



National Standards for Family and Consumer Sciences Education

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Developed by National Association of State Administrators of Family and Consumer Sciences (NASAFACS)

Area of Study 9.0

Food Science, Dietetics, and Nutrition

- Family and Consumer Sciences National Standards are outcomes; that is, expectations of what students should know and be able to do upon completion of the course sequence for a pathway/program of study. As curriculum is developed, the national standards should be utilized as indicators of student achievement at the end of the pathway/program of study. Benchmarks should be developed for student achievement in earlier courses. The standards are grouped by Areas of Study, NOT by courses. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses for state or local uses. For example, standards from Area 1-Career, Community and Life Connections, Area 2 Consumer and Family Resources, and Area 14 Nutrition and Wellness, as well as standards from other Areas of Study, might be incorporated into course sequences for Food Science, Dietetics, and Nutrition.

Comprehensive Standard

Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.

Content Standards

9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.

9.2 Apply risk management procedures to food safety, food testing, and sanitation.

Competencies

9.1.1 Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.

9.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

9.1.3 Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.

9.1.4 Analyze the correlation between food science, dietetics, and nutrition occupations and local, state, national, and global economies.

9.1.5 Create an employment portfolio to communicate food science, food technology, dietetics, and nutrition careers knowledge and skills.

9.1.6 Analyze the role of professional organizations in food science, food technology, dietetics, and nutrition careers.

9.2.1 Analyze factors that contribute to food borne illness.

9.2.2 Analyze food service management safety and sanitation programs.

9.2.3 Implement industry standards for documenting, investigating, and reporting foodborne illnesses.

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- 9.2.4 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.
- 9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.
- 9.2.6 Demonstrate standard procedures for receiving and storage of raw and prepared foods.
- 9.2.7 Classify cleaning materials and sanitizers and their correct use.
- 9.2.8 Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.
- 9.2.9 Demonstrate waste disposal and recycling methods.
- 9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.
 - 9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
 - 9.3.2 Analyze nutritional data.
 - 9.3.3 Apply principles of food production to maximize nutrient retention in menus.
 - 9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.
 - 9.3.5 Analyze recipe/formula proportions and modifications for food production.
 - 9.3.6 Critique the selection of foods to promote a healthy lifestyle.
 - 9.3.7 Plan menus, applying the exchange system to meet various nutrient needs.
- 9.4 Apply basic concepts of nutrition and nutrition therapy in a variety of settings.
 - 9.4.1 Analyze nutritional needs of individuals.
 - 9.4.2 Use nutritional information to support care planning.
 - 9.4.3 Determine when to provide a selective menu approach in nutrition therapy settings.
 - 9.4.4 Construct a modified diet based on nutritional needs and health conditions.
 - 9.4.5 Design instruction on nutrition to promote wellness and disease prevention.
- 9.5 Demonstrate use of science and technology advancements
 - 9.5.1 Analyze various factors that affect food preferences in the marketing of food.

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| in food product development and marketing. | 9.5.2 | Analyze data in statistical analysis when making development and marketing decisions. |
| | 9.5.3 | Prepare food for presentation and assessment. |
| | 9.5.4 | Maintain test kitchen/ laboratory and related equipment and supplies. |
| | 9.5.5 | Implement procedures that affect quality product performance and sustainability. |
| | 9.5.6 | Conduct sensory evaluations of food products. |
| | 9.5.7 | Conduct testing for safety of food products, utilizing available technology. |
| 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices. | 9.6.1 | Build menus to customer/ client preferences. |
| | 9.6.2 | Implement food preparation, production, and testing systems. |
| | 9.6.3 | Apply standards for food quality and sustainability. |
| | 9.6.4 | Create standardized recipes. |
| | 9.6.5 | Manage food production to meet needs of customers. |
| | 9.6.6 | Analyze new products. |
| | 9.6.7 | Implement procedures that provide cost effective products. |
| | 9.6.8 | Establish par levels for the purchase of supplies based on an organization's needs. |
| | 9.6.9 | Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation. |