

# ***FOODS AND NUTRITION CURRICULUM FRAMEWORK***



This document was prepared by:

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## INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence are part of a rigorous program of study and include sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSO)
- Curriculum Framework
- CTE Assessments:
  - Workplace Readiness Skills Assessment
  - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

**NEVADA DEPARTMENT OF EDUCATION  
CURRICULUM FRAMEWORK FOR  
FOODS AND NUTRITION**

<b>PROGRAM TITLE:</b>	<b>FOODS AND NUTRITION</b>
<b>STATE SKILL STANDARDS:</b>	<b>FOODS AND NUTRITION</b>
<b>STANDARDS REFERENCE CODE:</b>	<b>FOODS</b>
<b>CAREER CLUSTER:</b>	<b>HUMAN SERVICES</b> <b>*AGRICULTURE FOOD &amp; NATURAL RESOURCES</b> <b>**MANUFACTURING</b>
<b>CAREER PATHWAY:</b>	<b>PERSONAL CARE SERVICES</b> <b>*FOOD PRODUCTS AND PROCESSING SYSTEMS</b> <b>**MANUFACTURING PRODUCTION PROCESS DEVELOPMENT</b>
<b>PROGRAM LENGTH:</b>	<b>3 LEVELS (L1, L2, L3C)</b>
<b>PROGRAM ASSESSMENTS:</b>	<b>FOODS AND NUTRITION</b> <b>WORKPLACE READINESS SKILLS</b>
<b>CTSO:</b>	<b>FCCLA</b>
<b>GRADE LEVEL:</b>	<b>9-12</b>
<b>AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES</b>	<b>*PRE-PROFESSIONAL NUTRITION, FOOD AND WELLNESS</b> <b>*PRE-PROFESSIONAL FOOD SCIENCE FUNDAMENTALS</b> <b>FOOD HANDLER/SERVSAFE</b> <b>**FITNESS NUTRITION CERTIFICATION</b> <b>**SPORTS NUTRITION CERTIFICATION</b>
<b>PROVIDERS:</b>	<b>*AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES</b> <b>SERVSAFE</b> <b>** INTERNATIONAL SPORTS NUTRITION ASSOCIATION</b>

**PROGRAM PURPOSE**

The purpose of this program is to prepare students for postsecondary education and employment in the Foods and Nutrition related industries.

The program includes the following state standards:

- Nevada CTE Skill Standards: Foods and Nutrition
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
  - Science (based on the Next Generation Science Standards)
  - English Language Arts (based on the Common Core State Standards)
  - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

## CAREER CLUSTERS

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.\*

\*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <http://www.careertech.org/career-clusters/glance/careerclusters.html>

## PROGRAM OF STUDY

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

## PROGRAM STRUCTURE

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

<b>FOODS AND NUTRITION</b>	
<b>Core Course Sequence with Complementary Courses</b>	
<b>FOODS AND NUTRITION</b>	<b>LEVEL</b>
Foods and Nutrition I	L1
Foods and Nutrition II	L2
Foods and Nutrition III	L3C
Foods and Nutrition Advanced Studies*	AS

\*Complementary Courses

## STATE SKILL STANDARDS

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

## EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Employability skills, often referred to as “soft skills”, have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

**CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO)**

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

**WORKPLACE READINESS SKILLS ASSESSMENT**

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C".

(e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

**END-OF-PROGRAM TECHNICAL ASSESSMENT**

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C". (e.g., Level = L3C)

(Paragraph (e) of Subsection 1 of NAC 389.800)

**CERTIFICATE OF SKILL ATTAINMENT**

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

**CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA**

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) successful completion of a CTE course of study in a program area, 2) successful completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

**ARTICULATION**

An articulation agreement is an officially approved agreement that matches coursework between the secondary and postsecondary institutions. These agreements are designed to help students make a smooth transition from secondary to postsecondary institutions. The articulation agreement identifies the specific courses that align and are accepted for credit at the postsecondary level.

Each local high school and college maintains their agreements. Please refer to the local high schools course catalog or contact the local high school counselor for more information.

(Paragraph (b) of Subsection 3 of NAC 389.800)

**ACADEMIC CREDIT FOR CTE COURSEWORK**

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

**CORE COURSE:  
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

<b>COURSE TITLE:</b>	<b>Foods and Nutrition I</b>
<b>ABBR. NAME:</b>	<b>Foods I</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L1</b>
<b>CIP CODE:</b>	<b>19.0501</b>
<b>PREREQUISITE:</b>	<b>None</b>
<b>CTSO:</b>	<b>FCCLA</b>
<b>COURSE DESCRIPTION</b>	
<p>This course provides an introduction to the study of foods and nutrition. Emphasis is placed on the exploration of foods and meal planning in relation to nutrition science, fitness, the lifecycle, customs and preparation techniques. Kitchen safety and sanitation, resources management and employability skills are integral parts of this course.</p>	

### TECHNICAL STANDARDS

**CONTENT STANDARD 1.0 : ANALYZE CAREER PATHWAYS AND EMPLOY INDUSTRY PROFESSIONAL STANDARDS**

Performance Standard 1.2 : Analyze Career Paths and Opportunities in Food and Nutrition-Related Industries

*Performance Indicators :* 1.2.1

**CONTENT STANDARD 2.0 : FOOD CHOICES**

Performance Standard 2.1 : Examine Physiological, Psychological, and Socioeconomic Influences in Food Choices

*Performance Indicators :* 2.1.1-2.1.4, 2.1.9

**CONTENT STANDARD 3.0 : NUTRITION**

Performance Standard 3.1 : Explore the Effect of Nutrients on the Human Body

*Performance Indicators :* 3.1.1-3.1.2

Performance Standard 3.3 : Assess the Impact of Individual Food Choices in Relation to Health Promotion and Disease Prevention

*Performance Indicators :* 3.3.1, 3.3.3

**CONTENT STANDARD 4.0 : SANITATION AND SAFETY**

Performance Standard 4.1 : Investigate Microorganisms Found in Food and Their Role in Food-Borne Illness

*Performance Indicators :* 4.1.2-4.1.3

Performance Standard 4.2 : Demonstrate Safe Food-Handling Principles

*Performance Indicators :* 4.2.1-4.2.3

Performance Standard 4.3 : Utilize the Proper Techniques for Cleaning, Sanitation, and Resource Management

*Performance Indicators :* 4.3.1-4.3.4, 4.3.6

Performance Standard 4.4 : Describe Procedures to Prevent Accidents and Treat Injuries

*Performance Indicators :* 4.4.1-4.4.6

**CONTENT STANDARD 5.0 : KITCHEN RESOURCE MANAGEMENT**

Performance Standard 5.1 : Explain Design, Organization, and Management of Kitchens and Equipment

*Performance Indicators :* 5.1.1-5.1.3

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Performance Standard 5.2 : Examine Recipes and Cooking Methods

*Performance Indicators* : 5.2.1-5.2.3, 5.2.5, 5.2.7-5.2.8, 5.2.10-5.2.11

**CONTENT STANDARD 6.0 : FOOD SELECTION AND PREPARATION**

Performance Standard 6.1 : Select and Prepare Grain Products

*Performance Indicators* : 6.1.1-6.1.4

Performance Standard 6.2 : Select and Prepare Fruits and Vegetables

*Performance Indicators* : 6.2.1-6.2.6

Performance Standard 6.3 : Select and Prepare Protein-Based Foods

*Performance Indicators* : 6.3.2

Performance Standard 6.4 : Select and Prepare Dairy Products

*Performance Indicators* : 6.4.1-6.4.5

**CONTENT STANDARD 7.0 : MEAL MANAGEMENT**

Performance Standard 7.2 : Establish a Dining Atmosphere

*Performance Indicators* : 7.2.1-7.2.2, 7.2.4

Performance Standard 7.3 : Incorporate Etiquette for Entertaining and Social Occasions

*Performance Indicators* : 7.3.1

**CONTENT STANDARD 8.0 : CONSUMERISM**

Performance Standard 8.1 : Evaluate Food Product Packaging and Labels

*Performance Indicators* : 8.1.1

**CONTENT STANDARD 9.0 : ENTREPRENEURSHIP AND PROFESSIONAL PRACTICES**

Performance Standard 9.3 : Demonstrate an Awareness of Professional Organizations in the Food and Nutrition Industries

*Performance Indicators* : 9.3.1-9.3.2

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators* : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators* : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators* : 1.3.1-1.3.4

**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\***

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening

**Mathematics:** Mathematical Practices

**Science:** Science and Engineering Practices

\* Refer to the Foods and Nutrition Standards for alignment by performance indicator

**CORE COURSE:  
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

<b>COURSE TITLE:</b>	<b>Foods and Nutrition II</b>
<b>ABBR. NAME:</b>	<b>Foods II</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L2</b>
<b>CIP CODE:</b>	<b>19.0501</b>
<b>PREREQUISITE:</b>	<b>Foods and Nutrition I</b>
<b>CTSO:</b>	<b>FCCLA</b>
<b>COURSE DESCRIPTION</b>	
<p>This course is a continuation of Foods and Nutrition I. This course provides intermediate students with more advanced activities in food science and nutrition with an introduction to careers in food sciences and food manufacturing industries. The appropriate use of technology and industry-standard equipment is an integral part of this course.</p>	

### TECHNICAL STANDARDS

#### CONTENT STANDARD 1.0 : ANALYZE CAREER PATHWAYS AND EMPLOY INDUSTRY PROFESSIONAL STANDARDS

Performance Standard 1.1 : Describe the Professional Food and Nutrition-Related Industries, History, and Current Trends

*Performance Indicators* : 1.1.1-1.1.2

Performance Standard 1.2 : Analyze Career Paths and Opportunities in Food and Nutrition-Related Industries

*Performance Indicators* : 1.2.2-1.2.3

#### CONTENT STANDARD 2.0 : FOOD CHOICES

Performance Standard 2.1 : Examine Physiological, Psychological, and Socioeconomic Influences in Food Choices

*Performance Indicators* : 2.1.5-2.1.8

Performance Standard 2.3 : Examine Scientific Developments in the Food Industry

*Performance Indicators* : 2.3.1-2.3.4

#### CONTENT STANDARD 3.0 : NUTRITION

Performance Standard 3.1 : Explore the Effect of Nutrients on the Human Body

*Performance Indicators* : 3.1.3-3.1.4

Performance Standard 3.2 : Examine the Nutritional Needs of Individuals and Families Throughout the Life Cycle

*Performance Indicators* : 3.2.1-3.2.7

Performance Standard 3.3 : Assess the Impact of Individual Food Choices in Relation to Health Promotion and Disease Prevention

*Performance Indicators* : 3.3.2, 3.3.4, 3.3.6-3.3.7

Performance Standard 3.4 : Understand Nutritional Management Procedures Related to Health Conditions

*Performance Indicators* : 3.4.1-3.4.4

#### CONTENT STANDARD 4.0 : SANITATION AND SAFETY

Performance Standard 4.1 : Investigate Microorganisms Found in Food and Their Role in Food-Borne Illness

*Performance Indicators* : 4.1.1, 4.1.4

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Performance Standard 4.2 : Demonstrate Safe Food-Handling Principles

*Performance Indicators* : 4.2.4-4.2.5, 4.2.7

Performance Standard 4.3: Utilize the Proper Techniques for Cleaning, Sanitation, and Resource Management

*Performance Indicators* : 4.3.5

Performance Standard 4.4: Describe Procedures to Prevent Accidents and Treat Injuries

*Performance Indicators* : 4.4.7

#### **CONTENT STANDARD 5.0 : KITCHEN RESOURCE MANAGEMENT**

Performance Standard 5.1 : Explain Design, Organization, and Management of Kitchens and Equipment

*Performance Indicators* : 5.1.4

Performance Standard 5.2 : Examine Recipes and Cooking Methods

*Performance Indicators* : 5.2.6, 5.2.9, 5.2.12-5.2.13

#### **CONTENT STANDARD 6.0 : FOOD SELECTION AND PREPARATION**

Performance Standard 6.3 : Select and Prepare Grain Products

*Performance Indicators* : 6.3.1, 6.3.3-6.3.4, 6.3.6

Performance Standard 6.4 : Select and Prepare Dairy Products

*Performance Indicators* : 6.4.6

Performance Standard 6.5 : Select and Prepare Baked Products

*Performance Indicators* : 6.5.1-6.5.6

Performance Standard 6.6 : Select and Prepare Globally Diverse Foods

*Performance Indicators* : 6.6.1-6.6.2

#### **CONTENT STANDARD 7.0 : MEAL MANAGEMENT**

Performance Standard 7.1 : Demonstrate Skills Involved in Meal Planning

*Performance Indicators* : 7.1.1, 7.1.3, 7.1.7

Performance Standard 7.2 : Establish a Dining Atmosphere

*Performance Indicators* : 7.2.3, 7.2.5

Performance Standard 7.3 : Incorporate Etiquette for Entertaining and Social Occasions

*Performance Indicators* : 7.3.2-7.3.4

#### **CONTENT STANDARD 8.0 : CONSUMERISM**

Performance Standard 8.2 : Describe Informed Food Procurement

*Performance Indicators* : 8.2.1-8.2.6

#### **CONTENT STANDARD 9.0 : ENTREPRENEURSHIP AND PROFESSIONAL PRACTICES**

Performance Standard 9.2 : Explore Marketing Strategies in Food and Nutrition Industries

*Performance Indicators* : 9.2.2

### **EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

#### **CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators* : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators* : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators* : 1.3.1-1.3.4

**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\***

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening

**Mathematics:** Mathematical Practices

**Science:** Science and Engineering Practices

\* Refer to the Foods and Nutrition Standards for alignment by performance indicator

**CORE COURSE:  
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

<b>COURSE TITLE:</b>	<b>Foods and Nutrition III</b>
<b>ABBR. NAME:</b>	<b>Foods III</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L3C</b>
<b>CIP CODE:</b>	<b>19.0501</b>
<b>PREREQUISITE:</b>	<b>Foods II</b>
<b>PROGRAM ASSESSMENTS:</b>	<b>FOODS AND NUTRITION WORKPLACE READINESS SKILLS</b>
<b>CTSO:</b>	<b>FCCLA</b>

**COURSE DESCRIPTION**

This course is a continuation of Foods and Nutrition II. This course provides advanced foods and nutrition students with instruction in advanced techniques and processes. Students will continue to develop all skills learned in Foods and Nutrition I and II. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

**TECHNICAL STANDARDS****CONTENT STANDARD 1.0 : ANALYZE CAREER PATHWAYS AND EMPLOY INDUSTRY PROFESSIONAL STANDARDS**

Performance Standard 1.2 : Analyze Career Paths and Opportunities in Food and Nutrition-Related Industries

*Performance Indicators :* 1.2.4-1.2.5

**CONTENT STANDARD 2.0 : FOOD CHOICES**

Performance Standard 2.2 : Investigate the Impact of Global/Local Conditions and Technology on Food Supply

*Performance Indicators :* 2.2.1-2.2.3

Performance Standard 2.3 : Examine Scientific Developments in the Food Industry

*Performance Indicators :* 2.3.1-2.3.7

**CONTENT STANDARD 3.0 : NUTRITION**

Performance Standard 3.1 : Explore the Effect of Nutrients on the Human Body

*Performance Indicators :* 3.1.5-3.1.7

Performance Standard 3.3 : Assess the Impact of Individual Food Choices in Relation to Health Promotion and Disease Prevention

*Performance Indicators :* 3.3.5

Performance Standard 3.4 : Understand Nutritional Management Procedures Related to Health Conditions

*Performance Indicators :* 3.4.5

**CONTENT STANDARD 4.0 : SANITATION AND SAFETY**

Performance Standard 4.2 : Demonstrate Safe Food-Handling Principles

*Performance Indicators :* 4.2.6

Performance Standard 4.4 : Describe Procedures to Prevent Accidents and Treat Injuries

*Performance Indicators :* 4.4.8

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**CONTENT STANDARD 5.0 : KITCHEN RESOURCE MANAGEMENT**

Performance Standard 5.2 : Examine Recipes and Cooking Methods

*Performance Indicators :* 5.2.4, 5.2.14

**CONTENT STANDARD 6.0 : FOOD SELECTION AND PREPARATION**

Performance Standard 6.3 : Select and Prepare Protein-Based Foods

*Performance Indicators :* 6.3.5

Performance Standard 6.5 : Select and Prepare Baked Products

*Performance Indicators :* 6.5.7-6.5.9

Performance Standard 6.6 : Select and Prepare Globally Diverse Foods

*Performance Indicators :* 6.6.3-6.6.6

**CONTENT STANDARD 7.0 : MEAL MANAGEMENT**

Performance Standard 7.1 : Demonstrate Skills Involved in Meal Planning

*Performance Indicators :* 7.1.2, 7.1.4-7.1.6

Performance Standard 7.3 : Incorporate Etiquette for Entertaining and Social Occasions

*Performance Indicators :* 7.3.5

**CONTENT STANDARD 8.0 : CONSUMERISM**

Performance Standard 8.1 : Evaluate Food Product Packaging and Labels

*Performance Indicators :* 8.1.2-8.1.7

**CONTENT STANDARD 9.0 : ENTREPRENEURSHIP AND PROFESSIONAL PRACTICES**

Performance Standard 9.1 : Explore Entrepreneurship Opportunities in Food and Nutrition-Related Industries

*Performance Indicators :* 9.1.1-9.1.3

Performance Standard 9.2 : Explore Marketing Strategies in Food and Nutrition Industries

*Performance Indicators :* 9.2.1, 9.2.3

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS****CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators :* 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators :* 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators :* 1.3.1-1.3.4

**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\***

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening

**Mathematics:** Mathematical Practices

**Science:** Science and Engineering Practices

\* Refer to the Foods and Nutrition Standards for alignment by performance indicator

**COMPLEMENTARY COURSE(S):**

Programs that utilize the complementary courses can include the following courses. The Advanced Studies course allows for additional study through investigation and in-depth research.

<b>COURSE TITLE:</b>	<b>Foods and Nutrition Advanced Studies</b>
<b>ABBR. NAME:</b>	<b>Foods and Nutrition AS</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>AS</b>
<b>CIP CODE:</b>	<b>19.0501</b>
<b>PREREQUISITE:</b>	<b>Food and Nutrition III</b>
<b>CTSO:</b>	<b>FCCLA</b>

**COURSE DESCRIPTION**

This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

**TECHNICAL STANDARDS**

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

**SAMPLE TOPICS**

- Participate in individual/team competitions
- Investigate and utilize management techniques and procedures
- Participate in an internship, work experience, and/or job shadow opportunity
- Participate in service learning, peer education, and/or community based projects
- Teach concepts to younger students
- Work on requirements to earn industry recognized certifications
- Visit worksites, conduct interviews of industry professionals
- Explore college and career opportunities