

CR MIDDLE GRADES

TEACHER ACADEMY 7

Education, Hospitality & Leadership Exploration

CR-Specific Blended Curriculum & Teacher Support Guide

Teacher Academy is the instructional backbone • HET is an applied career context • Future Friday provides flexible exploration

CR Course Design

This CR-specific course preserves Teacher Academy 7: Introduction to Careers in Education as the primary curriculum. Students complete the same nine Teacher Academy units and develop the same core rising-educator skills.

Hospitality, Events, & Tourism (HET) is intentionally blended into selected learning experiences, work-based learning, Future Fridays, and hands-on laboratories. The blend allows students to explore culinary arts, lodging, events, tourism, and the creative economy while continuing to think and work like future educators.

Teachers design learning experiences. Hospitality professionals design guest experiences.

Both require communication, empathy, planning, inclusion, safety, teamwork, problem solving, reflection, and attention to people.

Implementation & Flexibility

Core Week: Up to four core instructional classes. Teacher Academy remains the primary focus. Teachers may select, combine, extend, or adapt the suggested activities based on class length, facilities, student needs, local resources, and school schedules.

Future Friday: The fifth day is protected for career exploration, Educators Rising/CTSO, employability and SEL, HET exploration, cooking labs, WBL preparation/reflection, portfolio work, or other locally relevant opportunities. It should not routinely become a make-up day.

Cooking: Cooking is an applied learning laboratory, not a separate culinary course. Cooking experiences should connect to communication, observation, teaching, teamwork, culture, technology, professionalism, mentoring, or career exploration while introducing appropriate HET skills.

Safety: All food preparation must follow local district/facility rules, allergy procedures, food-safety expectations, equipment restrictions, and appropriate adult supervision. Teachers may substitute demonstration, assembly, no-cook, or simulation activities when needed.

Pacing: A unit may take approximately one instructional week in a marking-period model or approximately two calendar weeks in an every-other-day semester model. Teachers have flexibility to adjust pacing.

Educators Rising Standards

Standard 1. Understanding the Profession: Explore career opportunities, develop skills, and make informed decisions about pathways to accomplished teaching.

Standard 2. Learning About Students: Learn about self and students to build relationships and support student development.

Standard 3. Building Content Knowledge: Build content knowledge to create relevant learning opportunities.

Standard 4. Engaging in Responsive Teaching: Respond to student needs through thoughtful planning.

Standard 5. Implementing Instruction: Use effective instructional strategies to engage students and promote learning.

Standard 6. Using Assessment and Data: Use assessment and data to make decisions that advance teaching and learning.

Standard 7. Engaging in Reflective Practice: Use reflection to advance student learning and grow professionally.

Cross-Cutting Themes

- Cultural Competence
- Fairness, Equity & Diversity
- Reflective Practice
- Ethics
- Collaboration
- Social Justice & Advocacy
- Self-Efficacy

CR Course Competencies

- Explore education careers and pathways while recognizing connections to careers in Hospitality, Events, & Tourism.
- Demonstrate professional verbal, written, nonverbal, customer/guest-service, and interpersonal communication.
- Conduct structured observations and reflect on teaching, learning, service, environments, and professional practice using evidence.
- Demonstrate leadership, teamwork, project planning, adaptability, problem solving, and responsible participation.
- Explain how culture, identity, fairness, equity, inclusion, belonging, accessibility, and ADA awareness influence learner and guest experiences.
- Explore educational and HET technologies and use digital tools responsibly, purposefully, and accessibly.
- Investigate high school, postsecondary, training, credential, and career pathways related to education and selected HET sectors.
- Apply age-appropriate ethical decision-making, professionalism, safety, sanitation, confidentiality/privacy, responsibility, and role-model behavior.
- Explain how educators serve as mentors and practice supportive communication, encouragement, guidance, and appropriate boundaries.
- Apply introductory HET concepts through selected experiences in culinary/foodservice, lodging, events, tourism, and the creative economy.
- Integrate literacy, mathematics, science, and other academic skills into authentic education and HET applications.
- Reflect on personal interests, strengths, values, and growth through portfolio evidence and a culminating experience.

CR Scope & Sequence

Unit	Teacher Academy Backbone	HET Connection	Signature CR Application
1	Introduction to Educational Pathways	What is HET? / Career Ecosystems	Career mapping
2	Communication Skills in Education	Guest Service & Employability	Recipe Communication Lab
3	Conducting Observations and Reflections	Culinary/Lodging Operations	Kitchen Observation Lab
4	Leadership and Teamwork in Education	Events & Project Planning	Kitchen Brigade / Event Challenge
5	Cultural Competency and Inclusivity	Hospitality, Tourism & Accessibility	Food, Culture & Belonging
6	Understanding Educational Technology	Tourism Marketing & Creative Economy	Digital Teaching/Tourism Product
7	Career & College Readiness in Education	HET Career Pathways	Pathway Comparison
8	Ethics and Professionalism in Education	Food Safety, Sanitation & Guest Trust	Safe to Serve Lab
9	Exploring the Role of Teachers as Mentors	HET Project & Showcase	Teach It / Design an Experience

Teacher Academy unit titles and sequence are preserved. HET content is layered into the course rather than replacing the Teacher Academy curriculum.

Unit 1: Introduction to Educational Pathways

Essential Question: What careers exist in education, and how do education and HET professionals work together to serve people and communities?

Educators Rising Standards: Standards 1 and 7

Cross-Cutting Themes: Cultural Competence; Fairness, Equity & Diversity; Self-Efficacy

CR Competencies: Competencies 1, 7, 10, and 12

Expanded Learning Objectives

- Identify a range of education careers and roles.
- Identify the major HET sectors: culinary/foodservice, lodging, events, tourism, and creative economy.
- Compare skills used across education and HET careers.
- Connect personal interests and strengths primarily to education careers while recognizing related HET possibilities.

Core Learning Experiences — Flexible Menu (Up to 4 Classes)

Explore: Create a 'Who Helps People Learn, Belong, and Have Great Experiences?' career web. Begin with education, then add HET roles.

Learn: Complete Teacher Academy career stations and add a smaller HET career station set. Look for shared skills: communication, organization, empathy, creativity, safety, leadership.

Practice: Career Ecosystem Challenge: map the professionals needed for a school field trip, conference, student event, culinary program, or educational tourism experience.

Apply/Reflect: Complete the established Education Career Spotlight. Add one 'career connection' showing an HET role that collaborates with or uses similar skills.

Formative Checks

Career-role sort; shared-skill match; career exit ticket.

Instructional Supports / Flexibility

Career cards, graphic organizers, choice of product, sentence stems, local examples.

Work-Based Learning Connection

Education professional plus optional HET guest speaker/panel; local career mapping.

Suggested Portfolio Artifact: Education Career Spotlight + HET connection.

Unit 2: Communication Skills in Education

Essential Question: How does effective communication help educators teach and hospitality professionals serve others?

Educators Rising Standards: Standards 1, 2, 4, and 7

Cross-Cutting Themes: Cultural Competence; Ethics; Collaboration; Reflective Practice

CR Competencies: Competencies 2, 8, and 12

Expanded Learning Objectives

- Demonstrate active listening, clear directions, questioning, paraphrasing, and professional tone.
- Adapt communication for students, families, colleagues, guests, and customers.
- Practice respectful problem solving and service recovery.
- Explain how checking for understanding improves both teaching and service.

Core Learning Experiences — Flexible Menu (Up to 4 Classes)

Explore: Direction challenge: students attempt a task from unclear and then improved directions.

Learn: Build a shared Communication Toolbox: listening, tone, body language, empathy, questioning, clarity, checking understanding, and respectful response.

Practice: Rotate through education and hospitality scenarios: confused student, family question, guest request, incorrect order, teammate conflict.

Apply/Reflect: Complete a communication simulation and reflection using evidence of clarity, listening, professionalism, and audience awareness.

Learning Lab: Recipe Communication Challenge

Use a simple no-cook or locally approved recipe. One team receives the full procedure and must teach another team using verbal/visual directions. Debrief sequencing, modeling, questioning, checking for understanding, and feedback.

Formative Checks

Tone sort; listening checklist; rewrite an unclear direction; scenario exit ticket.

Instructional Supports / Flexibility

Role cards, scripts, rehearsal time, communication stems, nonverbal/visual supports.

Work-Based Learning Connection

Teacher, counselor, front-desk professional, restaurant host/server, or event professional discusses communication.

Suggested Portfolio Artifact: Professional communication sample + reflection.

Unit 3: Conducting Observations and Reflections

Essential Question: What can careful observation teach us about learning, service, safety, and professional practice?

Educators Rising Standards: Standards 1, 5, and 7

Cross-Cutting Themes: Cultural Competence; Reflective Practice; Ethics

CR Competencies: Competencies 3, 8, 10, and 12

Expanded Learning Objectives

- Distinguish observable evidence from opinion.
- Observe teacher/professional actions, learner/guest engagement, routines, safety, environment, and teamwork.
- Use evidence to identify strengths, questions, and possible improvements.
- Reflect on how environments influence learning and guest experience.

Core Learning Experiences — Flexible Menu (Up to 4 Classes)

Explore: Notice vs. Judge: rewrite opinion statements as objective observations.

Learn: Use an observation lens: people, actions, environment, routines, communication, engagement/service, safety, evidence of success.

Practice: Observe a short teaching demonstration and a hospitality/cooking demonstration using the same evidence-based tool.

Apply/Reflect: Complete the established classroom observation/reflection. Optionally compare it with an HET observation.

Learning Lab: Kitchen Observation

Teacher/guest demonstrates a simple preparation. Students first observe rather than cook, documenting directions, modeling, sanitation, pacing, teamwork, questions, and checks for understanding. Students then complete or simulate the process and reflect on which instructional moves helped.

Formative Checks

Evidence/opinion sort; two notices/one wonder; observation-note check.

Instructional Supports / Flexibility

Structured observation tool, examples/nonexamples, sentence stems, audio reflection option.

Work-Based Learning Connection

Classroom observation; kitchen/restaurant/hotel/event virtual tour or observation where feasible.

Suggested Portfolio Artifact: Observation Evidence Brief.

Unit 4: Leadership and Teamwork in Education

Essential Question: How do strong teams plan, communicate, and solve problems to create successful learning and guest experiences?

Educators Rising Standards: Standards 2 and 5

Cross-Cutting Themes: Collaboration; Social Justice & Advocacy; Self-Efficacy

CR Competencies: Competencies 4, 10, 11, and 12

Expanded Learning Objectives

- Identify multiple forms of leadership.
- Use team roles, timelines, shared responsibility, and problem solving.
- Apply introductory project/event-planning concepts.
- Reflect on individual contribution and team effectiveness.

Core Learning Experiences — Flexible Menu (Up to 4 Classes)

Explore: Analyze leadership scenarios from schools, kitchens, hotels, and events. Identify leadership that occurs without a formal title.

Learn: Build a High-Functioning Team toolkit and introduce simple project management: goal, audience, tasks, roles, resources, timeline, contingency.

Practice: Teams respond to an event/school challenge involving changing needs, limited resources, accessibility, or unexpected problems.

Apply/Reflect: Plan a small school/learning event or experience using the established leadership/teamwork skills plus a simple HET event-planning template.

Learning Lab: Kitchen Brigade Challenge

Teams prepare or assemble a simple product using rotating roles such as lead/facilitator, sanitation lead, materials manager, timekeeper, and guest/quality lead. Reflect on leadership, communication, time management, and shared accountability.

Formative Checks

Team-role self-check; timeline check; problem-solving response; peer feedback.

Instructional Supports / Flexibility

Assigned/flexible roles, project template, visual timeline, sample budget/resources list.

Work-Based Learning Connection

Event planner, school activity coordinator, administrator, catering/event professional.

Suggested Portfolio Artifact: Team event/experience plan + leadership reflection.

Unit 5: Cultural Competency and Inclusivity

Essential Question: How can educators and hospitality professionals create environments where people feel welcomed, represented, respected, and able to participate?

Educators Rising Standards: Standards 1 and 4

Cross-Cutting Themes: Cultural Competence; Fairness, Equity & Diversity; Social Justice & Advocacy

CR Competencies: Competencies 5, 8, 10, and 12

Expanded Learning Objectives

- Explain culture, identity, representation, belonging, equity, and access in age-appropriate ways.
- Identify barriers in learning and guest environments.
- Recognize cultural, dietary, language, disability/accessibility, and community considerations without making assumptions.
- Design a more inclusive experience.

Core Learning Experiences — Flexible Menu (Up to 4 Classes)

Explore: Compare fictional classroom, restaurant, hotel, event, and tourism scenarios: Who feels welcomed? What barriers might exist?

Learn: Explore equality/equity, representation, names/language, accessibility/ADA awareness, dietary needs, cultural responsiveness, and avoiding assumptions.

Practice: Barrier Hunt: teams redesign a fictional learning or guest experience to increase access and belonging.

Apply/Reflect: Complete the established inclusive classroom/bulletin-board project and add an optional hospitality/tourism connection demonstrating inclusive design.

Learning Lab: Food, Culture & Belonging

Explore or prepare a locally approved food connected to a culture/community. Pair the food experience with context: origin, story, traditions, variations, respectful representation, dietary/allergen considerations, and how an educator would teach about it without stereotyping.

Formative Checks

Equity/equality sort; barrier/support match; belonging reflection.

Instructional Supports / Flexibility

Fictional scenarios, multiple perspectives, accessible materials, choice of design product; do not ask students to represent an identity group.

Work-Based Learning Connection

Special educator, multilingual learner specialist, accessibility professional, tourism/community representative, chef/event professional.

Suggested Portfolio Artifact: Inclusive learning environment design.

Unit 6: Understanding Educational Technology

Essential Question: How can technology help educators teach and HET professionals communicate, create, and serve people?

Educators Rising Standards: Standards 3, 4, and 5

Cross-Cutting Themes: Ethics; Fairness, Equity & Diversity; Self-Efficacy

CR Competencies: Competencies 6, 10, 11, and 12

Expanded Learning Objectives

- Evaluate technology based on purpose rather than novelty.
- Use digital tools to communicate information or teach a process.
- Practice digital citizenship, accessibility, privacy, attribution, and responsible AI use.
- Compare technology used in education with selected HET applications.

Core Learning Experiences — Flexible Menu (Up to 4 Classes)

Explore: Tech or No Tech? Decide when technology improves a learning/guest experience and when it adds unnecessary complexity.

Learn: Explore accessibility, privacy, digital citizenship, AI, bias, source verification, attribution, and human judgment.

Practice: Complete the existing EdTech tool exploration and compare one HET use such as destination marketing, event promotion, reservation/guest communication, or digital menus.

Apply/Reflect: Create an accessible digital teaching resource or demonstration. Optional CR twist: teach an HET concept/process.

Learning Lab: Teach a Recipe Digitally

Students create a clear, accessible visual or digital tutorial for a simple food-preparation/assembly task. Another group follows it and provides feedback on sequencing, clarity, accessibility, safety cues, and checks for understanding.

Formative Checks

Tool rating; accessibility check; digital citizenship scenario; source/AI check.

Instructional Supports / Flexibility

District-approved tools, captions/alt text modeling, non-digital alternatives, partner work.

Work-Based Learning Connection

Instructional technology specialist, media specialist, tourism marketer, event/creative-economy professional.

Suggested Portfolio Artifact: Technology evaluation + digital learning product.

Unit 7: Career & College Readiness in Education

Essential Question: What pathways can take me from my interests today to education or HET opportunities in high school, college, training, and careers?

Educators Rising Standards: Standards 1 and 7

Cross-Cutting Themes: Fairness, Equity & Diversity; Social Justice & Advocacy; Self-Efficacy

CR Competencies: Competencies 1, 7, 10, and 12

Expanded Learning Objectives

- Investigate education/training requirements for education careers.
- Explore selected HET career pathways and training options.
- Connect middle-school choices to high-school CTE and future opportunities.
- Identify transferable skills and recognize that career plans can change.

Core Learning Experiences — Flexible Menu (Up to 4 Classes)

Explore: Compare fictional pathways into teaching, school leadership, culinary, hospitality management, events, tourism, and creative-economy careers.

Learn: Map middle school → high school pathway → postsecondary/training/credentials → career, with Teacher Academy emphasized.

Practice: Complete the established Education Career Pathway Chart and add a smaller HET comparison pathway.

Apply/Reflect: Create a Future Pathway Map identifying a primary education pathway, a related/alternative HET pathway, and transferable skills between them.

Formative Checks

Pathway sequencing; terminology check; transferable-skill match; next-step exit ticket.

Instructional Supports / Flexibility

Sample pathways, graphic organizers, selected research sources, multiple product formats.

Work-Based Learning Connection

High school Teacher Academy/HET students or teachers, college program, educator and HET professional panel.

Suggested Portfolio Artifact: Future Pathway Map.

Unit 8: Ethics and Professionalism in Education

Essential Question: How do safety, ethics, professionalism, and trust protect learners, guests, coworkers, and communities?

Educators Rising Standards: Standards 1 and 5

Cross-Cutting Themes: Ethics; Reflective Practice; Collaboration

CR Competencies: Competencies 8, 10, and 12

Expanded Learning Objectives

- Explain educator professionalism, confidentiality/privacy, boundaries, reliability, fairness, and responsibility.
- Demonstrate introductory food-safety and sanitation expectations appropriate to the facility.
- Compare professional responsibility in education and HET settings.
- Use a structured process to respond to ethical/safety scenarios.

Core Learning Experiences — Flexible Menu (Up to 4 Classes)

Explore: Professional or Not? Sort scenarios from schools and HET workplaces.

Learn: Explore educator trust plus HET responsibility: safety, sanitation, allergens, guest information/privacy, reliability, honesty when mistakes happen, and appropriate escalation.

Practice: Use the ethical decision protocol on mixed education/HET cases: identify who is affected, responsibilities, options, who should help, and the safest/professional action.

Apply/Reflect: Complete the established ethical dilemma/case study and a professionalism reflection. Include at least one HET safety/professionalism scenario.

Learning Lab: Safe to Serve

Use a simple food lab to practice hand hygiene, workstation sanitation, allergen awareness, avoiding cross-contact/cross-contamination as locally appropriate, following procedures, and speaking up when something is unsafe. The reflection connects safety to the professional responsibility educators have for students.

Formative Checks

Scenario sort; sanitation/safety check; ethical-decision steps; professionalism exit ticket.

Instructional Supports / Flexibility

Developmentally appropriate cases, visual decision protocol, team analysis before individual response, local safety procedures.

Work-Based Learning Connection

Teacher/administrator plus foodservice/hospitality professional discusses professional standards.

Suggested Portfolio Artifact: Ethical dilemma + professional commitments reflection.

Unit 9: Exploring the Role of Teachers as Mentors

Essential Question: How can I use communication, encouragement, planning, and hospitality to create an experience that helps someone else learn and feel supported?

Educators Rising Standards: Standards 2 and 7

Cross-Cutting Themes: Collaboration; Self-Efficacy; Reflective Practice

CR Competencies: Competencies 2, 4, 9, 10, and 12

Expanded Learning Objectives

- Identify qualities of effective mentors and role models.
- Practice listening, encouragement, questioning, goal setting, feedback, and appropriate boundaries.
- Apply Teacher Academy skills to design an experience for an authentic audience.
- Incorporate at least one HET element into a mentoring/service-learning or culminating experience.
- Reflect on personal growth and future interests.

Core Learning Experiences — Flexible Menu (Up to 4 Classes)

Explore: Identify behaviors that make a mentor, educator, host, or leader supportive and trustworthy.

Learn: Build a Mentor Toolbox and revisit guest/learner experience: know the audience, anticipate needs, communicate clearly, create belonging, support without taking over.

Practice: Use the established mentoring role-play and begin planning the culminating CR experience.

Apply/Reflect: Complete a mentoring/service-learning experience or 'Design an Experience' project and present evidence of education skills, HET integration, and reflection.

Learning Lab: Teach It in the Kitchen

Where facilities and policies allow, students teach a simple no-cook or approved food activity to peers or a younger audience. They plan directions, model steps, anticipate barriers, maintain sanitation/safety, encourage learners, check understanding, and reflect on their teaching.

Formative Checks

Mentor behavior sort; supportive-response check; project conference; peer feedback.

Instructional Supports / Flexibility

Mentor stems, project template, adult supervision, flexible audience/product choices, clear boundaries.

Work-Based Learning Connection

Younger-student activity, school/community event, educator/HET mentor feedback, industry/community judges.

Suggested Portfolio Artifact: Mentoring/service-learning reflection + culminating CR project.

Suggested Cooking Lab Progression

Lab	Best Fit	Teacher Academy Skill
Recipe Communication Challenge	Unit 2	Communication, sequencing, listening, checking for understanding
Kitchen Observation Lab	Unit 3	Observation, evidence, modeling, reflection
Kitchen Brigade Challenge	Unit 4	Leadership, teamwork, project management
Food, Culture & Belonging	Unit 5	Cultural competence, inclusion, guest/learner needs
Teach a Recipe Digitally	Unit 6	Technology, accessibility, instructional design
Safe to Serve	Unit 8	Professionalism, sanitation, safety, responsibility
Teach It in the Kitchen	Unit 9	Mentoring, instruction, service, reflection

Culminating CR Experience: Design an Experience

Students design, facilitate, or propose an authentic experience for a defined audience. Teacher Academy skills remain the primary evidence of learning, while the project incorporates at least one HET sector. Projects may include a Children's Literacy Café, Family Learning Night, Delaware Culture & Tourism Day, Future Careers Expo, STEM Discovery Café, Welcome to Middle School Experience, cultural storytelling/food experience, or another locally approved project.

Teacher Academy Evidence: Audience/learner needs; learning or experience goal; clear communication; engagement; inclusion/accessibility; mentoring/leadership; reflection.

HET Evidence: Guest experience; event/logistics planning; hospitality/customer service; presentation/branding; safety/professionalism; and at least one HET sector.

Academic Integration: Students should use authentic literacy, mathematics, science, research, speaking/listening, or technology skills as appropriate to the project.

Showcase: Students present their project and portfolio evidence to classmates and, when feasible, educators, families, community partners, or HET professionals.

Common CR Reflection Prompts

- What did I learn about teaching, learning, or supporting other people?
- What did I learn about hospitality, events, tourism, or guest experience?
- What evidence shows that my communication or teamwork improved?
- What barrier did I notice, and how did I respond?
- How did safety, professionalism, or accessibility affect the experience?
- What would I change if I taught, served, or planned this experience again?
- What did I learn about my own interests, strengths, and possible future pathways?