

COURSE OUTLINE

I. ORIENTATION AND EVALUATION ACTIVITIES

- A. Introduce course and facilities
- B. Discuss syllabus and major objectives
- C. Explain attendance, grading, classroom procedures, code of conduct
- D. Complete course safety requirements/ exam & sexual harassment lessons & exam
- E. Complete final exam, exit interview and course evaluation
- F. Evening of Excellence Essay

II. SERVSAFE MANAGER CERTIFICATION/ SAFETY UNIT

- A. Identify the procedures for ServSafe® certification in the food service industry
- B. Review the use of course instructional materials
- C. Discuss the management and employees' safety responsibilities
- D. Discuss the procedures used to reduce and prevent accidents
- E. Identify conditions causing job-related accidents
- F. Explain the procedures used in fire, medical, and weather emergencies
- G. Examine legal considerations for a hotel and food and beverage operation
- H. Practice the proper use of chemicals, Personal Protection Equipment (PPE), and Material Safety Data Sheets (MSDS)
- I. Demonstrate an understanding of equipment safety

III. PROVIDING SAFE FOOD

- A. Understand the steps needed to ensure food safety
- B. Analyze evidence to determine the presence of food-borne illness outbreaks
- C. Recognize risks associated with high risk populations
- D. Identify the characteristics of potentially hazardous food
- E. Identify the appropriate training tools for teaching food safety

IV. THE MICROWORLD

- A. Understand the role of microorganisms in food-borne illness
- B. Identify factors that affect the growth of food borne pathogens (FAT TOM)
- C. Differentiate between food borne intoxication, infections, and toxin mediated infections

V. CONTAMINATION, FOOD ALLERGENS, AND FOOD-BORNE ILLNESS

- A. Understand the role of biological and chemical toxins in food-borne illness.
- B. Identify biological, chemical, and physical contaminants
- C. Identify methods to prevent biological, chemical, and physical contamination

VI. THE SAFE FOOD HANDLER

- A. Understand the role of human contact in food-borne illnesses
- B. Identify personal behaviors that can contaminate food
- C. Identify proper hand washing procedures
- D. Identify when hands should be washed
- E. Identify appropriate hand sanitizers and when to use them
- F. Identify hand maintenance requirements
- G. Identify the proper procedure for covering cuts, wounds, and sores
- H. Identify procedures that must be followed when using gloves
- I. Identify jewelry that poses a hazard to food safety
- J. Identify requirements for employee work attire
- K. Identify the regulatory exceptions for allowing bare-hand contact with ready-to-eat and cooked food
- L. Identify criteria for excluding or restricting employees from working within establishments that serve high-risk populations
- M. Identify illnesses that are required to be reported to the health agency
- N. Identify policies that should be implemented at the establishment regarding eating, drinking, and smoking while working with food

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VII. THE FLOW OF FOOD: INTRODUCTION

- A. Understand the role of “Flow of Food” in preventing food-borne illness
- B. Define “Flow of Food”
- C. Identify methods for preventing cross-contamination
- D. Identify methods for preventing time-temperature abuse
- E. Identify different types of temperature-measuring devices and their uses
- F. Calibrate and maintain different temperature-measuring devices
- G. Properly measure the temperature of food at each point in the flow of food

VIII. THE FLOW OF FOOD: PURCHASING AND RECEIVING

- A. Understand the “Flow of Food from purchasing to receiving
- B. Identify an approved food source
- C. Identify accept and reject criteria for: meat and poultry; seafood; milk and dairy products; eggs; fruit and vegetables; canned foods and other dry food

IX. THE FLOW OF FOOD: STORAGE

- A. Understand the general guidelines for proper storage
- B. Properly label and date-mark refrigerated, frozen, and dry food prior to storage
- C. Apply “First in, First out” (FIFO) practices as they relate to refrigerated, frozen, and dry storage areas
- D. Properly store refrigerated, frozen, dry, and canned foods
- E. Properly store raw food to prevent cross-contamination
- F. Identify temperature requirements for refrigerated and dry storage areas
- G. Identify proper storage containers for refrigerated, frozen, and dry food

X. THE FLOW OF FOOD: PREPARATION

- A. Understand time and temperature control to prevent cross-contamination and prevent most cases of food-borne illness
- B. Understand the importance of informing consumers of risks when serving raw or undercooked food
- C. Identify proper methods for thawing food
- D. Identify the minimum internal cooking times and temperatures for TCS time-temperature control
- E. Identify the proper procedure for cooking potentially hazardous food in a microwave
- F. Identify methods, time, and temperature requirements for cooling cooked food
- G. Identify time and temperature requirements for reheating cooked, potentially hazardous food
- H. Identify methods for preventing contamination and time-temperature abuse when preparing food

XI. THE FLOW OF FOOD: SERVICE

- A. Understand procedures to prevent foodborne illness after food is prepared
- B. Identify time and temperature requirements for holding hot and cold.
- C. TCS time-temperature control
- D. Identify procedures for preventing time-temperature abuse and cross-contamination when displaying and serving food
- E. Identify the requirements for using time rather than temperature as the only method of control when holding ready-to-eat food
- F. Identify hazards associated with the transportation of food and methods for preventing them

XII. FOOD SAFETY REGULATION AND STANDARDS

- A. Understand the importance continuous self-inspection in addition to the regular inspections performed by the local regulatory agency
 - B. Identify the principles and procedures needed to comply with food safety regulations
 - C. Identify state and local regulatory agencies and regulations that require food safety compliance
 - D. Identify steps to prepare for a regulatory inspection
 - E. Identify the proper procedures for guiding an inspector through the establishment
- Key Assignment: ServSafe Pre-Test

XIII. CAREER OPPORTUNITIES IN THE HOSPITALITY INDUSTRY

- A. Identify the five segments of tourism
- B. Recognize career paths and employment opportunities

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- C. Identify the personal qualifications necessary to work in the hospitality industry
- D. Explore the advantages and disadvantages of hospitality employment
- E. Examine future trends
- F. Explore career goal planning

XIV. PREPARING FOR COLLEGE AND CAREERS

- A. Review and discuss California CTE model Curriculum Standards for Career Ready Practice
 - B. Create an educational plan and a career plan aligned with personal goals
 - C. Create a Resume
 - D. Create a career portfolio
 - E. Complete a handwritten/hand-printed job application neatly, legibly, and with no errors.
 - F. Practice a professional job interview
- Key Assignment: Ethics in the Workplace lesson and exam

XV. ORGANIZATION/ MANAGEMENT IN THE HOTEL INDUSTRY

- A. Describe the ownership and management options of a hotel
 - B. Explain the layout and importance of an organizational chart
 - C. Discuss the responsibilities of each management position in the organizational chart
- Key Assignment: Ethics in the Workplace lesson and exam.

XVI. HOSPITALITY SERVICES FOR GUESTS / CUSTOMERS

- A. Practice the appropriate verbiage used when speaking with a guest
- B. Practice the steps used to successfully handle a guest complaint
- C. Discuss the guest's rights and responsibilities
- D. Examine legal considerations for a hotel, food, and beverage operations
- E. Discuss the use of technology in lodging, food, and beverage operations

ESSENTIAL STANDARDS AND KEY ASSIGNMENTS

INDUSTRY SECTOR: Hospitality, Tourism, and Recreation

ESSENTIAL PATHWAY STANDARD - A1.0

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.

KEY ASSIGNMENT I

Career goal lesson and Quiz

ESSENTIAL PATHWAY STANDARD – A3.0

Interpret the basic principles of sanitation and safe food handling.

KEY ASSIGNMENT II

ServSafe Exam

ESSENTIAL PATHWAY STANDARD – A4.0

Analyze the basics of food service and hospitality management.

KEY ASSIGNMENT

Hotel Project

ESSENTIAL PATHWAY STANDARD – A8.0

Apply the knowledge and skills essential for effective customer service

KEY ASSIGNMENT

Customer service lesson and exam

ESSENTIAL PATHWAY STANDARDS – A12.0

Describe the fundamentals of successful sales and marketing methods.

KEY ASSIGNMENT

CTE MODEL CURRICULUM STANDARDS FOR CAREER READY PRACTICE

- 1. Apply appropriate technical skills and academic knowledge.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.
- 2. Communicate clearly, effectively, and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
- 3. Develop an education and career plan aligned with personal goals.** Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.
- 4. Apply technology to enhance productivity.** Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
- 5. Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.
- 6. Practice personal health and understand financial literacy.** Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.
- 7. Act as a responsible citizen in the workplace and the community.** Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.
- 8. Model integrity, ethical leadership, and effective management.** Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.
- 9. Work productively in teams while integrating cultural and global competence.** Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.
- 10. Demonstrate creativity and innovation.** Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.
- 11. Employ valid and reliable research strategies.** Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.
- 12. Understand the environmental, social, and economic impacts of decisions.** Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector Anchor Standard

2: Communications Language Standard

Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6 Anchor Standard

3: Career Planning and Management Speaking and Listening Standard

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2 Anchor Standard

4: Technology Writing Standard

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. WS 11-12.6 Anchor Standard

5: Problem Solving and Critical Thinking Writing Standard

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7 Anchor Standard

6: Health and Safety Reading Standards for Science and Technical Subjects

Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10 11-12.4 Anchor Standard

7: Responsibility and Flexibility Speaking and Listening Standard

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10 11-12.1 Anchor Standard

8: Ethics and Legal Responsibilities Speaking and Listening Standard

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d Anchor Standard

9: Leadership and Teamwork Speaking and Listening Standard

Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b Anchor Standard

10: Technical Knowledge and Skills Writing Standard

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6 Anchor Standard

11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.