

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
DIVISION OF CURRICULUM AND INSTRUCTION

**SUPERMARKET CAREERS**

Length of Course: Full Year

Elective/Required: Elective

School: High Schools

Student Eligibility: Grades 9-12

Credit Value: 10 Credits

Date Approved: August 24, 2015

## TABLE OF CONTENTS

Statement of Purpose .....	3
Course Objectives .....	4
Time Line .....	5
Unit Plan .....	6
Unit 1: General Safety and Security .....	8
Unit 1.2: Store Operations Safety and Security /Money .....	9
Unit 1.3: Safety-Cleaning/Sanitizing .....	10
Unit 1.4: Store Operations Safety-Restocking/Equipment .....	11
Unit 2.1: Point of Sale .....	12
Unit 2.2: Point of Sale-Providing Good Customer Service .....	13
Unit 2.3: Point of Sale – POS System .....	14
Unit 2.4: Point of Sale-Cash Drawer & Scanning .....	15
Unit 3.1: Job Applications Skills .....	16
Unit 3.2: Job Application/Interview Skills .....	18
Unit 4.1: Whole Health-Food Labels .....	20
Unit 4.2: Whole Health-Food Groups .....	21
Unit 4.3: Whole Health-Recycling .....	22

**Modifications will be made to accommodate IEP mandates for classified students.**

### **Statement of Purpose**

The Supermarket Careers course will allow students to learn the skills necessary for working in a Supermarket or other retail career. Skills include work ethic, money, safety and customer service and are designed to be life- long foundational competencies which will help students in entry level positions and throughout their chosen career.

New Jersey/Common Core Standards of Education are embedded within the curriculum so as to reflect standardized education in a school system. Such standards include – Comprehensive Health and Physical Education, Language Arts Literacy, Mathematics, Science, Social Studies, Technological Literacy, and Career Education, Consumer, Family and Life Skills.

This course will fulfill the NJ State requirement for 21st Century Life & Careers.

## Course Objectives

Supermarket Careers is a course for students who want to explore and prepare for various jobs being performed every day in the operation of a supermarket. Students will learn skills in safety, sanitation, security, customer service and operating a cash register. Students will also learn about health and nutrition, packaged products, fresh vegetables, meats, poultry and fish as well as canned products. Students will be able to apply these learned skills in Edison Public School Shop Rite Jr. #0002. In addition, students will be taught how to complete a job application, prepare for and participation in an interview. Students may be placed in an actual Supermarket for job training and employment as determined by the Supermarket Careers Instructor.

### Goals

1. To develop an awareness of careers along with the knowledge and skills that should enable individuals to choose wisely and operate effectively among career/educational opportunities.
2. To acquire the knowledge, skills and understanding that permit him/her to play a satisfying and responsible role as both producer and consumer.
3. To develop entry level skills to function in the job market.

Upon completion of this course students will understand: How to research, obtain and competently hold an entry level job that can lead to a career. To solidify their knowledge students will reinforce the following skills:

- Safety & Security
- Point of Sale
- Job Application/Research
- Whole Health

**Timeline**

Unit Plan 1- 10 weeks

Title: Safety & Security

Objectives:

- Maintain Security at Point of Sale
- Money Management
- Counterfeiters and Con Artists
- Equipment
- Clean vs. Sanitary
- Correct Lifting
- Controlling Shrink
- Being Safe
- Day to Day Safety Procedures
- Cleaning

Summary Assessments: written/oral, practical live store observations, technology based projects

Unit Plan 2- 10 weeks

Title: Point of Sale

Objectives:

- The ShopRite Business Philosophy
- ShopRite's Customer Service Standards
- The POS System
- The Cash Drawer
- Effective Scanning
- Money Management II
- Counterfeiters and Con Artists II
- Mastering the Basic Procedures

Summary Assessments: written/oral, practical live store observations, technology based projects

Unit Plan 3- 10 Weeks

Title: Job Application Skills

Objectives:

- Describing What You Do
- Job Applications on Paper and Online
- Resume Creation
- Job Interview Skills

Summary Assessments: written via real resume creation/real job application, oral via mock interviews

Unit Plan 4- 10 Weeks

Title: Whole Health

Objectives:

- Logging Food Intake (MyFitnessPal)
- Nutrition Basics
- Vegetables
- Fruits
- Whole Grains
- Proteins
- Dairy
- Organic, Herbal, Natural Products and Supplements
- Environmental Awareness

Summary Assessments: online food mapping journal, written tasks, and technology based projects

**Unit Title: 1.1 General Safety and Security**

**Targeted Standards:** 21st-Century Life and Careers- Standards 9.1.12;9.2.12;9.3.12;9.4.12M;9.4.12.N

**Unit Objectives/Conceptual Understandings:** Students will be able to keep alert, identify suspicious characters, understand the importance of password security, watch for hidden merchandise, be accurate and thorough, identify the proper procedure for lifting heavy objects, locate emergency exits, explain emergency procedures, and understand the store evacuation plan.

**Essential Questions:** How can I stay safe and maintain my health by lifting correctly?  
How will my attentiveness create repeat customers?

**Unit Assessment:** Students will demonstrate their learning through: Live in store job tasks and daily grade given via job task scoring rubric.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.1 Students will demonstrate creative, critical thinking, collaboration and problem solving skills.</p> <p>9.2 Students will develop skills and strategies that promote financial responsibility.</p> <p>9.3 Students will apply knowledge about and engage in the process of career awareness, exploitation, and preparation.</p> <p>9.4 Students will acquire academic and technical skills for careers in emerging and established professions.</p>	<p>Ensuring basic safety principles will not only keep them safe but help the store as a whole providing a safe place to shop.</p> <p>Accuracy does not create more work but less - doing things thoroughly the first time lessens work for later.</p>	<ul style="list-style-type: none"> <li>- Identify and reinforce key ideas and industry safety practices.</li> <li>- Reinforce industry safety ideas and practices via a group based project.</li> <li>- Analyze the safety principles via simulated presentation.</li> </ul>	<p>Using OSHA principles and videos, teacher and students will read, watch and discuss basic safety practices such as proper lifting, proper ladder use, clearing obstructions from walkways and doorways.</p> <p>Verbally as a group students will display and explain what they have discovered and what we all can do in order to keep our store safe.</p>	<p>Daily work rubric, exit tickets, teacher monitoring and assessment of individual and group activities.</p>
<p><b>Resources:</b> POS System, OSHA Materials, Teacher Supplementary Materials, Links to Best Practices</p>			<p><b>Instructional Adjustments:</b> Modifications/Accommodations per student(s) IEP</p>	



**Unit Title: 1.2 Store Operations Safety and Security / Money**

**Targeted Standards:** 21st-Century Life and Careers- Standards 9.1.12;9.2.12;9.3.12;9.4.12M;9.4.12.N

**Unit Objectives/Conceptual Understandings:** Students will understand that maintaining a safe store environment will protect yourself and shoppers. Sales will increase and everybody wins in a safe environment.

**Essential Questions:** How does a safe environment help the business as a whole?  
How will my attention to safety details help myself and customers?

**Unit Assessment:** Students will be able to know why money management is important for cashiers, identify the correct rules for managing money in the cash drawer, keep money neat and organized, replenishing money in the drawer, identify the best methods for spotting counterfeit money and recognize the features of genuine money.

		<b>Core Content Objectives</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>	
<p>9.1 Students will demonstrate creative, critical thinking, collaboration and problem solving skills.</p> <p>9.2 Students will develop skills and strategies that promote financial responsibility.</p> <p>9.3 Students will apply knowledge about and engage in the process of career awareness, exploitation, and preparation.</p> <p>9.4 Students will acquire academic and technical skills for careers in emerging and established professions.</p>	<p>Maintaining a safe store environment will protect yourself and shoppers.</p> <p>Sales will increase and everybody wins in a safe environment.</p>	<ul style="list-style-type: none"> <li>- Know why money management is important for cashiers</li> <li>- Identify the correct rules for managing money in the cash drawer</li> <li>- Keep money neat and organized</li> <li>- Replenishing money in the drawer</li> <li>- Identify the best methods for spotting counterfeit bill</li> <li>- Recognize the features of genuine bills</li> </ul>	<p>Students will, one by one, count their till drawer and make customer practice transactions.</p> <p>Focus points will be:</p> <ul style="list-style-type: none"> <li>· Making sure till is exact before starting shift</li> <li>· Knowing how to properly handle money to ensure no customer issues</li> <li>· How to handle questions/problems that will arise from customers</li> </ul> <p>Students will observe their colleagues and discuss/note any issues and express any questions</p>	<p>Daily work rubric, exit tickets, teacher monitoring and assessment of individual and group activities.</p>	
<b>Resources:</b> POS System, Teacher Supplementary Materials, Links to Best Practices			<b>Instructional Adjustments:</b> Modifications/Accommodations per student(s) IEP		

**Unit Title: 1.3 Safety-Cleaning/Sanitizing**

**Targeted Standards:** 21st-Century Life and Careers- Standards 9.1.12;9.2.12;9.3.12;9.4.12M;9.4.12.N

**Unit Objectives/Conceptual Understandings:** Students will understand that Sanitizing properly will ensure food safety and increase business. Food Safety affects everybody.

**Essential Questions:** How does safe food help maintain a good reputation as well as prevent sickness?  
How will learning safe cleaning help myself at home also?

**Unit Assessment:** Live in store job tasks – lifting, maintaining safe immediate environment. Daily grade given via Live in store job task scoring rubric.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.1 Students will demonstrate creative, critical thinking, collaboration and problem solving skills.</p> <p>9.2 Students will develop skills and strategies that promote financial responsibility.</p> <p>9.3 Students will apply knowledge about and engage in the process of career awareness, exploitation, and preparation.</p> <p>9.4 Students will acquire academic and technical skills for careers in emerging and established professions.</p>	<p>Sanitizing properly will ensure food safety and increase business.</p> <p>Food safety affects everybody.</p>	<ul style="list-style-type: none"> <li>- Follow general cleaning procedures</li> <li>- Follow cleaning steps for electrical equipment</li> <li>- Clean and sanitize food contact items</li> <li>- Care for work surfaces</li> <li>- Describe the difference between “clean’ and ‘sanitary</li> <li>- Practice general house-keeping needs</li> <li>- Use proper hand washing techniques to prevent bacteria spread</li> <li>- Identify proper dress code as it relates to sanitary conditions</li> </ul>	<p>Using parts of the web resources like Fight Bac, students and teacher will view food safety videos, read short articles and via real food demonstrations how important Food Safety is in the industry.</p>	<p>Daily work rubric, exit tickets, teacher monitoring and assessment of individual and group activities.</p>
<p><b>Resources:</b> Fight Bac materials, Teacher Supplementary Materials, Links to Best Practices</p>			<p><b>Instructional Adjustments:</b> Modifications/Accommodations per student(s) IEP</p>	

**Unit Title: 1.4 Store Operations Safety-Restocking/Equipment**

**Targeted Standards:** 21st-Century Life and Careers- Standards 9.1.12;9.2.12;9.3.12;9.4.12M;9.4.12.N

**Unit Objectives/Conceptual Understandings:** - Maintaining properly stocked shelves will not only ensure safety but increase business. Rotating stock will maintain food/freshness safety and help business.

**Essential Questions:-** How do properly blocked shelves increase safety & business?  
Why does stock rotation matter?

**Unit Assessment:** Live in store job tasks – restocking, product rotation. Daily grade given via Live in store job task scoring rubric.

		<b>Core Content Objectives</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>	
<p>9.1 Students will demonstrate creative, critical thinking, collaboration and problem solving skills.</p> <p>9.2 Students will develop skills and strategies that promote financial responsibility.</p> <p>9.3 Students will apply knowledge about and engage in the process of career awareness, exploitation, and preparation.</p> <p>9.4 Students will acquire academic and technical skills for careers in emerging and established professions.</p>	<p>Maintaining properly stocked shelves will not only ensure safety but increase business.</p> <p>Rotating stock will maintain food/freshness safety and help business.</p>	<ul style="list-style-type: none"> <li>- Know proper stock rotation on sales floor</li> <li>- Understand and use stock rotation sequence</li> <li>- Become familiar with operational checklists</li> <li>- Understand temperature control</li> <li>- Implement theft prevention measures</li> <li>- Identify various shrink factors</li> </ul>	<p>Using our actual live store, students with teacher will physically be shown how to properly stock merchandise and handle equipment.</p>	<p>Daily work rubric, exit tickets, teacher monitoring and assessment of individual and group activities.</p>	
<b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices			<b>Instructional Adjustments:</b> Modifications/Accommodations per student(s) IEP		

**Unit Title: 2.1 Point of Sale**

**Targeted Standards:** 21st-Century Life and Careers- Standards 9.1.12;9.2.12;9.3.12;9.4.12M;9.4.12.N

**Unit Objectives/Conceptual Understandings:** Identify the key elements of general Retail Business Philosophy such as the following:

- Four Service Priorities
- Safety
- Friendliness
- Presentation
- Efficiency

**Essential Questions:** How does understanding underlying philosophy help the business as a whole and you personally?  
Why does staying on the same page help everyone?

**Unit Assessment:** Live in store job tasks which demonstrate knowledge of general retail philosophies.

		<b>Core Content Objectives</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>	
<p>9.1 Students will demonstrate creative, critical thinking, collaboration and problem solving skills.</p> <p>9.2 Students will develop skills and strategies that promote financial responsibility.</p> <p>9.3 Students will apply knowledge about and engage in the process of career awareness, exploitation, and preparation.</p> <p>9.4 Students will acquire academic and technical skills for careers in emerging and established professions.</p>	<p>Familiarizing themselves with general retail business philosophy will help them land career-focused employment.</p> <p>Understanding and following the overall philosophy will keep every associate on the same page which leads to increased business.</p>	<p>- Identify the key elements of general retail business philosophy</p> <p>- Recognize the Four Service Priorities:</p> <ul style="list-style-type: none"> <li>· Safety</li> <li>· Friendliness</li> <li>· Presentation</li> <li>· Efficiency</li> </ul>	<p>Analyze what ethical/work related principles make an applicant attractive for hire at a store.</p> <p>Analyze the connections between having good career goals &amp; knowledge and ethics and landing a job.</p>	<p>Daily work rubric, exit tickets, teacher monitoring and assessment of individual and group activities.</p>	
<b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices			<b>Instructional Adjustments:</b> Modifications / Accommodations per student(s) IEP		

**Unit Title: 2.2 Point of Sale-Providing Good Customer Service**

**Targeted Standards:** 21st-Century Life and Careers- Standards 9.1.12;9.2.12;9.3.12;9.4.12M;9.4.12.N

**Unit Objectives/Conceptual Understandings:** - Student will understand customer service is the key to maintaining repeat customers and increase business. Students will understand customer needs will guide you as a worker into great habits and give you skills that will last for your entire career.

**Essential Questions:** Students will use these questions to guide their thinking:  
 - How does understanding customer service help personal retail skill level as well as the business as a whole?  
 -Why does good customer service act as a foundation for any retail establishment?

**Unit Assessment:** Live in store job tasks which demonstrate knowledge of general retail philosophies.

		Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points	
9.1 Students will demonstrate creative, critical thinking, collaboration and problem solving skills.  9.2 Students will develop skills and strategies that promote financial responsibility.  9.3 Students will apply knowledge about and engage in the process of career awareness, exploitation, and preparation.  9.4 Students will acquire academic and technical skills for careers in emerging and established professions	How does understanding customer service help personal retail skill level as well as the business as a whole?  Why does good customer service act as a foundation for any retail establishment?	- Explain the ShopRite standards for high-quality customer service - Know effective Communication Skills: . Addressing the customer . Non-verbal . Going the extra mile . Spot the dot . Suggestive selling . Professionalism . Skills for success . Courtesy . Accuracy . Speed . Additional cashier responsibilities - Reporting violations	Through role play review of videos students will become familiar with different aspects of customer service.	Daily work rubric, exit tickets, teacher monitoring and assessment of individual and group activities.	
<b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices, Customer service videos			<b>Instructional Adjustments:</b> Modifications/Accommodations per student(s) IEP		

**Unit Title: 2.3 Point of Sale-POS System**

**Targeted Standards:** 21st-Century Life and Careers- Standards 9.1.12;9.2.12;9.3.12;9.4.12M;9.4.12.N

**Unit Objectives/Conceptual Understandings:** Students will understand that familiarizing with complete operation of POS system will help them immediately and land future positions. Also, efficiency with the POS system will translate into more business.

**Essential Questions:** Students will use these questions to guide their thinking:  
 - How does understanding a POS system in entirety help you gain practical knowledge for now and future opportunities?  
 -Why does a good working knowledge of the POS system help the business?

**Unit Assessment:** Students will demonstrate their learning by live in store job tasks which demonstrate POS system mastery and daily grade given via Live in store job task scoring rubric.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.1 Students will demonstrate creative, critical thinking, collaboration and problem solving skills.  9.2 Students will develop skills and strategies that promote financial responsibility.  9.3 Students will apply knowledge about and engage in the process of career awareness, exploitation, and preparation.  9.4 Students will acquire academic and technical skills for careers in emerging and established professions	Familiarizing themselves with complete operation of POS system will help them immediately and land future positions.  Efficiency with the POS system will translate into more business.	- Identify the major elements of the POS System: . Terminals . Controller . Computer  - Identify the major elements of the POS terminal: . Scanner/scale . Customer display . Printer . Cash drawer	Via live in-store practical demonstration/discussion students will learn the different components/features of the equipment within the POS System.	Daily work rubric, exit tickets, teacher monitoring and assessment of individual and group activities.
<b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices, POS System			<b>Instructional Adjustments:</b> Modifications/Accommodations per student(s) IEP	

**Unit Title: 2.4 Point of Sale-Cash Drawer & Scanning**

**Targeted Standards:** 21st-Century Life and Careers- Standards 9.1.12;9.2.12;9.3.12;9.4.12M;9.4.12.N

**Unit Objectives/Conceptual Understandings:** Students will understand that maintaining an organized cash drawer and proper scanning techniques will make your job much easier. Also, proficiency with basic operations will help you gain skills that can be used now and in possible future job opportunities.

**Essential Questions:** Students will use these questions to guide their thinking:  
 -How does mastering cash drawer/scanning techniques help me now and in the future?  
 -Why does efficient equipment operation aid in overall business?

**Unit Assessment:** Students will demonstrate their learning by live in store job tasks which demonstrate mastering techniques. Daily grade given via Live in store job task scoring rubric.

		Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points	
9.1 Students will demonstrate creative, critical thinking, collaboration and problem solving skills.  9.2 Students will develop skills and strategies that promote financial responsibility.  9.3 Students will apply knowledge about and engage in the process of career awareness, exploitation, and preparation.  9.4 Students will acquire academic and technical skills for careers in emerging and established professions	Maintaining an organized cash drawer and proper scanning techniques will make your job much easier.  Proficiency with basic operations will help you gain skills that can be used now and in possible future job opportunities.	<ul style="list-style-type: none"> <li>- Describe how a scanner works</li> <li>- Describe the operation of the check stand scanner</li> <li>- Demonstrate proper scanning</li> <li>- Avoid double scans</li> <li>- List common problems and solutions</li> <li>- Explain why money management is important for cashiers</li> <li>- Identify the correct rules for managing money in the cash drawer</li> <li>- Keep money neat and organized</li> <li>- Replenish money in the drawer</li> <li>- Make correct change</li> <li>- Demonstrate manager communication to replenish needed monies for change</li> </ul>	Via live in-store practical demonstration/discussion students will learn proper scanning as well as cash drawer management.	Daily work rubric, exit tickets, teacher monitoring and assessment of individual and group activities.	
<b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices, POS System			<b>Instructional Adjustments:</b> Modifications/Accommodations per student(s) IEP		

**Unit Title:3.1 Job Application Skills**

**Targeted Standards:** 21st-Century Life and Careers- Standards 9.1.12;9.2.12;9.3.12;9.4.12M;9.4.12.N

**Unit Objectives/Conceptual Understandings:** Students will understand that filling out job applications/creating resumes is actually the first task a potential employer gives you. Students will understand that being accurate/professional before getting a job can help land that job.

**Essential Questions:** Students will use these questions to guide their thinking:  
 - How does being neat and organized help me in applications and life?  
 -Why does being professional matter?

**Unit Assessment:** Student will complete job application and resume.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.1 Students will demonstrate creative, critical thinking, collaboration and problem solving skills.</p> <p>9.2 Students will develop skills and strategies that promote financial responsibility.</p> <p>9.3 Students will apply knowledge about and engage in the process of career awareness, exploitation, and preparation.</p> <p>9.4 Students will acquire academic and technical skills for careers in emerging and established professions</p>	<p>Filling out job applications/creating resumes is actually the first task a potential employer gives you.</p> <p>Being accurate/professional before getting a job can help land that job.</p>	<ul style="list-style-type: none"> <li>- Understand word connotations</li> <li>- Cashier vs. handling all point of sale transactions</li> <li>- Describe job responsibilities</li> <li>- Demonstrate skill recognition</li> <li>- What is/has your job taught you?</li> <li>- Comprehend important vocabulary</li> <li>- Modern real world terms and concepts</li> <li>- Tackle real open-ended potential employer questions/scenarios</li> <li>- Explain the importance of being available</li> <li>- Explain the importance of having reliable means of communication</li> <li>- Working phone</li> <li>- Understand the importance of having reliable transportation</li> <li>- Familiarity with bus schedules</li> <li>- Demonstrate knowledge of hourly wage</li> </ul>	<p>Students will complete job applications and personal resumes.</p>	<p>Daily work rubric, exit tickets, teacher monitoring and assessment of individual and group activities.</p>



**Unit Title 3.1: Job Application Skills (con't)**

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
		<ul style="list-style-type: none"> <li>- Understand word</li> <li>- Understand employment laws for those under age 18</li> </ul>		
<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices, Working papers, online applications</p>			<p><b>Instructional Adjustments:</b> Modifications / Accommodations per student(s) IEP</p>	

**Unit Title:3.2 Job Application/Interview Skills**

**Targeted Standards:** 21st-Century Life and Careers- Standards 9.1.12;9.2.12;9.3.12;9.4.12M;9.4.12.N

**Unit Objectives/Conceptual Understandings:** Students will understand that filling out job applications/creating resumes is actually the first task a potential employer gives you. Students will understand that being an accurate/professional before getting a job and during an interview can help land that job.

**Essential Questions:** Students will use these questions to guide their thinking:  
 - How does being neat and organized help me in applications/interviews and life?  
 -Why does being professional matter?

**Unit Assessment:** Student will take part in a mock interview.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.1 Students will demonstrate creative, critical thinking, collaboration and problem solving skills.  9.2 Students will develop skills and strategies that promote financial responsibility.  9.3 Students will apply knowledge about and engage in the process of career awareness, exploitation, and preparation.  9.4 Students will acquire academic and technical skills for careers in emerging and established professions	Filling out job applications/creating resumes is actually the first task a potential employer gives you.  Being accurate/professional before getting a job and during an interview can help land that job.	<ul style="list-style-type: none"> <li>- Identify objectives and how/if they apply to your situation/job goals</li> <li>- Describe job responsibilities</li> <li>- Explain the importance of accurate communication information</li> <li>- Understand the inappropriateness of cool email names and how they can turn off potential employers</li> <li>- Understand the importance of better paper and white space</li> <li>- Display confidence without arrogance</li> <li>- Demonstrate knowledge of proper dress codes</li> <li>- Explain the importance of leaving the street on the street</li> <li>- Understand the value of making eye contact</li> <li>- Understand non-verbal signals</li> <li>- Describe what they do</li> <li>- Incorporate all the skills they have acquired</li> </ul>	Each student will be interviewed while rest of class observes, creates questions and discusses what was good and bad.	Daily work rubric, exit tickets, teacher monitoring and assessment of individual and group activities.

**Unit Title:3.2 Job Application/Interview Skills (con't)**

	<b>Core Content Objectives</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>
		- Demonstrate proper after interview communication		
<b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices, Working papers, online applications			<b>Instructional Adjustments:</b> Modifications / Accommodations per student(s) IEP	

**Unit Title:4.1 Whole Health-Food Labels**

**Targeted Standards:** 21st-Century Life and Careers- Standards 9.1.12;9.2.12;9.3.12;9.4.12M;9.4.12.N

**Unit Objectives/Conceptual Understandings:** Students will understand that educating yourself about nutritious foods will make you not only healthier but more productive. Students will understand that knowledgeable associates create a positive atmosphere and generate more business.

**Essential Questions:** Students will use these questions to guide their thinking:

- How does eating right affect all areas of my life?
- Why does nutrition matter for the business and my personal life?

**Unit Assessment:** Students will create a food label from select products within store.

		<b>Core Content Objectives</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>	
<p>9.1 Students will demonstrate creative, critical thinking, collaboration and problem solving skills.</p> <p>9.2 Students will develop skills and strategies that promote financial responsibility.</p> <p>9.3 Students will apply knowledge about and engage in the process of career awareness, exploitation, and preparation.</p> <p>9.4 Students will acquire academic and technical skills for careers in emerging and established professions</p>	<p>Educating yourself about nutritious foods will make you not only healthier but more productive.</p> <p>Knowledgeable associates create a positive atmosphere and generate more business</p>	<ul style="list-style-type: none"> <li>- Be familiar with daily portions</li> <li>- Learn tips on how to incorporate information from the plate to daily life</li> <li>- Demonstrate knowledge of how to read food labels and terms/measurements within the label</li> <li>- Understand the importance of Vitamins and Minerals</li> <li>- Know the importance of Carbohydrates</li> <li>- Understand that surplus carbohydrates turn to glycogen and fat</li> <li>- Know where sugars are found and what amounts are needed</li> <li>- Demonstrate knowledge of recommended amounts of basic nutrients</li> <li>-Protein, fat, carbohydrates, vitamins, minerals, and water</li> </ul>	<p>Students and teacher will discuss what is in food via filling out food data sheets from our in store stock.</p>	<p>Daily work rubric, exit tickets, teacher monitoring and assessment of individual and group activities.</p>	
<b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices, online resources			<b>Instructional Adjustments:</b> Modifications / Accommodations per student(s) IEP		

**Unit Title:4.2 Whole Health-Food Groups**

**Targeted Standards:** 21st-Century Life and Careers- Standards 9.1.12; 9.2.12; 9.3.12;9.4.12M; 9.4.12.

**Unit Objectives/Conceptual Understandings:** Students will understand that educating yourself about nutritious foods will make you not only healthier but more productive. Students will understand that knowledgeable associates create a positive atmosphere and generate more business.

**Essential Questions:** Students will use these questions to guide their thinking  
 - How does eating right affect all areas of my life?  
 - Why does nutrition matter for the business and my personal life?

**Unit Assessment:** Students will complete a worksheet listing food items from the store indicating what food group the selected items belong to.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.1 Students will demonstrate creative, critical thinking, collaboration and problem solving skills.  9.2 Students will develop skills and strategies that promote financial responsibility.  9.3 Students will apply knowledge about and engage in the process of career awareness, exploitation, and preparation.  -Understand the proper serving  9.4 Students will acquire academic and technical skills for careers in emerging and established professions	Educating yourself about nutritious foods will make you not only healthier but more productive.  Knowledgeable associates create a positive atmosphere and generate more business.	- Define the terms whole, refined, and enriched as they relate to grain products  - Understand the need to increase consumption of whole grain while limiting that of refined grains  - Explain that vegetables are split into five groups: · Dark green vegetables · Orange/yellow vegetables Dry beans and peas Starchy vegetables Other vegetables (artichokes, beets, cabbage, cauliflower, celery, cucumber, squash)  - Demonstrate knowledge of serving sizes  - Understand the need to eat	video presentation and class discussion of the food pyramid and my plate. Students will complete food group worksheet.	Daily work rubric, exit tickets, teacher monitoring and assessment of individual and group activities.
<b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices, food pyramid, my plate			<b>Instructional Adjustments:</b> Modifications / Accommodations per student(s) IEP	

**Unit Title 4.3 Whole Health-Recycling**

**Targeted Standards:** 21st-Century Life and Careers- Standards 9.1.12;9.2.12;9.3.12;9.4.12M;9.4.12.N

**Unit Objectives/Conceptual Understandings:** Students will understand that educating yourself about natural resources will help develop constructive habits. Students will understand that a strong Recycling program helps the community and the promotion of this fact helps business.

**Essential Questions:** Students will use these questions to guide their thinking:

- How does Recycling enact positive change?
- Why can Recycling actually create more business?

**Unit Assessment:** Students will demonstrate their knowledge of the four R's of recycling.

		Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points	
<p>9.1 Students will demonstrate creative, critical thinking, collaboration and problem solving skills.</p> <p>9.2 Students will develop skills and strategies that promote financial responsibility.</p> <p>9.3 Students will apply knowledge about and engage in the process of career awareness, exploitation, and preparation.</p> <p>9.4 Students will acquire academic and technical skills for careers in emerging and established professions</p>	<p>Educating yourself about natural resources will help develop constructive habits.</p> <p>A strong Recycling program helps the community and the promotion of this fact helps business.</p>	<p>- List and explain the benefits of recycling and its effects on the environment</p> <p>- Be aware of modern environmental movements and efforts to save the planet</p> <p>- Learn personal habits that foster healthy bodies, minds and environment</p>	<p>Video presentation, teacher lead discussions, identifying the four R's of recycling and establish recycling protocols for the store.</p>	<p>Daily work rubric, exit tickets, teacher monitoring and assessment of individual and group activities.</p>	
<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p>			<p><b>Instructional Adjustments:</b> Modifications / Accommodations per student(s) IEP</p>		