

**Course:** Retail Careers  
**Unit 1:** Workplace Interaction Skills

**Year of Implementation:** 2022-2023

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### Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:** <https://www.state.nj.us/education/cccs/2020/>

9.2 Career Awareness, Exploration, and Preparation

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.4 Life Literacies and Key Skills.

- This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy

- **Unit Standards:**

- **21st Century Life & Career Standards**

- 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process. All curriculum writers/revisionists need to include standards that apply to "Career Readiness, Life Literacies, and Key Skills". This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]

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

- ***NJ Statutes:*** (Please cut/paste the following NJ statutes. This way a new teacher (or veteran) reading each curriculum unit understands the State law/mandate to include such information in their lesson design and instruction aligned to the curriculum.)

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

For additional information, see

***NJ Amistad Curriculum:*** <http://www.njamistadcurriculum.net/>

**Transfer Goal:** Students will be able to independently use their learning to acquire a job in the community

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

1. *maximize independence*
2. *advance and accomplish their personal, educational, and career goals*
3. *self-advocate in real-life situations*
4. *make sound decisions with confidence*
5. *positively contribute to society*

Enduring Understandings

Students will understand that. . .

*EU 1*

*their role as an employee influences others around them.*

*EU 2*

*positive and friendly interactions are required in a work setting.*

*EU 3*

*acquiring and maintaining employment requires specific social skills*

*EU 4*

*conflicts or problems may arise in the workplace, but must be resolved maturely.*

Essential Questions

*EU 1*

- *What can I do to make customers come back?*
- *How does my work in the school store affect my life? other students? The staff? The school community?*

*EU 2*

- *How do I handle stressful situations?*
- *What attitudes and behaviors characterize a poor employee?*

*EU 3*

- *What social skills do I need to acquire in order to be a good employee?*

*EU 4*

- *How do I resolve a conflict with others in the workplace?*
- *How do I respond to constructive criticism from my employer?*

Knowledge

Students will know . . .

Skills

Students will be able to. . .

*EU 1*

- *the reputation of the school store and their personal reputation are directly impacted by their actions as employees- which are seen by all members of the school community. (9.2.5.CAP.6)*

*EU 2*

- *how to exhibit a friendly disposition towards customers, coworkers and supervisors. (9.2.5.CAP.6)*
- *consequences of negative attitudes and behaviors may result in loss of employment. (9.2.8.CAP.18)*

*EU 3*

- *correct body language etiquette and verbal communication skills. (9.2.8.CAP.18)*

*EU 4*

- *steps to solving workplace problems efficiently. (9.4.2.CT.3;9.4.5.CT.1)*

*EU 1*

- *make customers feel welcomed and valued in the store. (9.2.5.CAP.6)*
- *build new relationships with co-workers, teachers, students and other staff members. (9.2.5.CAP.6)*
- *communicate and promote school pride as representatives of the school store. (9.2.5.CAP.6)*

*EU 2*

- *identify personal triggers for stress and apply strategies for self control. (9.2.5.CAP.6)*
- *work cooperatively with others. (9.2.5.CAP.6;9.2.8.CAP.18)*
- *identify appropriate and inappropriate actions and reactions. (9.2.5.CAP.6)*

*EU 3*

- *demonstrate body language etiquette including: respect for personal space, control of personal body movements, interpreting body language of others, and eye contact. (9.2.5.CAP.6;9.2.8.CAP.18)*
- *demonstrate appropriate verbal communication skills including: initiating interaction, greetings, volume and intonation, beginning, maintaining, and ending conversations. (9.2.5.CAP.6)*

*EU 4*

- *identify a problem or conflict. (9.4.2.CT.3)*
- *ask the appropriate person for help (9.4.2.CT.3;9.4.5.CT.1)*
- *accept redirection by modifying behavior (9.4.2.CT.3)*

<b>Stage Two - Assessment</b>	
<b>Stage Three - Instruction</b>	

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Complete assigned task using checklist (A, EU 1)
- Brainstorm ways to improve quality of work. (A, EU 1)
- List benefits for earning an income. (A, EU 2)
- Identify strengths and weaknesses. (A, EU 3)
- Identify ways to ask for help. (A, EU 4)
- Review aspects of body language and what they mean and communicate to others. (M, EU 3)
- State messages portrayed by the body language of others. (M, EU 3)
- Brainstorm various ways to greet customers, co-workers, and supervisors. (M, EU 4)
- Discuss why some behaviors are inappropriate in the work setting. (M, EU 4)
- Identify their own inappropriate behaviors. (M, EU 3)
- Compare and contrast appropriate conversation topics and duration for the school store setting. (M, EU 4)
- Dialogue with a coworker about personal goals for improving communication or interaction. (M, EU 4)
- Assess the speed, volume and intonation of your own spoken words and those of co-workers. (M, EU 4)
- Work with multiple co-workers on job tasks to practice cooperation skills. (M, EU 3)
- Self-monitor behaviors in a stressful situation and discuss strategies to alleviate negative reactions. (M, EU 3)
- Discuss inappropriate behaviors and their impact on others in a public setting. (M, EU 3)
- Determine positive behaviors to replace inappropriate behaviors. (M, EU 3)
- Observe examples of inappropriate body language and discuss the message it sends to others. (M, EU 3)
- Develop strategies to introduce oneself to new customers in the store. (, EU 4)
- Utilize social skills learned in the store while in the community. (T, EU 2)
- Show respect to all supervisors (teachers, paraprofessional, job coaches) and maturely accept constructive criticism. (T, EU 3)
- Effectively begin, maintain and end conversations while working. (T, EU 4)
- Demonstrate cooperative problem solving with a co-worker, given a difficult task. (T, EU 4)
- Independently work your way through a stressful situation with a positive outcome. (T, EU 3)
- Model appropriate and effective communication skills with all people in the school store. (T, EU 4)

## Pacing Guide

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	<i>Employee Interpersonal Relationships with Community Members</i>	11
2	<i>Interpersonal Skills To Create a Successful Work Environment</i>	11
3	<i>Interpersonal Skills to Maintain a Successful Work Relationship</i>	11
4	<i>Employee conflict resolutions</i>	11

### **Instructional Materials**

*Teacher Guided Google Instructional notes, worksheets and assessments (Docs, Sheets, Form, Slides, Jamboard)*

<https://edpuzzle.com/>

<https://www.moneyinstructor.com/>

<https://kahoot.com/>

<https://www.peardeck.com/googleslides>

<https://classroom.google.com/>

<https://www.remind.com/>

### **Accommodations**

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.