

Course: Retail Careers
Unit 2: Merchandising and Inventory Management

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/>

9.1 Personal Financial Literacy

- This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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

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

- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

- **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 organize and maintain inventory in a retail setting.

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

the quality of product and the appearance of the display directly affect the success of a retail store.

EU 2

the merchandise of a retail store must appeal to its customer population.

EU 3

perishable items have a specific shelf life.

EU 4

neatness and order of products are necessary for the upkeep of a retail floor and stock area.

Essential Questions

EU 1

- *How do you make the displays of a retail space appealing to customers?*
- *What causes poor sales or low customer flow?*
- *What are the effects of poor sales?*

EU 2

- *How do we know what to sell in our store?*
- *Who are our customers?*
- *How can we determine what our customers like or want?*

EU 3

- *What is quality control?*
- *How do I assess products for quality and safety?*

EU 4

- *How is inventory maintained and replenished?*
- *What are employee responsibilities for maintaining orderliness and cleanliness in the retail setting?*

Knowledge

Skills

Students will know . . .

EU 1

- *how to fold and size items correctly. (9.4.12.CI.1)*
- *how and when to clean areas that serve coffee and food.(9.4.12.CI.1:)*
- *the standard for presentation of clothing products and displays. (9.4.12.CT.1)*

EU 2

- *what products appeal to members of a high school community. (9.4.12.CT.2)*

EU 3

- *correct rules and methods for rotating stock to ensure quality and freshness.(9.4.12.CI.1; 9.1.2.RM.1)*

EU 4

- *when displays need to be neatened and products need to be restocked. (9.4.12.CT.1;9.4.12.CT.2)*

Students will be able to. . .

EU 1

- *use retail equipment including: folding board, pricing gun, tagging gun, shepherds hook, hangers and sizing stickers. (9.4.12.CI.1)*
- *clean food service areas by following a specific learned routine. display clothing items in the correct size order. (9.4.12.CI.1)*
- *recognize when product displays need to be neatened.(9.4.12.CT.1)*

EU 2

- *differentiate between popular and unpopular products. (9.4.12.CT.2)*
- *demonstrate knowledge of all store products. (9.4.12.CT.2)*
- *direct customers to requested store items.(9.4.12.CT.2)*
- *explain procedures for operating a Keurig coffee machine. (9.4.12.CT.2)*
- *restock and neatened all items in the coffee bar area. (9.4.12.CT.2)*

EU 3

- *order items on display shelves by expiration dates. (9.4.12.CI.1)*
- *assess freshness of commonly used food items such as: coffee creamer, butter, cream cheese, K-cups, and keurig water. (9.4.12.CI.1)*
- *identify products that are damaged. (9.1.2.RM.1)*

EU 4

- *inventory all products for restocking. (9.4.12.CI.1)*
- *count back stock and record data. (9.4.12.CI.1)*
- *identify products that require reordering. (9.4.12.CT.2)*

- restock floor displays according to the merchandising design. (9.4.12.CT.1)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. 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*

- *Identify applicable retail equipment and corresponding use. (A, EU 2)*
- *Memorize correct size order and correlate to correct size stickers. (A, EU 2)*
- *Observe use of a folding board. (A, EU 1)*
- *Locate and read expiration dates on various products. (A, EU 3)*
- *Demonstrate proper ways to use various cleaning tools. (A, EU 4)*
- *List items in the store that may appeal to different customer populations. (M, EU 1)*
- *Survey consumers on preference of coffee flavors available at the coffee bar. (M, EU 2)*
- *Offer customers coffee flavor options from available stock. (M, EU 2)*
- *Assess displays for quality control according to expiration date. (M, EU 3)*
- *Manipulate pricing gun to display prices. (M, EU 2)*
- *Practice folding various clothing items with a folding board. (M, EU 4)*
- *Add a new item to the current display according to size order. (T, EU 4)*
- *Use experience with sales to determine the store's most popular and unpopular items. (T, EU 2)*
- *Maintain ongoing restocking and maintenance of the coffee bar area. (T, EU 1)*
- *Rotate stock in store according to expiration date. (T, EU 3)*
- *Design a display that highlights the store's most popular items. (T, EU 2)*

- *Use a folding board to fold/refold items of all shapes and sizes on display. (T, EU 2)*
- *Correct misordered sizing in a clothing display rack. (T, EU 4)*

Pacing Guide

Unit #	Title of Unit: Merchandising and Inventory Management	Approximate # of teaching days
1	<i>Visual Display In A Retail Store</i>	11
2	<i>Target Marketing</i>	11
3	<i>Inventory Management</i>	11
4	<i>Merchandising</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.