

## GLOBAL COMPETENCE MATRIX FOR CULINARY ARTS

Global Competence is the capacity and disposition to understand and act on issues of global significance.

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
<p>Students investigate the world beyond their immediate environment as it relates to food literacy and food systems.</p>	<p>Students recognize their own and others' perspectives as these relate to food literacy and food systems.</p>	<p>Students communicate their ideas effectively with diverse audiences regarding food literacy and food systems.</p>	<p>Students translate their ideas and findings into appropriate actions to improve conditions surrounding food literacy and food systems.</p>
<p>Students:</p> <ul style="list-style-type: none"> <li>■ Identify issues and frame researchable questions of local, regional, or global significance that call for or emerge from investigations in food and food-related issues.</li> <li>■ Identify and weigh relevant evidence from primary and secondary research using a variety of domestic and international sources, media, and languages to address a globally significant questions.</li> <li>■ Investigate the influence of agricultural methods and climate on food choices in various world regions.</li> <li>■ Analyze, integrate, and synthesize information using knowledge, research methods, and critical thinking skills to deepen understanding of and construct coherent responses to globally significant issues surrounding food.</li> <li>■ Produce an account based on compelling social and scientific evidence and multiple perspectives that exhibits understanding of a global issue that advocates for action.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>■ Recognize and express their own perspective on situations, events, issues, or phenomena and identify the Cultural, social, economical, political, geographical, and historical influences that inform perspective.</li> <li>■ Examine the role of place, time, culture, society, trend, and resources in the perspectives held by people, groups, and/or schools of thought.</li> <li>■ Explain how the movement and interaction of ideas, goods, capital and people influence individuals, societies, events, and the development of knowledge.</li> <li>■ Explore and describe how geopolitical differences, as well as access to knowledge, resources, and technology affect the options, choices, and quality of life of people around the world.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>■ Recognize and express how diverse audiences may interpret and use the same information in different ways and for different purposes and how that affects communication and collaboration.</li> <li>■ Use appropriate terminology and behavior to communicate verbally and nonverbally with diverse audiences.</li> <li>■ Select and use technology and media strategically to create products, express views, and communicate and collaborate with people of diverse backgrounds.</li> <li>■ Reflect on how communication contributes to or impedes understanding, collaboration, negotiation, and diplomacy in an interdependent world.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>■ Identify and create opportunities for positive personal and collaborative action and civic engagement to contribute to sustainable improvements and quality of life as these relate to food literacy.</li> <li>■ Assess options, plan actions, and engage in civil discourse, considering previous approaches, varied perspectives political viability, and potential consequences.</li> <li>■ Act, personally and collaboratively, in ways that are creative, ethical, and informed by the knowledge and methods of diverse cultures to contribute to sustainable improvement, and assess the impact of the action.</li> <li>■ Reflect on their capacity to advocate for and contribute to improvement in food security locally, regionally, and globally.</li> </ul>

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