HTR – A1.0 Demonstrate an understanding of the role of food, fitness, and nutrition in society and the role of the individual in the local, state, national, and global economies. 

A: Advanced: demonstrates comprehensive understanding and application of content. 
B: Proficient: demonstrates significant understanding of content. 
P: Partial: demonstrates partial understanding of content. 
L: Limited: demonstrates little or no understanding of content. 

A1.1 Define and compare key content areas of the food science, nutrition, and wellness discipline. 
A1.2 Define, explain, and apply the importance of research, research methods, and regulatory agencies. 
A1.3 Identify and explain the roles of the various segments of the industry to local, state, national, and international economies. 
A1.4 Recommend appropriate primary standards and regulations for professionals in the industry, including education, training, licensing, and certifications.

HTR – A3.0 Identify important workforce and organizational management competencies: 

A: Advanced: demonstrates comprehensive understanding and application of content. 
B: Proficient: demonstrates significant understanding of content. 
P: Partial: demonstrates partial understanding of content. 
L: Limited: demonstrates little or no understanding of content.

A3.1 Practice industry-recommended standards for personal grooming and hygiene. 
A3.2 Understand the importance of food preparation, nutrition, and wellness. 
A3.3 Develop an understanding of the differences in services and outreach methods provided by community-based and institutional programs that provide food and nutrition outreach services. 
A3.4 Practice safe laboratory and equipment use and maintenance.

HTR – A4.0 Recognize the relationship of basic nutritional principles and concepts to the physical and structural well-being of individuals: 

A: Advanced: demonstrates comprehensive understanding and application of content. 
B: Proficient: demonstrates significant understanding of content. 
P: Partial: demonstrates partial understanding of content. 
L: Limited: demonstrates little or no understanding of content.

A4.1 Understand the relationship of emotional, psychological, and physiological needs to food intake and nutritional needs. 
A4.2 Analyze appropriate nutrient intake data, and energy requirements for individuals of different ages and with different diets, fitness, and health needs. 
A4.3 Illustrate the assessment of structural and functional deficiencies, and disease. 
A4.4 Formulate recommendations that illustrate the relationship between diabetes and health needs. 

HTR – A5.0 Demonstrate an understanding of the correlation of food and fitness to wellness: 

A: Advanced: demonstrates comprehensive understanding and application of content. 
B: Proficient: demonstrates significant understanding of content. 
P: Partial: demonstrates partial understanding of content. 
L: Limited: demonstrates little or no understanding of content.

A5.1 Explain how research-based, recognized dietary guidelines relate to nutrition, fitness, and overall wellness. 
A5.2 Understand the differences in services and outreach methods provided by community-based and institutional programs that provide food and nutrition outreach services. 
A5.3 Analyze popular diets for recommendations that are consistent with research, fitness, and wellness changes. 
A5.4 Analyze nutrient density as it relates to food quality and dietary science, dietetics, and nutrition organizations. 

HTR – A9.0 Identify the fundamental concepts of marketing and public relations used in the representation of information about food science, dietetics, and nutrition: 

A: Advanced: demonstrates comprehensive understanding and application of content. 
B: Proficient: demonstrates significant understanding of content. 
P: Partial: demonstrates partial understanding of content. 
L: Limited: demonstrates little or no understanding of content.

A9.1 Create a product that explores global, logistical, ecological, and economic impacts of food production and packaging methods, including gene engineering.

HTR Anchor Standards

ANCHOR – 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.*

ANCHOR – 2.0 Communications
Acquire and use appropriate hospitality, tourism, and recreation sector specific vocabulary and communication strategies of related professions to communicate effectively in oral, written, and multimedia formats. 

ANCHOR – 3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, explore industry opportunities, and manage personal career plans. 

ANCHOR – 4.0 Technology
Use existing and emerging technologies, to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment. 

ANCHOR – 5.0 Problem Solving and Critical Thinking
Conduct short, as well as more sustained, research to create alternative solutions to diverse problems and to analyze problem solving and decision-making processes. 

ANCHOR – 6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and behaviors for promoting safety and wellness in the Hospitality, Tourism, and Recreation sector workplace environment. 

ANCHOR – 7.0 Responsibility and Flexibility
Participate in the activities of a student run organization demonstrating behaviors that reflect personal and professional responsibility, flexibility, and self-accountability in the Hospitality, Tourism, and Recreation sector workplace environment. 

ANCHOR – 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. 

ANCHOR – 9.0 Leadership and Teamwork
Work with peers to promote divergent and creative perspectives, effective leadership, group problem solving, decision-making, teamwork, and cross-cultural communication skills. 

ANCHOR – 10.0 Technical Knowledge and Skills
Acquire and apply essential technical skills and concepts to all pathways in the Hospitality, Tourism, and Recreation sector following procedures when carrying out experiments or performing technical tasks. 

ANCHOR – 11.0 Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the Hospitality, Tourism, and Recreation sector standards by conducting experiments, demonstrating behavior, and performing tasks. 

Food science, dietetics, and nutrition career pathway competency profile

Home economics careers and technology: hospitality, tourism, and recreation (HTR) industry sector

Method of instruction

* C.C. = Community Classroom  
* C.V.E. = Cooperative Vocational Education  
* C/L-B.E. = Classroom/Laboratory-Based Education

Prepared by the Home Economics Careers and Technology Education Staff, California Department of Education, in collaboration with the HECT Curriculum and Professional Development Project, CSU Fresno.

(Student Name)

(Student Signature and Date)

(Instructor Signature and Date)

(Advisory Committee Member Signature and Date)

This document is a competency profile for the Food Science, Dietetics, and Nutrition Career Pathway. The student has successfully completed course work and competencies for this pathway.

For more information about the Home Economics Careers and Technology Education Staff or the HECT Curriculum and Professional Development Project, contact CSU Fresno.