

Unit 1- Careers

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Title Section



Belleville Public Schools

Curriculum Guide

Food and Nutrition 10th-12th grade

Careers in the Hospitality Industry

Unit 1

Belleville Board of Education

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Board Approved:

Unit Overview

This Unit will focus on the careers in the Hospitality Industry.

This unit will begin with the understanding of the different career clusters in the hospitality industry. The opportunities and employability skill set needed to obtain an entry level job verse a career in the hospitality industry. They will explore advantages and challenges of employment in hospitality careers. Students will assess education, salaries duties,work environment, and job outlook for employment.

- Academic and career skills and behaviors that relate positively to successful achievement.
 - Communication skills for problem solving, decision making, and efficiently working with others.
 - Hard skills, soft skills and interpersonal skills
 - Problem Solving and Critical thinking Skills
 - Management Skills
-
- Demonstrates professional standards/employability skills as required by business and industry.

Enduring Understanding

The student will investigate employment opportunities in the hospitality industry.

- The student will explore advantages and challenges of employment in hospitality careers.
- The student will Identify different careers available in the hospitality Industry
- The student will assess salaries,duties,work environment, and job outlook for employment.
- The student will evaluate personal job skills,aptitude,and interests in the hospitality industry.
- The student demonstrates an understanding that personal success depends on personal effort.
- The student is expected to display positive attitudes and good work habits
- The student is expected to develop strategies for achieving accuracy and organizational skills
- The student develops principles in time management, decision making, and prioritizing.
- The student is expected to work independently
- The student researches, analyzes, and explores lifestyle and career goals.
- The student is expected to prioritize career goals and ways to achieve those goals in the hospitality and tourism industry
- The student is expected to compare and contrast education and training needed for careers in the hospitality and tourism industry

Essential Questions

Essential Questions Are:

- What careers do you see in your future involving the hospitality industry?
- What type of education do you need for this career?
- How do you acquire about a certification the hospitality industry?
- What career do you see in the future?
- What type of education and or certification do you need for this career?
- How much money will you make?

- Is this an hourly or salary position?
- How long do you need to do an apprenticeship?
- What skills do you need to start at an entry level position?
- What information do I need to decide or make choices?
- What does it mean to be accountable?
- How do I best communicate?
- How do my interests, aptitudes, and abilities relate to my career choices?
- How do I make informed career choices?
- What are entry level jobs in the culinary field?
- What are characteristics of a quality employee?
- What is my educational goal or chosen field of education?
- What career preparation/education do I need?
- How can I utilize online resources to save valuable natural resources when conducting research?
- How do I prepare for a job/college interview?

Exit Skills

Student will be able to:

- develop and utilize communication skills.
- explore individual interests, aptitudes and abilities that are related to career choices.
- explore career preparation/education extends beyond high school.
- research career information for informed decisions.
- understand planning for future goals takes time and effort.
- research the financial commitment/cost of career preparation/education beyond high school.
- develop positive employee characteristics needed for job success.
- practice/develop interviewing skills
- Student demonstrates professional standards/employability skills as required by business and industry
- Understand the current day demand in the job market
- Analyze the difference between hourly and salary positions
- Analyze program of study for different hospitality positions
- Demonstrate the connection between the skill level and career path
- Compare and contrast the differences between hard skills vs. Soft skills
- Identify soft skills communication, resilience, multitasking, adaptability, attention to detail
- Identify hard skills point of sale equipment, bilingual, multi-tasking, compliance training

New Jersey Student Learning Standards (NJSL)

| | |
|-----------------|--|
| 9.3.12.BM.4 | Identify, demonstrate and implement solutions in managing effective business customer relationships. |
| 9.3.12.ED.1 | Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. |
| 9.3.12.ED.2 | Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |
| 9.3.12.ED.3 | Use critical thinking to process educational communications, perspectives, policies and/or procedures. |
| 9.3.12.ED.6 | Analyze ethical and legal policies of professional education and training practice. |
| 9.3.12.BM-MGT | General Management |
| 9.3.12.ED-ADM.2 | Identify behaviors necessary for developing and sustaining a positive learning culture. |
| 9.3.12.ED-ADM.6 | Identify operations to meet the learning organization's objectives. |
| 9.3.12.ED-TT.3 | Use content knowledge and skills of instruction to develop standards-based goals and |

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| | assessments. |
| 12.9.3.HT.6 | Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways. |
| 12.9.3.HT-REC.1 | Describe career opportunities in the Recreation, Amusements & Attractions Career Pathway. |
| 12.9.3.HT-RFB.10 | Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities. |
| CS.9-12.CS | Computing Systems |
| TECH.9.4.12.CI | Creativity and Innovation |
| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| TECH.9.4.12.CT | Critical Thinking and Problem-solving |
| TECH.9.4.12.CT.1 | Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). |
| TECH.9.4.12.CT.2 | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |
| TECH.9.4.12.CT.3 | Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). |
| TECH.9.4.12.CT.4 | Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes. |
| TECH.9.4.12.GCA.1 | <p>Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>Innovative ideas or innovation can lead to career opportunities.</p> <p>Different types of jobs require different knowledge and skills.</p> <p>With a growth mindset, failure is an important part of success.</p> <p>The usability, dependability, security, and accessibility of devices within integrated systems are important considerations in their design as they evolve.</p> |

Interdisciplinary Connections

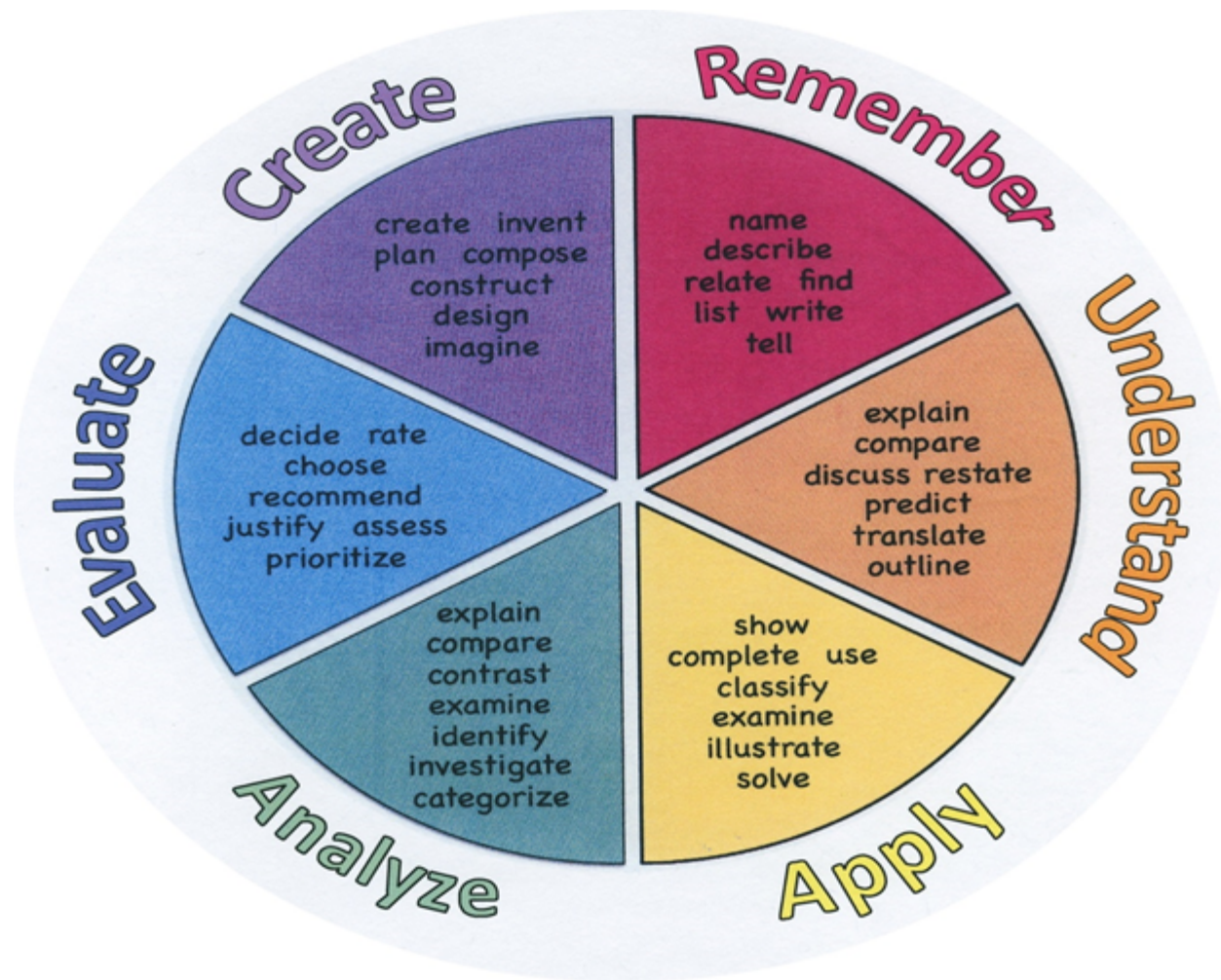
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|---------------|---|
| LA.RL.9-10 | Reading Literature |
| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| LA.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| | Integration of Knowledge and Ideas |
| LA.W.9-10 | Writing |
| | Presentation of Knowledge and Ideas |
| LA.L.9-10.2.C | Spell correctly. |
| LA.L.9-10.3 | Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. |
| LA.H.HD.a | reading grade level texts to accomplish academic or personal goals |
| LA.1112.HD.b1 | Consider a full range of ideas or positions on a given topic or text when presented in a discussion. |

Learning Objectives

Students will demonstrate ability to :

- assess their personal interests, aptitudes, and abilities related to career goals.
- research career and educational opportunities related to food production and service.
- critique the characteristics of a quality employee and a positive work ethic.
- compare the cost of secondary education and/or advanced training in food production and serv
- generate career research, presentations, networking abilities online for paperless creations.
- construct a career profile presentation based on career research and personal interests.
- create a digital employee review template for evaluating an employee performance.
- Identify employment opportunities in the hospitality industry
- Investigate employment opportunities in the hospitality industry
- Analysis salaries,duties,work environment,and job outlook for employment
- Evaluate personal job skills, aptitude,and interests with a state recognized assessment program
- Complete an employment application, an 1-9, and W-4 form

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|-----------------|-------------------|--------------|----------------|-----------------|---------------|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |



Suggested Activities & Best Practices

- Establish personal goals
- Explore career opportunities and earning potential
- Understand how employment process works
- Match personality skills, and interest with career choices
- Have the ability to investigate career choices
- Assess personal interests, aptitudes and abilities related to career goals.
- Research career and educational opportunities/salary related to food production/service.
- Evaluate secondary education/training costs in food production/service utilizing graphic charts
- Utilize Venn Diagrams for critiquing and comparing quality employee work ethics and personal traits
- Class Collaboration
- Career interest quiz
- Create a career goal presentation utilizing a slide platform illustrating personal interests and research findings.
- Compare the cost of secondary education and/or advanced training in food production and service utilizing graphic

charts.

- Create a digital employee review template for evaluation employee performance.
- Develop digital skills to create online work products.
- Identify famous African American cooks in the hospitality industry
- Students will identify high energy efficient appliances mandated by Serv Safe Standards

Assessment Evidence - Checking for Understanding (CFU)

- Research and identify different careers in the hospitality industry-benchmark assessment
- Common Benchmarks
- Unit 1 Test-summative assessment checklist
- Career Profile Presentation
- Evaluation Rubrics
- Teacher Observation Checklist
- Self Assessment
- Teacher Student Conference-alternative assessment

- Common Benchmarks

- Compare & Contrast
- Create a Multimedia Poster
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- KWL Chart
- Learning Center Activities
- Newspaper Headline
- Outline
- Quizzes
- Self- assessments
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests

Primary Resources & Materials

- Textbook: *Discovering Food and Nutrition*
- Textbook: *Food, Nutrition & Wellness*
- Textbook: *Teachers Edition*
- Video Clip: Goal Setting
- Resume Writing
- Powerpoint Presentations
- Internet
- Google Slides
- Guest Speakers
- Smart Board
- Internet
- Online Resources Glencoe.com
- Hands on Demonstrations
- Unit Project
- Group work
- Chapter worksheets/questions
- Filling out class learning logs

- Unit exam

Ancillary Resources

- Life experience
- Demonstrations
- Guest Speakers
- Career Training Education Presentations/Discussions
- The Food Industry
- YouTube Videos
- Project Checklist
- Current Events
- Media Center
- Food Magazines
- Medical Journal
- Exit Tickets

Technology Infusion

- **Please reference video links and websites listed under Primary Resources & Materials**
- Google Classroom- communication, organization of resource materials and course assignments
- Interactive Smart TV Technology - visual presentations of assignments, demonstrations , school visual tours, applications
- Technology Internet Research and Word Processing - career research, resume templates, applications
- Video Demonstration - career profiles
- Calculations - education costs, career salaries
- Online Applications - resumes, applications- college, job and scholarship
- Google Slides - Career/Education Presentation

Win 8.1 Apps/Tools Pedagogy Wheel

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/1/Pedagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst



Alignment to 21st Century Skills & Technology

- Communication skills - reading , writing
- Mathematics;
- Economics
- Science
- Social skills , Interpersonal skills

WRK.9.2.12.CAP

Career Awareness and Planning

WRK.9.2.12.CAP.1

Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.

WRK.9.2.12.CAP.2

Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

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| WRK.9.2.12.CAP.3 | Investigate how continuing education contributes to one's career and personal growth. |
| TECH.9.4.12.CI | Creativity and Innovation |
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| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| TECH.9.4.12.CT | Critical Thinking and Problem-solving |
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| TECH.9.4.12.CT.2 | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |
| TECH.9.4.12.CT.3 | Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). |
| TECH.9.4.12.CT.4 | Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes. There are strategies to improve one's professional value and marketability. Innovative ideas or innovation can lead to career opportunities. Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. With a growth mindset, failure is an important part of success. |

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Extra time to complete assignments
- Small group assignments
- Study Guides
- Small group instruction following whole group introduction of concepts

- Small groups setting
- Pairing oral instruction with visual
- Repeat directions
- Teacher reads assessments allowed
- Student work with assigned partner
- Visual Presentation
- Assistive technology
- Auditory presentations
- Small group setting
- Multi-sensory approaches
- Pairing Oral instruction w/visuals
- Group Assignments and Projects
- Project based learning
- Leveled Rubrics
- Think-Pair Share (roundtable)

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition

- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- Provide modifications as dictated in the student's IEP/504 plan
- Additional time on assignments/assessment
- Additional time for Skill Mastery
- Study Guides/Board Notes
- Notes/presentations on Google Classroom
- Highlighted text visual presentation
- Modified assignments
- Shortened assignments
- Multi-sensor presentation (presentations on SMART TV, on Google Classroom and paper copies for students as appropriate)
- Modified test formats (written/verbal vs. Google form)
- Open book/Study Guides
- Preferential seating
- Peer mentoring

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length

- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Translation of content/activities (Port of Entry) supporting terms and definitions related to careers in the hospitality industry
- using videos, illustrations, pictures, and drawings to explain or clarify
- Providing a copy of the teachers notes
- Providing study guides
- Allowing students to correct errors(looking for understanding)
- Assignments submitted in native language (Port of Entry)
- Modifying assignments
- Review assignment/project directions (model)
- using computer word processing and Google Chrome extensions for translation, spell check and grammar check features
- using true/false, matching, or fill the blank tests in lieu of essays
- Allowing the use of note cards or using study guide
- Tutoring by peers to reinforce concepts
- Modifying tests to reflect selected objectives

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Peer tutoring on Unit 1 Careers in the Hospitality Industry
 - Correction and resubmission of work related to Unit 1 Careers in the Hospitality Industry
 - Model concepts of Careers in hospitality industry
 - Providing study guides
 - allowing to use notecards, study guides
 - reducing the number of answers choices on multiple test question
 - allowing projects, timelines, demonstrations, models, drawings, poster boards, google slides to demonstrate student learning
 - allowing students to correct errors (looking for understanding)
 - Evaluating correct work; collaborating with student on incorrect work
 - Additional time to complete assignments
-
- allowing students to correct errors (looking for understanding)
 - teaching key aspects of a topic. Eliminate nonessential information
 - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - allowing students to select from given choices
 - allowing the use of note cards or open-book during testing
 - collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
 - decreasing the amount of work presented or required
 - having peers take notes or providing a copy of the teacher's notes
 - marking students' correct and acceptable work, not the mistakes
 - modifying tests to reflect selected objectives
 - providing study guides
 - reducing or omitting lengthy outside reading assignments
 - reducing the number of answer choices on a multiple choice test
 - tutoring by peers
 - using authentic assessments with real-life problem-solving
 - using true/false, matching, or fill in the blank tests in lieu of essay tests
 - using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Complete activities above grade level
 - Creating a blog or social media page about the unit
 - Advanced problem-solving related to Unit 1 Careers in the hospitality Industry
 - Teacher-selected instructional strategies (simulations) focused to provide challenge, engagement, and growth opportunities
 - Simulated project modules utilizing technology at higher level to create different careers requirements
 - Higher order, critical and creative thinking skills, and discovery related to analysis of Unit 1 Careers
 - Utilize project-based learning for greater depth of knowledge
 - Utilize exploratory connections to higher- grade concepts
-
- Above grade level placement option for qualified students
 - Advanced problem-solving
 - Allow students to work at a faster pace
 - Cluster grouping
 - Complete activities aligned with above grade level text using Benchmark results
 - Create a blog or social media page about their unit
 - Create a plan to solve an issue presented in the class or in a text
 - Debate issues with research to support arguments
 - Flexible skill grouping within a class or across grade level for rigor
 - Higher order, critical & creative thinking skills, and discovery
 - Multi-disciplinary unit and/or project
 - Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
 - Utilize exploratory connections to higher-grade concepts
 - Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Careers in the Hospitality Industry

NJSLS: See link below

Interdisciplinary Connection: Note writing/Assignment Summary

Statement of Objective:

SWDAT assess their personal interests, aptitudes, and abilities related to career goals.

Anticipatory Set/Do Now:

What are some qualities that you value in people? What do you think are some characteristics on board. What are good work ethics?

Rate these characteristics from most important to least.

Learning Activity: Work ethics discussion

Employee Characteristics

Create/develop an employee review evaluation/job performance criteria

Self-Analysis

Student Assessment/CFU's: see above

Materials: Computer, Venn diagram, Internet

Construct an employee review form to evaluate work ethics/characteristic for multiple users

21st Century Themes and Skills: see link above

Differentiation: see link above

Integration of Technology: Power Point, video clips, SmartBoard, Online Research

Standards: See Below

Unit 1 : Careers in the Hospitality Industry

NJSLS:

Interdisciplinary Connection: Writing, Analysis, critical thinking, Reading-inform, vocabulary/text science math, communication , group work

Statement of Objective: Identify professional standards /employability skills as required by business and hospitality industry.

Anticipatory Set/Do Now: What careers do you see in your future regarding the Hospitality Industry? What education do you need for this career? How much money will you make? What skills will you need?

In this lesson we will explore the answers to these questions as well as additional information regarding the Hospitality Industry.

Learning Activity:, Graphic Q & A, Review, Graphic organizer, Group Discussion, student will research different careers in the hospitality industry.

Investigate employment opportunities, explore advantages and challenges of employment in hospitality careers, Assess salaries, duties, work environment, and job outlook for employment

Student Assessment/CFU's: Formative CFU'S end of the period, project based

Materials: Textbook, Power Point, google, youtube

21st Century Themes and Skills:

Differentiation: Visual learners, hands on activities, group and peer instruction, audio learners, tactile learners

Integration of Technology: Smartboard, Computers, Webquest, pinterest, youtube

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| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and |

transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.CT

Critical Thinking and Problem-solving

TECH.9.4.12.CT.1

Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

TECH.9.4.12.CT.2

Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

TECH.9.4.12.CT.3

Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

TECH.9.4.12.CT.4

Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

With a growth mindset, failure is an important part of success.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Innovative ideas or innovation can lead to career opportunities.