

Course: Foods and Nutrition 1
Unit 4 - Careers

Year of Implementation: 2021-2022

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

9.4.12.CI.1: *Demonstrate the ability to reflect, analyze, and use creative skills and ideas.*

9.4.12.CI.2: *Identify career pathways that highlight personal talents, skills, and abilities.*

9.4.12.CI.3: *Investigate new challenges and opportunities for personal growth, advancement, and transition.*

9.4.12.CT.2: *Explain the potential benefits of collaborating to enhance critical thinking and problem solving .*

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.*

9.4.12.DC.6: *Select information to post online that positively impacts personal image and future college and career opportunities.*

9.4.12.IML.2: *Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.*

9.4.12.TL.1: *Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).*

9.4.12.TL.3: *Analyze the effectiveness of the process and quality of collaborative environments.*

Note: All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Transfer Goal: Students will be able to independently identify career opportunities available in the food and nutrition industry based on the skills and knowledge obtained in class.

As aligned with LRHSD Long Term Learning Goal(s):

- apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community
- make healthy lifestyle choices as consumers
- manage finances and budgets responsibly
- communicate and collaborate effectively in a variety of professional and personal situations
- seek and attain employment, especially in FCS-related fields
- develop skills and technical proficiencies that transfer to family life and global career opportunities

Enduring Understandings

Students will understand that . . .

EU 1

career opportunities are available to individuals that possess skills and knowledge in all areas of the food industry.

EU 2

knowing one's aptitude, preferences and goals will lead to better opportunities in the workplace

EU 3

there are certifications, education and training that enhance one's opportunities in the workplace

EU 4

understanding specific roles and responsibilities within the food industry can lead to an appropriate career decision

Essential Questions

EU 1

- What careers are available to individuals in the food industry?
- How can the knowledge of careers in the food industry help one in choosing a career path?

EU 2

- How does self assessment lead to better career opportunities?

EU 3

- How can certifications and education lead to greater opportunities in the food industry?

EU 4

- How will understanding the roles of specific careers lead to making better choices when pursuing a career in the food industry

<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • what opportunities are available in the food industry (9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • There are tools and resources available to determine one's career opportunities (9.4.12.CI.2, 9.4.12.CI.3, 9.4.12.TL.1) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • specific certifications and education required for a variety of careers in the food industry (9.4.12.CT.4, 9.4.12.DC.6, 9.4.12.TL.1, 9.4.12.IML.2) <p><i>EU4</i></p> <ul style="list-style-type: none"> • the specific roles and responsibilities required for a variety of careers in the food industry(9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3) 	<p><u>Skills</u> Students will be able to. . .</p> <p>EU1</p> <ul style="list-style-type: none"> • identify opportunities in the food industry that best meets their needs. (9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3) <p>EU 2</p> <ul style="list-style-type: none"> • Use the tools and resources available to them to explore career opportunities. (9.4.12.CI.2, 9.4.12.CI.3, 9.4.12.TL.1) <p>EU3</p> <ul style="list-style-type: none"> • pursue the required training to seek a career in the industry. ((9.4.12.CT.4, 9.4.12.DC.6, 9.4.12.TL.1, 9.4.12.IML.2) <p>EU4</p> <ul style="list-style-type: none"> • identify potential careers based on the roles and responsibilities that best meet individual needs.(9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3)
<p>Stage Two - Assessment</p>	
<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Brochure with graded rubric • Teacher Observation • Teacher Feedback 	

- Student Led Presentations/**powerpoint**

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement}

For example:

- Community career connections **(A,M, EU 1, EU 3, EU 4)**
- Occupational Outlook Handbook exploration **(A, M, EU 1, EU 3)**
- Panel discussion for a variety of careers **(A,M, EU 1, EU 3, EU 4)**
- Highlighting various careers throughout the year **(A, M, EU 1, EU 4)**
- Assigning roles and responsibilities that reflect real world experiences **(A,M,T, EU 1, EU2, EU 3, EU 4)**