the importance of informing consumers of risks when serving raw or undercooked food.</li> <li>4. Demonstrate the following procedures: <ul style="list-style-type: none"> <li>a. thawing frozen foods</li> <li>b. internal cooking of potentially hazardous foods</li> <li>c. microwave cooking of potentially hazardous food</li> <li>d. cooling cooked food</li> <li>e. reheating cooked, potentially hazardous food</li> <li>f. preventing contamination and time-temperature abuse when preparing food</li> </ul> </li> </ul>	<p><b>Career Ready Practice:</b> 2, 5, 7</p> <p><b>CTE Anchor:</b></p> <p>Communications: 2.5</p> <p>Problem Solving and Critical Thinking: 5.4</p> <p>Health and Safety: 6.2</p> <p>Responsibility and Flexibility: 7.2</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>I. THE FLOW OF FOOD: SERVICE</p> <p>Understand, apply, and evaluate the principles and procedures used when serving food safely.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> <li>1. Identify and discuss the following:               <ol style="list-style-type: none"> <li>a. time and temperature requirements for holding hot and cold, potentially hazardous food</li> <li>b. procedures for preventing time-temperature abuse and cross-contamination when displaying and serving food</li> <li>c. the requirements for using time rather than temperature as the only method of control when holding ready-to-eat food</li> <li>d. hazards associated with the transportation of food and procedures for preventing them</li> </ol> </li> <li>2. Demonstrate the following procedures:               <ol style="list-style-type: none"> <li>a. holding hot and cold, potentially hazardous food</li> <li>b. displaying and serving food to prevent time-temperature abuse and cross-contamination</li> <li>c. holding ready-to-eat food when using time rather than temperature as the only method of control</li> <li>d. safe transportation of food</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 2, 5, 7</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B3.2, B3.4</p>
<p>J. FOOD SAFETY MANAGEMENT SYSTEMS</p> <p>Understand, apply, and evaluate the principles and procedures used in food safety management systems.</p>	<ol style="list-style-type: none"> <li>1. Identify and discuss the following:               <ol style="list-style-type: none"> <li>a. food safety management systems</li> <li>b. Nutrition Hazard Analysis and Critical Control Point (HACCP) principles</li> <li>c. crisis management program</li> </ol> </li> <li>2. Explain the importance of cooperating with regulatory agencies in the event of a food borne illness investigation.</li> <li>3. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. implementation of a food safety management system</li> <li>b. implementation of the HACCP principles</li> <li>c. implementation of a crisis management program</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 2, 5, 7</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B3.5
K. SANITARY FACILITIES AND EQUIPMENT  Understand, apply, and evaluate the principles and procedures of maintaining sanitary facilities and equipment as basic parts of a well-designed food safety system.	<ol style="list-style-type: none"> <li>1. Identify the following:               <ol style="list-style-type: none"> <li>a. organizations which certify equipment that meets sanitation standards</li> <li>b. requirements for installing stationary and mobile equipment</li> <li>c. characteristics of an appropriate food-contact and non-food-contact surface</li> <li>d. sanitary facilities and equipment plan review schedule</li> </ol> </li> <li>2. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. maintaining sanitary facilities and equipment</li> <li>b. prevention of cross-connection and backflow</li> </ol> </li> </ol>	<b>Career Ready Practice:</b> 2, 5, 7  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.3 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B5.1
L. CLEANING AND SANITIZING  Understand, apply, and evaluate the principles and procedures used in cleaning and sanitizing facilities and equipment.	<ol style="list-style-type: none"> <li>1. Explain the importance of continuous self-inspection in addition to the regular inspections performed by the local regulatory agency.</li> <li>2. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. cleaning and sanitizing facilities and equipment</li> <li>b. dishwashing</li> </ol> </li> </ol>	<b>Career Ready Practice:</b> 2, 5, 7  <b>CTE Anchor:</b> Communications: 2.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.3 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B3.4, B5.1
M. INTEGRATED PEST MANAGEMENT  Understand, apply, and evaluate the principles and procedures used to integrate pest control and management systems.	<ol style="list-style-type: none"> <li>1. Define and evaluate the importance of the following:               <ol style="list-style-type: none"> <li>a. Integrated Pest Management (IPM) Program</li> <li>b. Pest Control Operator (PCO)</li> </ol> </li> <li>2. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. proper implementation of an existing IPM</li> <li>b. updating an existing IPM</li> </ol> </li> </ol>	<b>Career Ready Practice:</b> 2, 5, 7  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.3 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1
(1 hour)		

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>N. FOOD SAFETY REGULATION AND STANDARDS</p> <p>Understand, apply, and evaluate the principles and procedures used to maintain food safety standards.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify the following:               <ol style="list-style-type: none"> <li>a. state and local food safety regulatory agencies</li> <li>b. food service operations standards</li> <li>c. food service operations procedures</li> <li>d. steps to prepare for food service operations inspections</li> <li>e. procedures for guiding an inspector through the establishment</li> </ol> </li> <li>2. Demonstrate the following:               <ol style="list-style-type: none"> <li>a. food service operations procedures</li> <li>b. steps to prepare for food service operations inspections</li> <li>c. procedures for guiding an inspector through the establishment</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 2, 5, 7</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.3 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B2.3</p>
<p>O. EMPLOYEE FOOD SAFETY TRAINING</p> <p>Understand, apply, and evaluate the principles and procedures used to train employees for food safety.</p>	<ol style="list-style-type: none"> <li>1. Identify the following:               <ol style="list-style-type: none"> <li>a. state and local providers of food safety training for staff</li> <li>b. training delivery methods</li> <li>c. frequency of employee food safety training</li> </ol> </li> <li>2. Demonstrate effective and regular employee food safety training methods.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 5, 7</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.3 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hour)		Demonstration and Application: 11.1  <b>CTE Pathway:</b> B2.1, B2.2, B2.3

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Keefe III, J. Desmond and Paul R. Dittmer. Principles of Food, Beverage, and Labor Cost Controls, 9<sup>th</sup> Edition. Wiley, John and Sons, Incorporated, September 2008.

Mill, Robert Christe. Restaurant Management: Customers, Operation, and Employees, 3<sup>rd</sup> Edition. Prentice Hall, July 2006.

Walker, John R. The Restaurant: From Concept to Operation, 5<sup>th</sup> Edition. Wiley, John and Sons, Incorporated, September 2007.

ServSafe® Course Book, 5<sup>th</sup> Edition. National Restaurant Association Solutions. Prentice Hall, June 2010.

ServSafe® Course Book with Online Exam Voucher, 5<sup>th</sup> Edition. National Restaurant Association Solutions. Prentice Hall, June 2010.

### **RESOURCES**

Employer Advisory Board members

CTE Foundation Standards

<http://www.cde.ca.gov/ci/ct/sf/documents/hosptourrec.pdf>

International Council on Hotel, Restaurant, and Institutional Education (ICHRIE), 2613 N. Parham Rd., 2nd Floor, Richmond, VA 23294-4442. Phone: (804) 346-4800. Fax: (804) 346-5009.

National Restaurant Association Educational Foundation (NRAEF), 175 West Jackson Blvd., Suite 1500, Chicago, IL 60604-2702. Phone: (800) 765-2122.

[www.servsafe.com](http://www.servsafe.com)

National Restaurant Association Solutions  
175 West Jackson Boulevard, Suite 1500  
Chicago, Illinois 60604-2702

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Classroom instruction and application lecture
- B. Lecture
- C. Demonstrations/Observations
- D. Independent Reading
- E. Group Discussion
- F. Videos
- G. Group Activities

### **EVALUATION**

SECTION A – Orientation and Safety – Pass a safety test with a score of 100%.

SECTION B – Providing Safe Food – Pass all assignments and exams on providing safe food with a minimum score of 80% or higher.

SECTION C – The Microworld – Pass all assignments and exams on the microworld with a minimum score of 80% or higher.

SECTION D – Contamination and Food Allergens – Pass all assignments and exams on contamination and food allergens with a minimum score of 80% or higher.

SECTION E – The Safe Food Handler – Pass all assignments and exams on the safe food handler with a minimum score of 80% or higher.

SECTION F – The Flow of Food: An Introduction – Pass all assignments and exams on the flow of food: an introduction with a minimum score of 80% or higher.

SECTION G – The Flow of Food: Purchasing, Receiving, and Storage – Pass all assignments and exams on the flow of food: purchasing, receiving and storage with a minimum score of 80% or higher.

SECTION H – The Flow of Food: Preparation – Pass all assignments and exams on the flow of food: preparation with a minimum score of 80% or higher.

SECTION I – The Flow of Food: Service – Pass all assignments and exams on the flow of food service with a minimum score of 80% or higher.

SECTION J – Food Safety Management Systems – Pass all assignments and exams on food management safety systems with a minimum score of 80% or higher.

SECTION K – Sanitary Facilities and Equipment – Pass all assignments and exams on sanitary facilities and equipment with a minimum score of 80% or higher.

SECTION L – Cleaning and Sanitizing – Pass all assignments and exams on cleaning and sanitizing with a minimum score of 80% or higher.

SECTION M – Integrated Pest Management – Pass all assignments and exams on integrated pest management with a minimum score of 80% or higher.

SECTION N – Food Safety Regulation and Standards – Pass all assignments and exams on food safety regulation and standards with a minimum score of 80% or higher.

SECTION O – Employee Food Safety Training – Pass all assignments and exams on employee food safety training with a minimum score of 80% or higher.

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### Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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