

Course: Retail Careers
Unit 4: Independence in the Workplace

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.

9.2 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** <https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
 - 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
 - 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.
 - 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
 - 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
 - 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

- **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 maintain employment in the community at the highest level of personal independence.

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

a job well done is personally satisfying.

EU 2

gainful employment improves quality of life.

EU 3

the highest level of personal independence should be the goal of an employee.

EU 4

gaining independence requires effort and rehearsal of tasks.

Essential Questions

EU 1

- *Should I enjoy my job?*
- *How can I establish a sense of pride in my work?*

EU 2

- *Why should everyone have a job?*
- *Should everyone be expected to work?*

EU 3

- *What are my strengths and weaknesses?*
- *What supports do I need to help me improve my skills in areas of weakness?*

EU 4

- *When do I ask for help in the workplace?*
- *How can I utilize my strengths to increase my independence?*

Knowledge

Students will know . . .

EU 1

Skills

Students will be able to. . .

EU 1

- *the expectations of their job. (9.4.2.CT.3;9.4.5.CT.1;9.2.8.CAP.12;9.2.5.CAP.6)*

EU 2

- *working in the community is an attainable and desirable post high school goal. (9.1.5.CR.1;9.2.8.CAP.12;9.2.8.CAP.16)*

EU 3

- *tasks can be modified to meet their needs. (9.2.8.CAP.12)*
- *the breakdown of specific steps required to complete each job. (9.4.2.CT.3)*

EU 4

- *how and when to ask for help. (9.2.8.CAP.12)*
- *quitting or avoiding a task that may seem too hard shows poor work ethic. (9.2.8.CAP.12)*
- *asking for help shows maturity and initiative. (9.2.8.CAP.12;9.4.2.CT.3)*

- *show ownership of job tasks by describing steps to completion. (9.4.2.CT.3)*
- *complete individualized job checklist showing work accomplished. (9.4.5.CT.1)*
- *state personal goals for improving quality of work. (9.2.8.CAP.12)*
- *review tasks with the supervisor and express pride in completed work. (9.2.5.CAP.6)*
- *demonstrate job list tasks for a new student employee. (9.2.5.CAP.6)*

EU 2

- *define positive outcomes associated with having a job. (9.2.8.CAP.12)*
- *recognize the benefits of earning an income. (9.2.8.CAP.16)*
- *value employment in the local community as a gateway to enhancing the lives of others. (9.1.5.CR.1)*

EU 3

- *recognize and state strengths and weaknesses. (9.2.8.CAP.12)*
- *participate in constructive evaluation of strengths and weaknesses with supervisors. (9.2.8.CAP.12)*
- *ask for and accept support as needed. (9.4.2.CT.3)*

EU 4

- *apply verbal communication skills for seeking assistance on a task. (9.2.8.CAP.12)*
- *display patience and perseverance when learning or practicing a task. (9.2.8.CAP.12)*
- *self-advocate for oneself. (9.2.8.CAP.12;9.4.2.CT.3)*

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

- Review the characteristics of store appearance that makes it appealing to customers. (A, EU 1)
- Compare and contrast appropriate and inappropriate hygiene and dress for the workplace. (A, EU 1)
- Shadow and assist experienced workers at all jobs throughout the store. (A, EU 2)
- Become familiar with specific tasks required to complete jobs throughout the store. (A, EU 3)
- Evaluate the time from the frame necessary to efficiently accomplish tasks. (A, EU 4)
- Describe how obtaining a job post-graduation would contribute to their life and the lives of others. (M, EU 1)
- Attempt the task of each job skill with supervision. (M, EU 1)
- Recognize areas of personal weakness or confusion and seek support from the supervisor. (M, EU 2)
- Appraise personal hygiene and interpret its impact on self and others in a work environment. (M, EU 2)
- State skill steps before, during and after performance. (M, EU 3)
- Apply individualized modifications to skill steps as designed for increased independence. (M, EU 3)
- Generate and share ideas that could make job tasks more personally attainable. (M, EU 4)
- Exercise time management skills by staying on, and moving through, tasks throughout the work period. (T, EU 1)
- Arrive to work exemplifying good hygiene and a work-ready appearance. (T, EU 2)
- Demonstrate leadership skills by helping other co-workers. (T, EU 3)
- Prioritize tasks based on display condition and customer needs. (T, EU 4)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	<i>A job well done is personally satisfying.</i>	11
2	<i>Gainful employment improves quality of life.</i>	11
3	<i>Personal Independence in the Workplace</i>	11
4	<i>Workplace independence is earned through practice.</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.