

Retail to E-Tail

Eagle Enterprises



Darcy Brown
Special Education Teacher
Retail to E-Tail

DISTRICT MISSION STATEMENT

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe and rigorous learning environment which will result in a mastery of the NJ Common Core Standards at all grade levels. Students will demonstrate academic scholarship, integrity, leadership, citizenship, while developing a strong work ethic so that they will act responsibly in their school community and every day society.

EAGLE ENTERPRISES - PHILOSOPHY

We believe that the citizens of the future will need a strong foundation of knowledge, skills, and the ability to be literate, problem-solving individuals able to adapt to an ever-changing world. Egg Harbor Township Public Schools foster students' achievement for personal growth and self-fulfillment, success in work, citizenship in a diverse society, and participation in a multi-cultural community. It is our desire that students achieve excellence in their application of foundational life skills relative to activities of daily living to promote personal and professional well-being; to connect what they are taught in school to the world of work and the expectations they will face as adults.

EAGLE ENTERPRISES EDUCATION- STATEMENT OF PURPOSE

Students are the principle participants in the program. Every student enrolled in the course becomes an integral part of a cooperative that aims to provide the staff and students with a central location, or "hub", where school spirit and community pride are celebrated. The program is for students; run by students.

Eagle Enterprises delivers real-world experience and job training that will allow students to acquire the skills necessary to be valuable employees. This course is designed to address the importance of three critical proficiencies in every profession: leadership, responsibility, and communication. Throughout the year, students are expected to increasingly demonstrate those skills as they are promoted through three stages: Entry Level, Managerial, and Ownership.

INTRODUCTION

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

THE EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions*, *unit assessments*, and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township's curriculum guides.

GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN? WHAT IS UNDERSTANDING BY DESIGN?

"Backward design" is an increasingly common approach to planning curriculum and instruction. As its name implies, "backward design" is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Programs based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage 1: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the "big ideas" that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the "*stuff*" upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

INTENT OF THE GUIDE

This guide is intended to provide teachers with course objectives and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher's resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

Subject: Eagle Enterprises
Course: Retail to E-Tail
Grade: 11 – 12
School: Egg Harbor Township High School

UNIT 1:

E-COMMERCE BASICS

Summary:

In this unit, students gain new knowledge of “e-tailing” which is an increasingly important way of doing business. The trend is growing and changing with advances in technology. E-Tailing allows retailers to increase their customer base; more customers mean more sales, and more sales mean more profit. This unit will also help students to become confident e-tail consumers.

Internet Resource Links:

www.Amazon.com

www.Walmart.com

YouTube video: What is E-Commerce? <https://www.youtube.com/watch?v=AhgtoQIfuQ4>

YouTube video: Starting an E-Commerce Business Changed My Life. <https://www.youtube.com/watch?v=wl4ocEF3Wfk>

STAGE ONE

1

Goals and Standards:

Standards/Cumulative Progress Indicators (Taught and Assessed):

CTE.MSS.A.A3.3 Know the essential components of an effective e-commerce Web site.

CTE.MSS.A.A4.1 Understand what motivates consumers to buy online.

CTE.MSS.A.A3.4 Know public relations strategies and techniques for online businesses.

Infused Technology and Literacy Standards:

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Enduring Understandings:

WALT explain e-tailing.

WALT identify elements to include on a retail web site.

WALT understand why e-tailing is an important way for retailers to increase profits.

WALT navigate a retail website to become familiar with the e-tailing concept.

WALT compare and contrast the advantages and disadvantages of shopping on-line.

Essential Questions:

Define “e-tailing” or e-commerce.

Who uses it?

What are the recent developments, concerns, and future possibilities associated with e-commerce?

How can e-commerce help your business?

What makes a great e-commerce Web site?

Knowledge and Skills:

WALT identify credible websites.

WALT identify subgroups of the population that use e-commerce sites.

WALT explain security concerns associated with making online purchases.

STAGE TWO

2

Performance Tasks:

E-Tail Product Analysis: Students will select a product from a list of options and analyze five e-commerce sites that sell that product. Requirements include product description, who purchases the product, target audience of e-commerce site, comparison of marketing techniques used in each of the sites, and analysis of “why” these techniques were used.

Other Evidence:

Identify the contact information and address of 3 e-commerce businesses on the internet

Students will be assigned a competitor to track throughout the unit. They must identify changes made to the site over time: marketing, promoting, sales, website theme, etc.

Doing business with suppliers

STAGE THREE

3

Learning Activities:

After analyzing the Walmart and Amazon websites, students must identify the differences between the two.

Brainstorm- What products would be hard to sell over the Internet?

Visit Nielsen NetRatings Web site.

Discuss possible links with different websites and how they work together. I.e. Hollister and Google Maps

Subject: Eagle Enterprises

Course: School Store

Grade: 11 – 12

School: Egg Harbor Township High School

UNIT 2:

INVENTORY TRACKING

Summary:

Inventory tracking is one of the most important aspects of running a retail business. To perform at its best, a retail business must have accurate knowledge of how much stock is in a store and what is happening to that stock. Through analysis of information provided by inventory tracking, retail companies make decisions about ordering that enhance sales and the customer experience.

Internet Resource Links:

Lightspeed: Use POS system to run inventory reports for products using family and class filters to minimize information overload.

Lightspeed: Utilize POS system to adjust inventory to account for damaged goods and add inventory (transfer goods in).

Lightspeed: Add new products and product information into the POS system.

YouTube video: Calculate profit and loss (<https://www.youtube.com/watch?v=nyrWYVZ4nus>)

STAGE ONE

1

Goals and Standards:

Standards/Cumulative Progress Indicators (Taught and Assessed):

9.4.12.M.(5).1 Communicate with co-workers and/or external customers about logistics and inventory control issues to ensure production meets business requirements.

9.4.12.M.(5).4 Ship and receive products and materials using logistics and inventory control procedures and processes to meet business requirements.

9.4.12.M.(5).5 Use logistics and inventory control processes and procedures to demonstrate how to manage inventory to meet production requirements.

9.4.12.D.(4).1 Calculate and enter data for a given situation on appropriate forms or reports.

9.4.12.N.(4).11 Employ pricing strategies to maximize return and meet customers' perceptions of value.

CCSS.Math.Content.HSS-IC.B.6 Evaluate reports based on data.

Infused Technology and Literacy Standards:

9.1.12.F.1 Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.

9.4.12.D.(4).1 Operate appropriate financial software to generate useable data.

9.4.12.D.(6).5 Demonstrate knowledge of inventory tracking technology to facilitate operational controls.

CCSS.ELA-Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Enduring Understandings:

WALT navigate a Point of Sale system.

WALT input data into an Excel spreadsheet.

WALT communicate data in graphic form using Excel.

Essential Questions:

How does technology assist with the operation and efficiency in the workplace?

What does the term “inventory control” refer to?

Explain “supply” and “demand” and how it influences cost?

What is the difference between wholesale and retail value?

Knowledge and Skills:

WALT take a physical inventory.

WALT read and analyze inventory reports.

WALT operate Internet applications to perform tasks that assist with efficiency in the workplace.

WALT transfer inventory in and transfer out.

WALT account for damaged goods.

WALT differentiate between wholesale and retail.

WALT calculate profit margin.

WALT calculate sales tax and identify products that are taxed.

WALT prepare a profit/loss statement.

STAGE TWO

2

Performance Tasks:

Develop an inventory spreadsheet based on monthly sales and products sold. Students will analyze the spreadsheet and provide a written summary that must include at least one graphic.

Other Evidence:

Performance Checklist

Quiz: Computing profit margin

STAGE THREE

3

Learning Activities:

Categorize items by family and class.

Report physical inventory.

Compare physical inventory to computer generated inventory reports for accuracy.

Lightspeed: Use POS system to run inventory reports for products using family and class filters to minimize information overload.

Lightspeed: Utilize POS system to adjust inventory to account for damaged goods and add inventory (transfer goods in).

Lightspeed: Add new products and product information into the POS system.

Internet-based Inquiry: Determine products that are taxed and tax exempt.

You Tube video: Calculate profit and loss (<https://www.youtube.com/watch?v=nyrWYVZ4nus>)

Calculate profit and loss of store given income and expenses

Convert data in Excel spreadsheets to graphs and tables.

Subject: Eagle Enterprises
Course: School Store
Grade: 11 – 12
School: Egg Harbor Township High School

UNIT 3: VISUAL LITERACY & MARKETING YOUR WEBSITE

Summary:

This unit focuses on visual merchandising and the process of developing a marketing plan to move goods. In considering the importance of visual merchandising on retail businesses, the single most important reason is to engage and inspire shoppers to buy more of the products you want them to, increasing sales, margin and return on space. In order to accomplish that, key elements are to be considered. In this unit, students will develop a marketing plan to increase the sales of particular products marketed to a target consumer.

Internet Resource Links:

10 Customer Service Tips (<http://sbinfocanada.about.com/od/customerservice/a/custservtipslt.htm>)

YouTube video: Suggestive Selling (<https://www.youtube.com/watch?v=em5aekl0wQ4>)

Survey Monkey or Google Docs: Develop a survey on customer expectations when shopping

Merchandising Techniques (<http://www.discoverdbr.com/visualmerchandisingtips.html>)

Google Classroom: Photograph examples of each merchandising technique and post on social network

STAGE ONE

1

Goals and Standards:

Standards/Cumulative Progress Indicators (Taught and Assessed):

- 9.4.12.N.(5).11 Employ concepts and actions used in this pathway to determine client needs and wants, and to respond to clients through planned, personalized communications intended to influence purchasing decisions and enhance future sales opportunities.
- 9.4.12.N.(5).10 Employ merchandising concepts and processes used in this pathway to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
- 9.4.12.N.(4).2 Apply promotional knowledge and skill to communicate information in order to achieve a desired outcome.
- 9.4.12.N.(5).1 Communicate information about retail products, services, images, and/or ideas to achieve desired outcomes.
- 9.4.12.N.(5).8 Employ concepts and strategies used in this pathway to determine and target select audiences in order to facilitate merchandising activities.

Infused Technology and Literacy Standards:

- CCSS.ELA-Literacy.WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- 9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

Enduring Understandings:

- WALT utilize the Internet to research products and access identified information.
- WALT utilize common software to develop a survey.
- WALT analyze data based on survey results.
- WALT use data in the decision-making process.

Essential Questions:

- What does customer service mean to you?
- How does merchandising relate to your target audience?
- What merchandising techniques can we employ to increase sales?
- How does organization and appearance relate to the success or failure of a small business?

What is promotional planning and why is it necessary?

Knowledge and Skills:

WALT assist customers with special needs.

WALT perform suggestive selling techniques using verbal and non-verbal communication.

WALT determine the target audience.

WALT develop a survey.

WALT identify the needs and wants of a target customer.

WALT identify merchandising techniques that appeal to the target audience.

WALT construct a retail display to promote a product.

STAGE TWO

2

Performance Tasks:

Students will develop and conduct a survey of target audience members using online resources.

Based on survey results, students will make a 20 second commercial introducing a new product to the school store. As a team, they must describe the item including the features and benefits of the product and evaluate the product based on identified characteristics. Students will later evaluate the performance of the product during Unit 4, "Budget & Decision-Making."

Other Evidence:

Quiz: product information

Performance Checklist

Quiz: analyze and summarize survey results

Generate a report with at least 1 graphic to summarize survey results.

List or demonstrate three merchandising techniques.

STAGE THREE

3

Learning Activities:

10 Customer Service Tips (<http://sbinfoCanada.about.com/od/customerservice/a/custservtips1t.htm>)

You Tube video: Suggestive Selling (<https://www.youtube.com/watch?v=em5aekl0wQ4>)

Role-play customer service

Job-embedded customer service utilizing verbal and non-verbal suggestive selling techniques

Identify the target audience, or consumer, for the school store

Internet-based Inquiry: Experiences that affect a customer's willingness to purchase (environment, products sold, cost, customer service)

Survey Monkey or Google Docs: Develop a survey on customer expectations when shopping

Gather survey results, analyze data, summarize results, and draw conclusions by category

Internet-based Inquiry: Students will work in groups to research new products

Merchandising techniques (<http://www.discoverdbr.com/visualmerchandisingtips.html>)

Google Classroom: Photograph examples of each merchandising technique and post on social network

Identify techniques to appeal to our customer based on survey results.

Each class will be responsible for one display section of the store, but the store must operate as one space.

Photograph the display to compare to pre-assessment and engage in discussion

Subject: Eagle Enterprises

Course: School Store

Grade: 11 – 12

School: Egg Harbor Township High School

UNIT 4:

BUDGET & DECISION-MAKING

Summary:

The ability to budget and make informed decisions is one of the most important units covered in this course. Students must know what their values are before they can make decisions that will be right for them. Since this course is designed to prepare our students for college and a career, this unit will explore the decision-making process and require the collection of data in order to inform and predict possible outcomes.

Internet Resource Links:

NJ Can: Take career survey (<https://njcis.intocareers.org/materials/portal/home.html>)

NJ Can: Based on results, research career choices and compare the estimated salary to budgeted information and expenses (<https://njcis.intocareers.org/materials/portal/home.html>)

Google Classroom: Describe how wise financial decisions can help to achieve goals

Lightspeed: Run reports on products sold to determine whether to reorder, discount, or discontinue the product.

STAGE ONE

1

Goals and Standards:

Standards/Cumulative Progress Indicators (Taught and Assessed):

9.4.12.N.(4).7 Plan and evaluate purchasing activities to minimize expenses

9.4.12.N.(4).6 Develop strategic plans to manage business growth, profit, and goals.

9.4.12.D.(4).7 Organize priorities to assure deadlines will be met.

9.4.12.N.(5).2 Employ concepts, systems, and tools used in this industry to gather, access, synthesize, evaluate, and disseminate information in order to assist decision-making.

CCSS.Math.Content.SS-IC.B.6 Evaluate reports based on data.

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Infused Technology and Literacy Standards:

9.4.12.D.(4).2 Operate electronic spreadsheet software to create formulas and reports.

CCSS.ELA-Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g. a table or chart) and translate information expressed visually or mathematically (e.g. in an equation) into words.

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Enduring Understandings:

WALT apply basic mathematical concepts.

WALT employ spreadsheet applications to manage and manipulate data.

WALT use data to assist in decision-making.

WALT generate graphs for analysis purposes.

Essential Questions:

What does the term "budget" mean to you?

What is the purpose of a budget?

How do budget and decision-making relate?

In what way does budgeting your money affect your decision-making?

How do we determine the success or failure of a small business?

What daily decisions are necessary to maintain the workplace?

Who is charged with making those decisions?

What information or data are decisions based on?

What factors determine the cost an item must sell for?

What factors determine the sale-ability of a product?

Knowledge and Skills:

WALT financial principles related to personal decision-making.

WALT control personal credit and debt.

WALT evaluate how decisions made at one stage of your life can effect your options at another stage.
WALT protect personal property.
WALT exhibit mindful money management behaviors.
WALT manage budgets.
WALT identify factors that contribute to the selling price of an item.
WALT gather relevant data to be used in the decision-making process.
WALT determine which information is relevant to the decision-making process.

STAGE TWO

2

Performance Tasks:

Students will adjust their monthly budget to fit the salary of their career choice.

Students will gather relevant data to evaluate the performance of the product their team introduced in Unit 3: Merchandising and Promotional Planning.

Students will prepare a written summary that evaluates the performance of their product from Unit 3 using specified categories and make recommendations for the future sales of the product.

Students will develop a detailed personal finance statement to be utilized in Unit 6: Career Planning. Students will need to include their anticipated career choice, account for credit and debt, earning a living (income, taxes), mortgage or rent, insurance, and budget for goods and services.

Other Evidence:

Read, analyze, and summarize a budget.
Read and analyze case study and make recommendations based on finances.
Use Excel to input data and generate graph of sales.

STAGE THREE

3

Learning Activities:

Research costs associated with independent living using Internet, periodicals

Use financial management software to prepare a budget, track income and expenses, and project taxes.

Utilize Excel spreadsheet to calculate monthly and annual expenses.

NJ Can: Take career survey (<https://njcis.intocareers.org/materials/portal/home.html>)

NJ Can: Based on results, research career choices and compare the estimated salary to budgeted information and expenses (<https://njcis.intocareers.org/materials/portal/home.html>)

Case Study: Make financial decisions by consistently considering alternatives and consequences (Socratic approach)

Google Classroom: Describe how wise financial decisions can help to achieve goals

Analyze invoices for associated costs (shipping, printing, artwork, freight, etc)

Read, analyze, and discuss case studies on budgeting and decision-making

Lightspeed: Run reports on products sold to determine whether to reorder, discount, or discontinue the product.

Subject: Eagle Enterprises

Course: School Store

Grade: 11 – 12

School: Egg Harbor Township High School

UNIT 5:

PROCEDURES

Summary:

Procedures and regulations are a reality of every professional workplace. Establishing procedures helps to ensure that tasks are completed in the most efficient manner.

Adhering to regulations assures the safety and well being of employees. Each plays a vital role in the day-to-day business operation, which aims to profit and minimize loss.

Internet Resource Links:

YouTube video: "The Secret World of Shoplifting" (<https://www.youtube.com/watch?v=7se0legc0is>)

YouTube video: Sexual Harassment (<https://www.youtube.com/watch?v=dvvzxjm8qA>)

MindTools: Prioritization (<http://www.mindtools.com/pages/article/newHTE92.htm>)

STAGE ONE

1

Goals and Standards:

Standards/Cumulative Progress Indicators (Taught and Assessed):

9.4.12.D.(6).4 Demonstrate knowledge of laws and regulations affecting business operations and transactions to ensure compliance with industry requirements.

9.4.12.N.(4).14 Create safety and security plans to minimize loss and to maximize return.

9.3.12.C.14 Interpret and justify written employer organizational policies and procedures for job performance.

9.3.12.C.22 Compare and contrast New Jersey school district policies with employer policies related to individual behavior and responsibilities (e.g., absenteeism and tardiness, plagiarism, harassment).

9.4.12.D.(6).3 Plan and monitor day-to-day activities based upon maintaining and improving operational business functions.

9.4.12.D.(4).8 Organize documents, forms, and manuals to maintain orderly flow of work.

Infused Technology and Literacy Standards:

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-Literacy.RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases of exceptions defined in the text.

Enduring Understandings:

WALT compare and contrast.

WALT collaborate on the development of documents.

WALT proofread for grammar, punctuation, and spelling.

WALT use social media for professional productivity.

WALT use problem-solving skills.

Essential Questions:

Define "procedures."

What are procedures designed to do?

How does an organization's policies relate to procedures?

How do policies compare?

Knowledge and Skills:

WALT read and adhere to job-related publications.

WALT assist with loss prevention by following procedure when theft is detected, identifying counterfeit bills, responding to an accident, and following prevention procedures for fire and accidents.

WALT identify and use safe work procedures.

WALT develop organization procedures in accordance with health and safety standards and productivity standards.

WALT organize and prioritize workloads.

WALT assume responsibility for actions and decisions.

STAGE TWO

2

Performance Tasks:

After analyzing school and company handbooks, students will develop an employee handbook for the school store. Students must determine which topics are relevant to include and handbooks must communicate expectations for employees, detail procedures, and promote consistency in the day-to-day activities required to maintain productivity and efficiency.

Other Evidence:

Identify 1 similarity and 1 difference between policy publications.

Provide a clear rationale for 1 policy.

Students will determine relevant topics to be included in their employee handbook.

Categorize items on a To-Do List as: Immediate, Within 48 hours, Delegate, Dismiss

Quiz on Sexual Harassment

STAGE THREE

3

Learning Activities:

Compare and contrast employee manuals

Using Google Classroom, students will dialogue and pose questions pertaining to the need for employee handbooks and the rationale for policymaking.

YouTube video: "The Secret World of Shoplifting" (<https://www.youtube.com/watch?v=7se0legc0is>)

Introduce the Occupational Health and Safety Act of 1970 and identify key components

You Tube video: Sexual Harassment (<https://www.youtube.com/watch?v=dvvzxlm8qA>)

Categorize relevant topics into three sections: Procedures, Personnel, and Inventory.

MindTools: Prioritization (http://www.mindtools.com/pages/article/newHTE_92.htm)

UNIT 6:

CAREER PLANNING

Summary:

Career planning is one of the most important steps students can take when preparing for college and career. It is an ongoing process, needs in-depth study, and requires much thought. Students gain an understanding of who they are by identifying their interests, strengths, and weaknesses and evaluating their experiences. In this unit, students will contemplate their future and gather information relevant to the decision-making process as students seek to grow, improve, and plan for the future.

Internet Resource Links:

NJ Can: Research careers, salaries, prerequisite skills, demand, etc.

STAGE ONE

1

Goals and Standards:

Standards/Cumulative Progress Indicators (Taught and Assessed):

9.3.12.C.1 Assess and modify Personalized Student Learning Plans to support declared career goals.

9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.

9.3.12.C.23 Determine job entrance criteria (e.g., education credentials, math/writing, reading comprehension tests, drug tests) used by employers in various industry sectors.

9.3.12.C.18 Determine how an individual's driving record (e.g., tickets, points, penalties for driving while intoxicated) and/or credit score may impact opportunities for employment, job retention, or job advancement.

9.3.12.C.21 Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.

9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based on those skills.

9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).

Infused Technology and Literacy Standards:

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

Enduring Understandings:

WALT gather relevant data to be used in the decision-making process.
WALT utilize online resources to assist with setting educational and career goals.
WALT navigate Internet applications and utilize interest surveys to assist with making career choices.
WALT answer questions effectively.
WALT demonstrate and use appropriate communication skills.
WALT exhibit a professional and poised appearance.

Essential Questions:

How can your ability to appropriately socially interact advance your career?
Where do you see yourself in five years? What will your life be like? What steps will you take to get there?
What major decisions will you encounter soon that will directly affect your future?
What is the correlation between career choice and lifestyle?
In what way is a job different from a career?
What makes you a valuable employee?

Knowledge and Skills:

WALT identify the skills necessary for various careers.
WALT communicate career knowledge and plans.
WALT set educational and career goals.
WALT importance of setting benchmarks to meet goals.
WALT develop short and long term goals.
WALT outline a career path to meet our goals.

STAGE TWO

2

Performance Tasks:

Benchmark Assessment: Students will complete a job application and gear information toward the desired position and the requirements of that position.

Benchmark Assessment: Students will outline a Career Path Map that details the successive benchmarks or steps they need to take to reach their educational and career goals.

Summative Written Assessment: Students will develop a resume for the future. What will your resume look like in five years? Resumes must identify at least one goal and include education and work experience.

Summative Performance Assessment: Students will complete a job application and participate in a mock job interview. Students will be video recorded and will be required to score themselves based on the interview rubric.

Other Evidence:

Summarize results of information gained from NJ Can.

STAGE THREE

3

Learning Activities:

NJ Can: Research careers, salaries, prerequisite skills, demand, etc.

Identify 3 career interests and the prerequisites to enter the profession.

Set 3 goals for education, career, and life.

Set short term goals. Where will you be in 1 year? 2 years?

Prioritize goals.

Create a projected timeline visually that outlines benchmarks to meeting identified goals.