Unit 1: Employability and Career Development Copied from: Intro Cul Arts, Copied on: 02/21/22

Content Area: **CTE**
Course(s): **Intro Cul Arts**
Time Period: **September**
Length: **8 days-ongoing/grade 11-12**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Introduction to Culinary Arts

Grades 11-12

Employability and Career Development

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

Preparing for a career involves setting goals. Students will analyze their likes, dislikes, interests, and abilities as preliminary steps in choosing a career. Students will research qualifications needed to work in food service career areas. Students will identify skills and qualities needed for career success. All food-related careers require some common skills and work place ethics along with the ability to calculate, communicate, think, negotiate, and work as a member of a team. To be employed in the foodservice industry, you must process a positive work ethic and good leadership skills.

Enduring Understanding

- Interests, aptitudes and abilities are related to career choices.
- Career preparation/education extends beyond high school.
- Research provides information for informed decisions.
- Planning for future goals takes time and effort.

- Career preparation/education beyond high school is a financial commitment.
- Job searches utilize sources/networking
- A personal resume is constructed/built highlighting basic information.
- Job Interviews skills develop/improve with practice.
- Quality characteristics/character are a sign of a good employee/manager.

Essential Questions

- How do you evaluate academic and career skills related to school and employment?
- 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 is today's culinary job outlook?
- 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?
- What is the cost of career preparation/education?
- How will my career preparation/education be financed?
- How do a find a job or conduct a job search?
- What are the advantages and disadvantages of being an entrepreneur?
- How do I write a resume and cover letter?
- How do I build a portfolio?
- How do I prepare for a job 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.
- conduct a job search
- prepare a resume
- practice job interviewing skills

New Jersey Student Learning Standards (NJSLS-S)

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.4	Evaluate and manage risks to safety, health and the environment in education and training settings.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.HT.6	Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.
9.3.12.ED.10	Apply organizational skills and logic to enhance professional education and training practice.
9.3.12.ED.11	Demonstrate group management skills that enhance professional education and training practice.
9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and food service industry.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

Interdisciplinary Connections

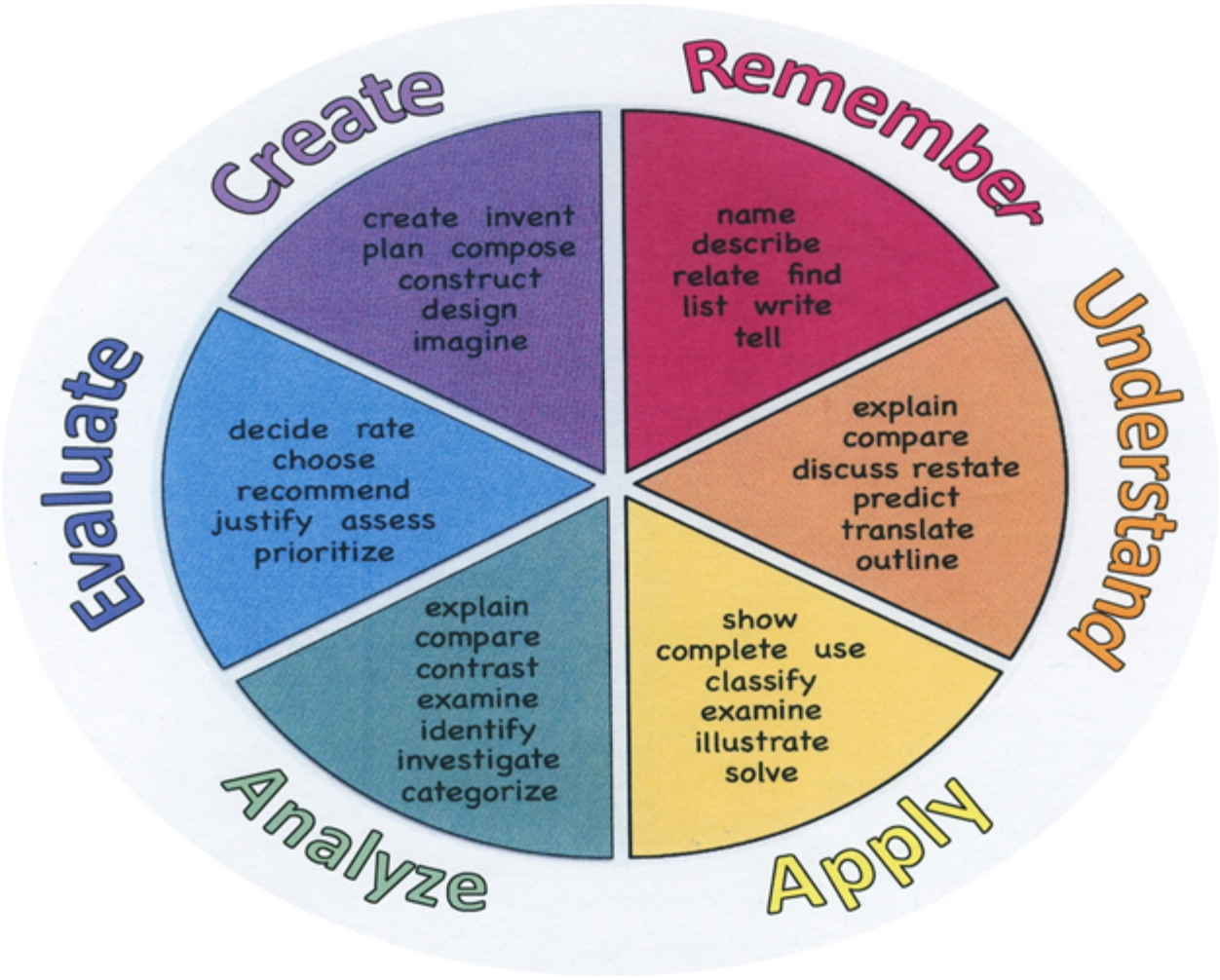
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Learning Objectives

Students will demonstrate ability to :

- research career and educational opportunities related to food production and service.
- critique the characteristics of a quality employee and positive work ethic.
- assess their personal interests, aptitudes, and abilities related to career goals.
- compare the cost of secondary education and/or advanced training in food production and service.
- develop a resume and cover letter for a food service position.
- create an employee review template for evaluation employee performance.

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

- research career and educational opportunities related to food production and service.
- critique the characteristics of a quality employee and positive work ethic.
- create a career Power Point/poster illustrating student's research findings.
- assess their personal interests, aptitudes, and abilities related to career goals.
- compare the cost of secondary education and/or advanced training in food production and service.
- develop a resume and cover letter for a food service position.
- create an employee review template for evaluation employee performance.

Assessment Evidence - Checking for Understanding (CFU)

- Common Benchmarks
- Unit 1 Test-summative assessment
- Unit Review/Test prep
- Study Guides
- Career Poster and Presentation-benchmark assessment
- Evaluation Rubrics
- Teacher Observation Checklist
- Self Assessment
- Explaining-formative assessment
- Teacher Student Conference-alternate assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems

- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Textbook: *Guide to Good Food*
- Textbook: *Culinary Essentials*
- Textbook – *Foundation of Restaurant Management*
- Video Clip: Goal Setting
- Resume Writing
- Power Point Presentations
- Internet

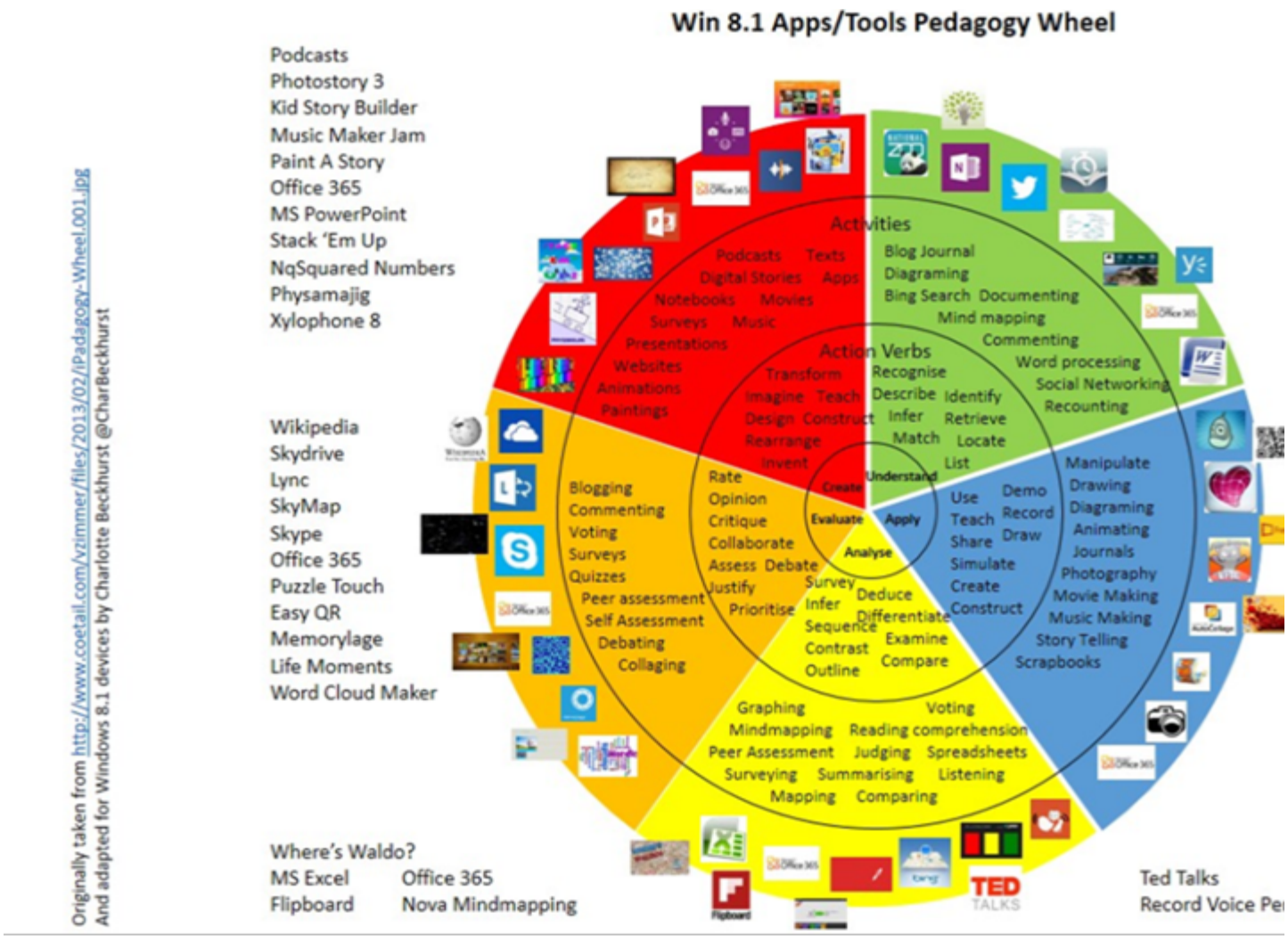
Ancillary Resources

- Demonstrations
- Career Training Education Presentations/Discussions

- The Food Industry
- Video – Study Guide
- Chapter worksheets/questions
- Filling out culinary learning logs
- Resume Templates
- Resume Writing

Technology Infusion

- Google Classroom
- Interactive Smart TV Technology
- Technology Internet Research and Word Processing
- Video Demonstration
- Calculations
- Online Applications
- Power Point



Alignment to 21st Century Skills & Technology

- Communication Skills – English, Reading, Writing
- Mathematics
- Economics
- Science
- Social Skills/Interpersonal Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.

CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- ICT (Information, Communications and Technology) Literacy
- Interpersonal Communication
- Critical Thinking and Problem-Solving
- Financial, Economic, Business and Entrepreneurial Literacy
- Life and Career Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Students will be able to use their learning to …

- Use effective oral and written communication strategies for creating, expressing, and interpreting information and ideas.
- Use critical and creative thinking strategies to facilitate innovation and problem-solving both independently and in teams.
- Use technology is used to access, manage, integrate, and disseminate information.
- Use effective leadership and teamwork strategies to foster collaboration and cooperation to accomplish goals.
- Develop life skills in order to achieve continuing success in various life roles related to continuing education, career development, and personal

growth.

- Develop employable skills to build the capacity for successful careers.

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

Differentiation

Differentiations:

- Small group assignments
- Added time to complete assignments
- Pairing oral instructions with visuals
- Repeat directions as needed
- Reinforcing on-task behaviors and skill acquisition
- Reduce amount of assignments that are due
- Rephrase written directions
- Study guides provided
- Additional time for skill mastery
- Test read to student
- Visual presentation
- Small Group Instruction
- Additional Time

Hi-Prep Differentiations:

- Project-based Learning
- Problem-based Learning

Lo-Prep Differentiations

- Goal Setting with Students
- Mini Workshops to re-teach or extend skills

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

- Study Guides/Board Notes
- Additional Time for Skill Mastery
- Assistive Technology
- Computer or Electronic Device Utilizes
- Multi-sensory Instruction
- Preferential Seating
- Student Working with an Assigned Partner
- Small Group Instruction
- Check Work Frequently for Understanding
- Extended Time on Tests/Quizzes

- 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)

- Teach Key Concepts
- Visual Teaching Aids: Videos, Illustrations, Pictures and Drawings
- Use of note cards, study guides and open book during testing
- Small Group Instruction
- Student Working with an Assigned Partner
- Preview of Content, Concepts, and Vocabulary
- Check Work Frequently for Understanding
- Peer Tutoring

- 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

- using videos, illustrations, pictures, and drawings to explain or clarify
- teaching key aspects of a topic. eliminate nonessential information
- tutoring by peers
- providing study guides
- allowing students to correct errors (looking for understanding)
- allowing products to demonstrate student's learning
- using authentic assessments with real-life problem-solving

- 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 workpresented 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)

- Create a plan to solve an issue presented in the class or in a text
- Advanced problem-solving
- Higher order, critical and creative thinking skills, and discovery
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize project-based learning for greater depth of knowledge

- 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: Employability and Career Development

NJSLS: See link below

Interdisciplinary Connection: Note writing/Learning Logs

Statement of Objective:
SWDAT research career and educational opportunities related to food production and service.
SWDAT critique the characteristics of a quality employee and positive work ethic.
SWDAT assess their personal interests, aptitudes, and abilities related to career goals.
SWDAT compare the cost of secondary education and/or advanced training in food production and service.
SWDAT develop a resume and cover letter for a food service position.
SWDAT create an employee review template for evaluation employee performance.
SWDAT evaluate job performance of employee positions as a food service manager.

Anticipatory Set/Do Now: What do you think are characteristics of a good employee? Rate these characteristics from most important to least.

Learning Activity: Work ethics discussion

Employee Characteristics

Create/develop a employee review evaluation/job performance criteria

Self-Ana;ysis

Student Assessment/CFU's: see above

Materials: Student Roster, Venn diagram, Power point, video clips

Poster Materials

21st Century Themes and Skills: see link above

Differentiation: see link above

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

Standards:

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.10	Apply organizational skills and logic to enhance professional education and training practice
12.9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
12.9.3.HT-RFB.9	Describe career opportunities and qualifications in the restaurant and food service industry.

TECH 8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broden the inquiry when appropriate
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.