

**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS	School: Foods & Nutrition	School: CCHS
<i>Benchmark Assessment 1</i>		
Instructional Timeline: 12 Weeks		
Topic(s): Food Choices & The Importance of Food, Safety & Sanitation, and Cooking Methods & Techniques		
Kentucky Core Academic Standards	Kentucky Core Academic Standards	Kentucky Core Academic Standards
<p>The following KOSSA Standards are embedded into each lesson within this benchmark content chunk:</p> <p>AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology</p> <p>AD.1 Perform basic and higher level math operations (e.g. Addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)</p> <p>AD.2 Solve problems using measurement skills (e.g., distance, weight, area, volume)</p> <p>AA.1 Utilize effective verbal and non-verbal communication skills</p> <p>AA.2 Participate in conversation, discussion, and group presentations</p> <p>AA.3 Communicate and follow directions/procedures</p> <p>AB.1 Locate and interpret written information</p> <p>AB.3 Identifies relevant details, facts, and specifications</p> <p>AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, and punctuation</p> <p>AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology</p> <p>AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation</p> <p>AC.3 Implement effective decision-making skills</p> <p>AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)</p> <p>AB.4 Record information accurately and completely</p> <p>EB.1 Abide by workplace policies and procedures</p>		<p>Industry Specific Terminology</p> <p>Addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios</p> <p>verbal and non-verbal communication skills</p> <p>Directions, procedure</p> <p>Vocabulary</p> <p>Write clearly</p> <p>workplace Policies and Procedures</p> <p>analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning</p>

<p>EC.2 Use language and manners suitable for the workplace</p> <p>EC.3 Demonstrate polite and respectful behavior toward others</p> <p>EC.5 Demonstrate pride in work</p>		<p>Polite respectful behavior</p> <p>Pride</p>
<p>OK.1 Utilize various factors that affect food preferences in the marketing of food</p> <p>OM.2 Compare the impact of psychological, cultural, and social influences on food choices and other nutrition practices</p> <p>PL.HS.FN.2 Identify physical, social, cultural and economic influences and trends related to food choices.</p>	<ol style="list-style-type: none"> 1. I can determine how changes in technology have increased food choices. 2. I can describe what influences the foods one chooses to eat 3. I can analyze the four reasons why we eat food (Social, Emotional, Physical, Cultural, Economic) 4. I can describe food customs in the US and Regional Cuisine 	<p>Technology Influences (Food Choices)</p> <p>Social Influences on Food Choice</p> <p>Emotional Influences on Food Choice</p> <p>Physical Influences on Food Choice</p> <p>Cultural Influences on Food Choice</p> <p>Economic Influences on Food Choice</p> <p>Food Customs</p> <p>Regional Cuisine</p>
<p>PL.HS.FN.26 Demonstrate and practice knowledge of food service safety and sanitation procedures and the factors that contribute to food borne illnesses.</p>	<ol style="list-style-type: none"> 1. I can analyze the causes, prevention and symptoms of food borne illnesses 2. I can demonstrate precaution steps taken in the foods lab to prevent accidents. 3. I can determine pathogens found in food 	<p>Food Borne Illness</p> <p>Food Service Safety</p> <p>Sanitation</p> <p>Pathogen</p> <p>Accidents</p>

<p>OC.6 Apply and use laboratory techniques safely</p> <p>OP.5 Monitor foodborne illness as a health issue for individuals and families</p> <p>OB.1 Determine pathogens found in food and their role in causing illness</p> <p>PL.HS.FN.28 Apply math, science and communication skills within technical content.</p> <p>PL.HS.FN.24 Demonstrate safe, sanitary work habits required by the field.</p>	<p>and their role in causing illness</p> <ol style="list-style-type: none"> 4. I can monitor foodborne illness as a health issue for individuals and families 5. I can apply and use laboratory techniques safely 	<p>Symptoms Prevention Laboratory Techniques</p>
<p>PL.HS.FN.9 Managing a safe, effective and productive lab while utilizing teamwork.</p> <p>OB.4 Use Hazard Analysis Critical Control Point (HACCP) principles and procedures to minimize the risks of food-borne illness</p> <p>OC.1 Operate tools and equipment following procedures and OSHA requirements</p>	<ol style="list-style-type: none"> 1. I can demonstrate precaution steps taken in the foods lab to prevent accidents. 2. I can assume responsibility for safety of self and others and follow safety guidelines in the workplace 3. I can use Hazard Analysis Critical Control Point (HACCP) principles and procedures to minimize the risks of food-borne illness 4. I can operate tools and equipment following procedures and OSHA requirements 	<p>Safety Precaution Steps Safety Guidelines in Workplace HACCP OSHA</p>

<p>EN.1 Assume responsibility for safety of self and others</p> <p>EN.2 Follow safety guidelines in the workplace</p>		
<p>PL.HS.FN.19 Demonstrate waste disposal and recycling methods.</p> <p>OB.10 Demonstrate waste disposal and recycling methods</p>	<ol style="list-style-type: none"> 1. I can identify proper kitchen waste disposal and recycling. 	<p>Recycling Waste Disposal</p>
<p>PL.HS.FN20 Demonstrate proper safety, sanitation, storage and preparation techniques in handling food from purchase, preparation, cooking, cooling, to reheating.</p> <p>OQ002 Appraise safety and sanitation practices throughout the food chain.</p> <p>OP.2 Appraise safety and sanitation practices throughout the food chain</p> <p>OP.1 Determine conditions and practices that promote safe food handling</p> <p>OB.11 Demonstrate ability to maintain necessary records to</p>	<ol style="list-style-type: none"> 1. I can recommend ways to safely preserve, store, and serve food throughout the food chain. 2. I can identify ways to prevent cross contamination. 3. I can evaluate refrigerator and freezer storage to demonstrate rotation and proper handling. 4. I can demonstrate proper receiving and storage of both raw and prepared foods 5. I can demonstrate food handling and preparation techniques that prevent cross contamination between raw and ready-to-eat foods, between animal or fish sources, and other food products 6. I can demonstrate ability to maintain necessary records to document time and temperature control, maintenance of equipment, and other elements of food preparation, storage, and presentation 	<p>Cross Contamination FIFO Storage & Preparation Techniques Flow of Food Safety & Sanitation Proper Receiving & Storage of Food Time Temperature Control Safe Food Handling Food Chain</p>

<p>document time and temperature control, maintenance of equipment, and other elements of food preparation, storage, and presentation</p> <p>OC.3 Demonstrate procedures for cleaning and sanitizing equipment</p> <p>OB.7 Demonstrate food handling and preparation techniques that prevent cross contamination between raw and ready-to-eat foods, between animal or fish sources, and other food products</p> <p>OB.6 Demonstrate proper receiving and storage of both raw and prepared foods</p>	<p>7. I can determine conditions and practices that promote safe food handling</p> <p>8. I can demonstrate procedures for cleaning and sanitizing equipment</p>	
<p>PL.HS.FN.10 Practice measuring techniques for liquid and dry ingredients.</p>	<p>1. I can explain the difference in measuring dry measuring ingredients versus liquid ingredients</p> <p>2. I can model how to measure the different ingredients properly</p>	<p>Dry ingredients Liquid Ingredients Measuring Techniques</p>
<p>PL.HS.FN.8 Identify and use basic kitchen equipment and tools.</p>	<p>1. I can demonstrate how to properly use various kitchen tools and equipment.</p>	<p>Kitchen Equipment Range Oven Convection Oven</p>
<p>PL.HS.FN.7 Demonstrate and/or practice basic cooking methods to</p>	<p>1. I can explain various basic cooking techniques.</p>	<p>Roasting Baking</p>

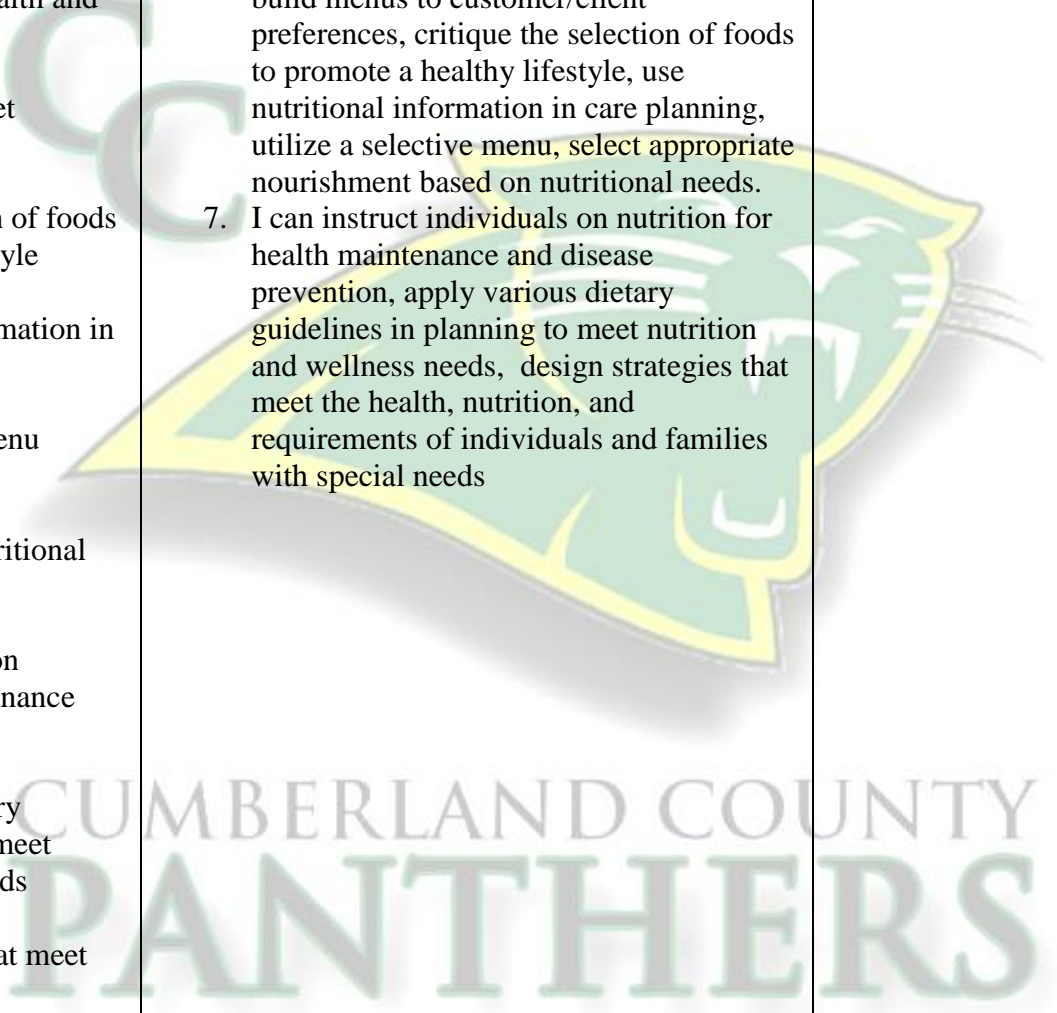
<p>prepare a variety of foods.</p> <p>PL.HS.FN.27 Apply time management skills.</p> <p>OE.1 Demonstrate skills in knife, tool, and equipment handling</p> <p>OE.2 Demonstrate a variety of cooking methods: roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, woking, convection, microwaving, and other emerging technologies</p>	<ol style="list-style-type: none"> 2. I can model proper cutting and mixing techniques. 3. I can demonstrate a variety of cooking methods: roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, woking, convection, microwaving, and other emerging technologies 	<p>Broiling Smoking Grilling Sautéing Frying Deep frying Braising Stewing Poaching Steaming Woking, Convection Microwaving Emerging technologies</p>
<p>PL.HS.FN.17 Identify and practice various types of food presentation techniques.</p> <p>OE.12 Demonstrate food presentation techniques</p> <p>OK.3 Prepare food for presentation and assessment</p>	<ol style="list-style-type: none"> 1. I can practice various types of food presentation techniques 	<p>Food Presentation Techniques Garnishes</p>
<p>PL.HS.FN.18 Practice dining etiquette and table set up when eating at a restaurant or in the home.</p>	<ol style="list-style-type: none"> 1. I can apply appropriate table manners in a variety of settings 2. I can construct a proper table setting 	<p>Etiquette Table Manners Cover/Place Setting</p>
<p>PL.HS.FN.11 Change yield of recipe.</p>	<ol style="list-style-type: none"> 1. I can list the 6 types of information a recipe provides 2. I can demonstrate how to change the yield 	<p>Recipe Yield Standard Recipe Format</p>

<p>OI.4 Monitor recipe/formula proportions and modifications for food production</p> <p>OL.4 Create standardized recipes</p> <p>OE.3 Utilize weights and measures to demonstrate proper scaling and measurement techniques</p> <p>PL.HS.FN.28 Apply math, science and communication skills within technical content.</p>	<p>of a recipe</p> <p>3. I can compare and Contrast the different recipe formats</p>	<p>Narrative Recipe Format</p> <p>Action Recipe Format</p>
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**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS	Subject: Foods & Nutrition (FCS)	Grade: 10-12
Benchmark Assessment 2		
Instructional Timeline: 12 Weeks		
Topic(s): Nutrients and Food Planning		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p>The following KOSSA Standards are embedded into each lesson within this benchmark content chunk:</p> <p>AA.2 Participate in conversation, discussion, and group presentations</p> <p>EN.1 Assume responsibility for safety of self and others</p> <p>AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)</p> <p>AD.3 Make reasonable estimates</p> <p>AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information</p> <p>AD.5 Use deductive reasoning and problem-solving in mathematics</p> <p>AE.2 Identify the components of a budget and how one is created</p> <p>AE.5 Demonstrate ability to meet financial obligations</p> <p>ED.3 Work within budgetary constraints</p> <p>EL.2 Demonstrate commitment to learning as a life-long process and recognize learning opportunities</p>		<p>Participation, discussion, presentations</p> <p>Responsibility</p> <p>addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios</p> <p>Estimates</p> <p>Interpret Tables/graphs/diagrams</p> <p>Problem-solving</p> <p>Budget</p> <p>Financial Obligations</p> <p>Budgetary Constraints</p> <p>Life-long learning</p>
<p>PL.HS.FN.4 Propose a balanced meal plan using the Dietary Guidelines for Healthy Living/My Pyramid.Gov.</p> <p>OM.5 Examine legislation and regulations related to nutrition and wellness issues</p>	<ol style="list-style-type: none"> 1. I can explain the dietary guidelines for Americans. 2. I can identify the various food groups. 3. I can evaluate a person's diet in relationship to myplate.gov. 4. I can create a healthy meal plan based on gender, age, height, weight, and activity level. 5. I can research the relationship of nutrition 	<p>Dietary Guidelines for Americans</p> <p>My Plate</p> <p>Meal Planning</p> <p>Menus</p> <p>Individual Nutrition Requirements</p> <p>Disease Prevention</p> <p>Analyze/Interpret Nutritional Data</p> <p>Selective Menu</p>

<p>OL.1 Build menus to customer/client preferences</p> <p>EN.3 Manage personal health and wellness</p> <p>OI.2 Appraise and interpret nutritional data</p> <p>OI.5 Critique the selection of foods to promote a healthy lifestyle</p> <p>OJ.2 Use nutritional information in care planning</p> <p>OJ.3 Utilize a selective menu</p> <p>OJ.4 Select appropriate nourishment based on nutritional Needs</p> <p>OJ.5 Instruct individuals on nutrition for health maintenance and disease prevention</p> <p>OO.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs</p> <p>OO.2 Design strategies that meet the health, nutrition, and requirements of individuals and families with special needs</p>	<p>and wellness to individual and family health throughout the life span</p> <p>6. Appraise and interpret nutritional data to build menus to customer/client preferences, critique the selection of foods to promote a healthy lifestyle, use nutritional information in care planning, utilize a selective menu, select appropriate nourishment based on nutritional needs.</p> <p>7. I can instruct individuals on nutrition for health maintenance and disease prevention, apply various dietary guidelines in planning to meet nutrition and wellness needs, design strategies that meet the health, nutrition, and requirements of individuals and families with special needs</p>	 <p>CUMBERLAND COUNTY PANTHERS</p>
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<p>ON.2 Research the relationship of nutrition and wellness to individual and family health throughout the life span</p> <p>ON.1 Assess the effect of nutrients on health, appearance, and peak performance</p>		
<p>PL.HS.FN.3 Explain how digestion turns food into usable nutrients (digestion, absorption, metabolism).</p> <p>OQ.12 Describe the immune system, the digestive system, selected diseases, and the cause of weight gain/loss</p> <p>PL.HS.FN.28 Apply math, science and communication skills within technical content.</p>	<ol style="list-style-type: none"> 1. I can list and analyze the six essential nutrients. 2. I can examine the process of digestion. 3. I can describe the immune system, the digestive system, selected diseases, and the cause of weight gain/loss 	<p>Six Basic Nutrients Digestion Metabolism Absorption Immune System</p>
<p>PL.HS.FN.5 Examine how personal food choice affects nutrition, personal wellness and maintaining a healthy weight.</p> <p>OM.4 Investigate the impact of global/local events and conditions on food choices and practices</p>	<ol style="list-style-type: none"> 1. I can discuss reasons for and causes of overweight epidemic. 	<p>Obesity Nutrition Personal wellness Healthy Weight Maintenance Food Choices & Practices</p>
<p>PL.HS.FN.6 Research various eating disorders and identify</p>	<ol style="list-style-type: none"> 1. I can identify eating disorders and explain their symptoms, causes and solutions. 	<p>Eating Disorders Anorexia Nervosa</p>

<p>sources of help.</p> <p>ON.3 Assess the impact of food and diet fads, food addictions, and eating disorders on wellness</p>		<p>Bulimia Nervosa Compulsive Overeating Fad Diets Food Addictions</p>
<p>PL.HS.FN.12 Inspect food labels for nutrition and food additives.</p> <p>ON.4 Appraise sources of food and nutrition information, including food labels, related to health and wellness</p>	<ol style="list-style-type: none"> 1. I can analyze the information found on a nutrition label. 2. I can justify a food's nutritional value based on the food label. 	<p>Nutrition Label Nutritional Value Food Additives Nutrition Information Food Labels</p>
<p>PL.HS.FN.15 Calculate unit price, using comparison shopping methods, compare labels to create a meal plan based on cost and personal nutrition needs.</p> <p>PL.HS.FN.28 Apply math, science and communication skills within technical content.</p>	<ol style="list-style-type: none"> 1. I can demonstrate how to calculate unit pricing when shopping for food. 2. I can calculate unit price, using comparison shopping methods, compare labels to create a meal plan based on cost and personal nutrition needs. 	<p>Unit Price Comparison Shopping</p>



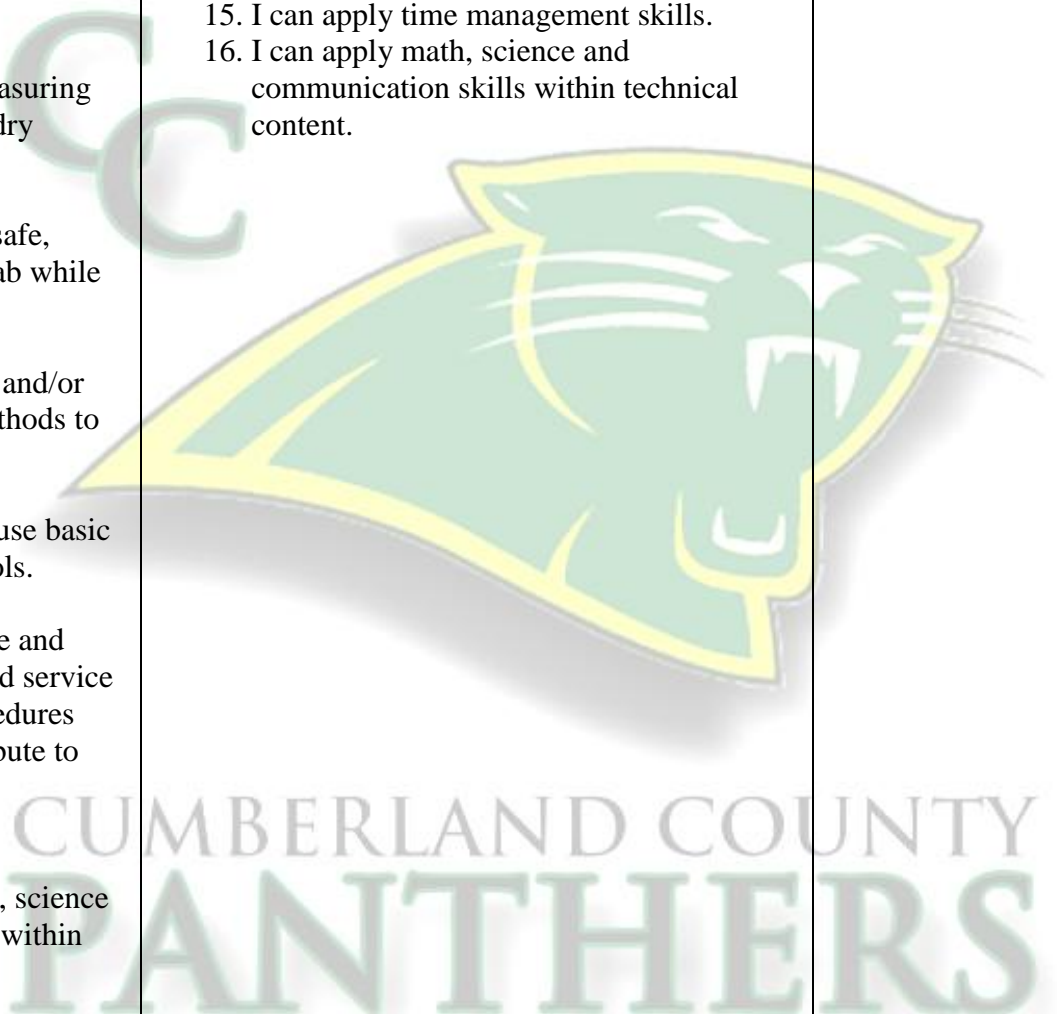
<p>PL.HS.FN.14 Calculate the difference in cost and identify variances in nutrition among semi-prepared, fully prepared convenience meals, fast food or other quick service meals, and home prepared foods.</p> <p>PL.HS.FN.28 Apply math, science and communication skills within technical content.</p> <p>PL.HS.FN.13 Recognize the value of following a shopping plan for food.</p>	<ol style="list-style-type: none"> 1. I can calculate the difference in cost and identify variances in nutrition among semi-prepared, fully prepared convenience meals, fast food or other quick service meals, and home prepared foods. 1. I can explain how to make wise decisions related to food choices 1. I can discuss choices of food consumption managing from home preparation to dining out 	<p>Convenience Meals Shopping Plan Quick Service Meals Home Prepared Food Food Consumption</p>
<p>PL.HS.FN.16 Examine and select convenience foods according to time saved, the cost and the quality.</p> <p>PL.HS.FN.28 Apply math, science and communication skills within technical content.</p> <p>3002.OF.1 Apply principles of purchasing and receiving in food service operations</p> <p>3002.OE.13 Examine the applicability of convenience food items</p>	<ol style="list-style-type: none"> 1. I can examine and recommend convenience foods according to time saved, the cost and the quality. 	<p>Convenience Foods</p>

**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS	Subject: Foods & Nutrition (FCS)	Grade: 10-12
Benchmark Assessment 3		
Instructional Timeline: 12 Weeks		
Topic(s): Food Preparation & Careers		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p>The following KOSSA Standards are embedded into each lesson within this benchmark content chunk:</p> <p>AA.3 Communicate and follow directions/procedures EA.5 Take and provide direction in the workplace EF.2 Contribute to the success of the team EF.3 Demonstrate effective team skills and evaluate their importance in the workplace (e.g., setting goals, listening, following directions, questioning, dividing work) EL.3 Seek and capitalize on self-improvement opportunities EN.1 Assume responsibility for safety of self and others EN.2 Follow safety guidelines in the workplace</p>		<p>Communicate, directions/procedures Workplace Team Success Team skills setting goals, listening, following directions, questioning, dividing work Self-improvement opportunities Safety Workplace Guidelines</p>


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<p>OE.2 Demonstrate a variety of cooking methods: roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, wokong, convection, microwaving, and other emerging technologies</p> <p>OE.5 Prepare various meats, seafood, and poultry</p> <p>OE.6 Prepare various stocks, soups, and sauces</p> <p>OE.7 Prepare various fruits, vegetables, starches, and farinaceous items</p> <p>OE.9 Prepare sandwiches, canapés, and appetizers</p> <p>OE.10 Prepare baked goods and desserts</p> <p>OE.11 Prepare breakfast meats, eggs, cereals, and batter products</p> <p>PL.HS.FN.24 Demonstrate safe, sanitary work habits required by the field.</p>	<ol style="list-style-type: none"> 1. I can demonstrate a variety of cooking methods: roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, wokong, convection, microwaving, and other emerging technologies 2. I can prepare various meats, seafood, and poultry 3. I can prepare various stocks, soups, and sauces 4. I can prepare various fruits, vegetables, starches, and farinaceous items 5. I can prepare sandwiches, canapés, and appetizers 6. I can prepare baked goods and desserts 7. I can prepare breakfast meats, eggs, cereals, and batter products 8. I can demonstrate safe, sanitary work habits required by the field. 9. I can demonstrate written, verbal and non-verbal communication skills. 10. I can demonstrate measuring techniques for liquid and dry ingredients. 11. I can demonstrate a safe, effective and productive lab while utilizing teamwork. 12. I can demonstrate and/or practice basic cooking methods to prepare a variety of foods. 13. I can identify and use basic kitchen equipment and tools. 14. I can demonstrate and practice knowledge 	<p>roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, wokong, convection, microwaving, and other emerging technologies</p> <p>Prepare</p> <p>Safe, sanitary work habits</p> <p>Measuring techniques</p> <p>Productive lab</p> <p>Team work</p>
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<p>PL.HS.FN.25 Demonstrate written, verbal and non-verbal communication skills.</p> <p>PL.HS.FN.10 Practice measuring techniques for liquid and dry ingredients.</p> <p>PL.HS.FN.9 Managing a safe, effective and productive lab while utilizing teamwork.</p> <p>PL.HS.FN.7 Demonstrate and/or practice basic cooking methods to prepare a variety of foods.</p> <p>PL.HS.FN.8 Identify and use basic kitchen equipment and tools.</p> <p>PL.HS.FN.26 Demonstrate and practice knowledge of food service safety and sanitation procedures and the factors that contribute to food borne illnesses.</p> <p>PL.HS.FN.27 Apply time management skills.</p> <p>PL.HS.FN.28 Apply math, science and communication skills within technical content.</p>	<p>of food service safety and sanitation procedures and the factors that contribute to food borne illnesses.</p> <p>15. I can apply time management skills.</p> <p>16. I can apply math, science and communication skills within technical content.</p>	
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<p>PL.HS.FN.29 Demonstrate employability and social skills relevant to the career cluster.</p> <p>PL.HS.FN.23 Demonstrate employability and social skills relevant to the career cluster.</p> <p>PL.HS.FN.22 Assess employment opportunities and preparation requirements.</p> <p>PL.HS.FN.29 Demonstrate employability and social skills relevant to the career cluster.</p> <p>PL.HS.FN.30 Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.</p> <p>PL.HS.FN.25 Demonstrate written, verbal and non-verbal communication skills.</p>	<p>1. I can assess employment opportunities and preparation requirements.</p>	<p>Employment Opportunities Employability Skills Career Cluster Employment Preparation Requirements</p>
<p>PL.HS.FN.21 Categorize careers in nutrition/food service according to skill required and type of job.</p> <p>PL.HS.FN.30 Utilize activities of the Family, Career and Community Leaders of America student organization as an integral</p>	<p>1. I can categorize careers in nutrition/food service according to skill required and type of job.</p> <p>2. I can discuss the importance of flexible career planning and career self-management, and employ leadership skills to achieve workplace objectives (e.g.,</p>	<p>Careers in Nutrition/Food Service</p> <p>Flexible Career Planning Career Self-Management Leadership Skill Workplace Objectives Personal Vision Adaptability</p>

<p>component of course content and leadership development.</p> <p>PL.HS.FN.28 Apply math, science and communication skills within technical content.</p> <p>PL.HS.FN.25 Demonstrate written, verbal and non-verbal communication skills.</p> <p>EL.4 Discuss the importance of flexible career planning and career self-management</p> <p>EL.5 Employ leadership skills to achieve workplace objectives (e.g., personal vision, adaptability, change, shared vision)</p> <p>EL.8 Describe the impact of the global economy on jobs and careers</p> <p>EM.2 Research and identify emerging technologies for specific careers</p> <p>OA.1 Determine the roles and functions of individuals engaged in food production and services careers</p>	<p>personal vision, adaptability, change, share dvision)</p> <ol style="list-style-type: none"> 3. I can describe the impact of the global economy on jobs and careers and research and identify emerging technologies for specific careers 4. I can determine the roles and functions of individuals engaged in food production and services careers and examine education/training requirements and opportunities for career paths in food production and services 5. I can examine education and training requirements and opportunities for career paths in food science dietetics, and nutrition 6. I can examine the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies 7. I can define jobs associated with a specific career path or profession 	<p>Share Division</p> <p>Global Economy Emerging Technologies</p> <p>Food Production/Service Careers</p> <p>Education/Training Requirements</p> <p>State, National, Global Economies</p> <p>Career Path</p>
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<p>OA.2 Explore opportunities for employment and entrepreneurial endeavors</p> <p>OA.3 Examine education/training requirements and opportunities for career paths in food production and services</p> <p>OA.4 Examine the impact of food production and services occupations on local, state, national, and global economies</p> <p>OH.1 Determine the roles and functions of individuals engaged in food science, dietetics, and nutrition careers</p> <p>OH.2 Explore opportunities for employment and entrepreneurial endeavors</p> <p>OH.3 Examine education and training requirements and opportunities for career paths in food science dietetics, and nutrition</p> <p>OH.4 Examine the impact of food science, dietetics, and nutrition occupations on local, state, national, and global</p>		<p>CUMBERLAND COUNTY PANTHERS</p>
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economies		
3002.EK.2 Define jobs associated with a specific career path or profession		

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