

Vermilion Local School District

Course of Study

K-12 Life Skills & Career Preparation



Adopted July, 2023

VLSD Board of Education

Courses of study are created and adopted in accordance with VLSD policies listed below:

PO 2141-Assessment of Educational Resources

PO 2210-Curriculum Development

PO 2220-Adoption of Courses of Study

PO 2510-Adoption of Textbooks

PO 2520-Selection of Instructional Materials and Equipment

PO 2623-Student Assessment and Academic Intervention Services

This course of study is current as of the date above and is subject to change due to varying policy, law or curriculum material availability. Instructional unit sequence and length within classes is approximate and subject to change.

Life Skills & Career Preparation - Life Skills 4th grade

Vermilion Local School District

UNITS (8/8 SELECTED)

SUGGESTED DURATION

 Unit 1: Weeks 1-5 Efficiency/Time Management	<i>25 lessons</i>
 Unit 2: Weeks 6-10: Internet Safety	<i>25 lessons</i>
 Unit 3: Weeks 11-15: How to work together: even if you don't want to.	<i>25 lessons</i>
 Unit 4: Weeks 16-20: Care for Self - Hygiene	<i>25 lessons</i>
 Unit 5: Weeks 21-25: Learn something new week	<i>25 lessons</i>
 Unit 6: Weeks 26-30: Responsibility; Kindness/Compassion; Emotions; Strengths/Challenges	<i>25 lessons</i>
 Unit 7: Weeks 31-35: I AM AMAZING!	<i>25 lessons</i>
 Unit 8: Weeks 36-40: Summer Goals/Plans	<i>20 lessons</i>

Unit 1: Weeks 1-5 Efficiency/Time Management

Life Skills & Career Preparation - Life Skills 4th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Efficiency/Time Management

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Examples of good/bad time management; escape room in groups; 24 hour “Clock” of your day for efficiency

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to apply the time management skills to daily lives at school and home.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Give examples of how they will apply or did apply a skill learned.

STANDARDS

National FACS - 13.0 Interpersonal Relationships

13.1.6

Demonstrate stress management strategies for family, work, and community settings.

Unit 2: Weeks 6-10: Internet Safety

Life Skills & Career Preparation - Life Skills 4th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Internet Safety

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Survey - who has phones? Social media? computers? ; 5 internet safety tips for kids - each group covers one and shares out; Play "Be Internet Awesome" to complete 4 levels; View "Play/Like/Share Internet Safety video; Internet Safety comic strip; Safe or Unsafe cut and paste; Read internet scenarios - Safe or Unsafe.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to apply internet safety rules and suggestions to their daily lives at home and school. Students will know the dangers and benefits of social media.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Complete "Be Internet Awesome" levels: 4 levels and earn a house point for each one accomplished.

STANDARDS

National FACS - 13.0 Interpersonal Relationships

13.1

Analyze functions and expectations of various types of relationships.

13.3

Demonstrate communication skills that contribute to positive relationships.

Unit 3: Weeks 11-15: How to work together: even if you don't want to.

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

How to work together: even if you don't want to.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Team Building work: Silent Line Up; Scavenger Hunt; Rock, Paper, Scissors Challenge; Breakout Room

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to work in their assigned group and design a board game for the class to play; view the video for creating a game called Rainbow Run.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Create board game in the assigned group. ([Rubric](#)).

STANDARDS

National FACS - 13.0 Interpersonal Relationships
13.6
Demonstrate standards that guide behavior in interpersonal relationships.
13.5.7
Demonstrate processes for cooperating, compromising, and collaborating.
13.5.5
Demonstrate ways to organize and delegate responsibilities.
National FACS - 1.0 Career, Community and Family Connections
1.2.4
Demonstrate teamwork skills in school, community and workplace settings.

Unit 4: Weeks 16-20: Care for Self - Hygiene

Life Skills & Career Preparation - Life Skills 4th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Care for Self - Hygiene

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Shower or bathe regularly.

Brush your teeth, Wash your clothes, Wash your bed linen regularly, Trim your nails, Wash your hands with soap, Cover your mouth with a tissue when coughing or sneezing.

This will be done through worksheets; videos; class .

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Why it is important to take a shower or bath regularly and what “regularly” means; why we brush our teeth/ cavities; importance of changing sheets on bed; why do we need to keep our nails clean; cleanliness of washing your hands and covering your mouth when sneezing/coughing.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Each group will make a hygiene poster highlighting the important tips to keep us clean and healthy.

[Rubric](#)

STANDARDS

National Health - Grade 3-5 - Health Education	
1.5.4.	
Describe ways to prevent common childhood injuries and health problems.	
2.5.1.	
Describe how the family influences personal health practices and behaviors.	
3.5.1.	
Identify characteristics of valid health information, products, and services.	
5.5.3	
List healthy options to health-related issues or problems.	
7.5.1.	
Identify responsible personal health behaviors.	

Unit 5: Weeks 21-25: Learn something new week

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Learn something new week

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students will be taught various essential skills throughout the week all done through practice: wash/dry/put away dishes; iron a shirt; set a proper table manners while eating); how to order at a restaurant; how to make an appointment over the phone; how to apologize; how to pack your own travel bag.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand the importance of these basic skills through discussion at school discussion at home and practice at school and at home.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will demonstrate learning by showing the steps for washing dishes; ironing a shirt; setting a table; ordering in a restaurant; making an appointment; apologizing and packing a travel bag.

STANDARDS

National FACS - 1.0 Career, Community and Family Connections

1.1

Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

Unit 6: Weeks 26-30: Responsibility; Kindness/Compassion; Emotions; Strengths/Challenges

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Being a responsible 4th grader; showing kindness/compassion; dealing with emotions;

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Responsibility: What is the last thing you did that you consider responsible?; View, "The Lighthouse," How are the people show responsibility?; complete 4 tasks on the task card.

Kindness/Compassion: What is something kind you can do today?" View, "Snack Attack." Complete the 4 tasks on the task card.

Emotions: When is the last time you were really angry? View, " Anger Management For Kids." What is one tip that helped you?; Complete 4 tasks on the task card.

Strengths/Challenges: What is one of your biggest strengths? View, "Disney Shorts on strong characters." Which character do you relate to?; complete 4 tasks on the task card.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Accomplish the tasks with practice, viewing videos and playing kahoots.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will complete the task sheets each day on the assigned word.

Final: Using google slides; create a presentation with the 4 words: responsibility; kindness/compassion; emotions; strengths/challenges - share at your table group.

STANDARDS

National FACS - 1.0 Career, Community and Family Connections

1.2.3

Apply communication skills in school, community and workplace settings.

1.2.4

Demonstrate teamwork skills in school, community and workplace settings.

National FACS - 13.0 Interpersonal Relationships

13.5.1

Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.

Unit 7: Weeks 31-35: I AM AMAZING!

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Students will embrace what makes them special and unique and how to work for long-term goals now.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

What is something that you consider a long term goal? (Students should give examples); View "Zootopia" - discuss along the way while viewing: Why do people laugh at Judy? Have you been laughed at for a dream that you have? Judy is always told that all predators are "bad." The first predator she meets is working at the police station - is he bad? Does Judy do a good job being a meter maid?; Who is the "real" bad guy in the movie? Is that character a predator?; What did Judy do to pursue to her dream?

After 2 class periods of viewing the movie, students will complete the "I AM Amazing" slides for the next 2 class periods.

The last day of class: present your slides to the group and discuss.

ATTACHMENTS



COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will better understand that it is great to have dreams and how to work towards them.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will complete the "I Am Amazing" slides to show long term goals; likes; relationships with family/ friends.

STANDARDS

National FACS - 1.0 Career, Community and Family Connections	
1.1	
Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).	
National FACS - 13.0 Interpersonal Relationships	
13.1	
Analyze functions and expectations of various types of relationships.	
13.1.6	
Demonstrate stress management strategies for family, work, and community settings.	

Unit 8: Weeks 36-40: Summer Goals/Plans

Life Skills & Career Preparation - Life Skills 4th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Summer Goals/Plans

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Why do we have the summer off?; what have you done in previous summers?; Blookets/Kahoots about sports, trips, at home activities to do.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to understand the importance of planning and preparing for something.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will make a booklet of their summer plans and what he/she would like to accomplish.

STANDARDS

National FACS - 1.0 Career, Community and Family Connections

1.1.3

Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.

1.1.6

Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals. Content Standard

1.2.4

Demonstrate teamwork skills in school, community and workplace settings.

Life Skills & Career Preparation - Life Skills 5th grade

Vermilion Local School District

UNITS (9/9 SELECTED)

SUGGESTED DURATION

	Unit 1: Week 1: Sewing: Knot; 4-hole button	<i>5 lessons</i>
	Unit 2: Week 2: Sewing: 4-hole Review ; 2 hole	<i>5 lessons</i>
	Unit 3: Week 3: Sewing: Button Project	<i>5 lessons</i>
	Unit 4: Week 4: Sewing: pillow	<i>5 lessons</i>
	Unit 5: Week 5: Sewing: Felt Monster	<i>5 lessons</i>
	Unit 6: Week 6: Sewing: Choice Project	<i>5 lessons</i>
	Unit 7: Week 7: Nutrition; 5 Food Groups; vegetables; grains; fruits; protein and dairy.	<i>5 lessons</i>
	Unit 8: Week 8: Nutrition: How to make good choices when eating fast food.	<i>5 lessons</i>
	Unit 9: Week 9: End of the 9 weeks Tic Tac Toe	<i>5 lessons</i>

Unit 1: Week 1: Sewing: Knot; 4-hole button

Life Skills & Career Preparation - Life Skills 5th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Sewing: Knot; 4-hole button

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Importance of sewing; share out if family members sew; show my examples; show supplies in room; practice how to tie a knot - make a "flying carpet;" demonstrate a 4-hole button; practice

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students should be able to efficiently tie a knot that will hold; sew on a 4-hole button that will secure tightly.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

*Demonstrate the steps of knot tying and a 4-hole button on a piece of fabric.

STANDARDS

Ohio - AASL Guidelines
1.4.4
Seek appropriate help when it is needed.'
4.1.5
Connect ideas to own interests and previous knowledge and experience.'

Unit 2: Week 2: Sewing: 4-hole Review ; 2 hole

Life Skills & Career Preparation - Life Skills 5th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Sewing: 4-hole; 2 hole

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Review how to tie a knot, review a 4-hole button, sew on a 2-hole button; discuss the similarities and differences between 2 and 4.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students should be able to efficiently tie a knot, sew on a 4-hole and a 2-hole button securely.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

*Demonstrate the steps in sewing on a 2-hole button.

STANDARDS

Unit 3: Week 3: Sewing: Button Project

Life Skills & Career Preparation - Life Skills 5th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Sewing: Button Project

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Examples shown of button projects;

[Directions](#)

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students should be able to design a picture with buttons as the main design.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

*Final Button Project with [rubric](#)

STANDARDS

Unit 4: Week 4: Sewing: pillow

Life Skills & Career Preparation - Life Skills 5th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Sewing: pillow

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Example pillow; I complete the new steps each day with videos on google classroom so students can work at their own pace.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand the 2 stitches involved in making a pillow and why you begin the pillow inside out!

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

*Final Pillow project with [rubric](#).

STANDARDS

Unit 5: Week 5: Sewing: Felt Monster

Life Skills & Career Preparation - Life Skills 5th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Sewing: Felt Monster

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Example felt monster; I complete the new steps each day with videos on google classroom so students can work at their own pace.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to sew a felt monster using 1 large piece of felt; using two of the three stitches learned; add on at least 2 added items.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final Felt Monster project with [rubric](#).

STANDARDS

Unit 6: Week 6: Sewing: Choice Project

Life Skills & Career Preparation - Life Skills 5th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Sewing: Choice project

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Review the 3 projects completed with all the parts.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to sew on buttons; decide which stitch is best for the task.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final choice project; self-assessment.

STANDARDS

Unit 7: Week 7: Nutrition; 5 Food Groups; vegetables; grains; fruits; protein and dairy.

Life Skills & Career Preparation - Life Skills 5th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Nutrition; 5 Food Groups; vegetables; grains; fruits; protein and dairy.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Kahoots; 5 food Group informational videos; discussion on what foods in the 5 food groups you have eaten.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to research the 5 food groups; give at least 5 facts about each food group and list foods that are in each food group.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Five Food Group Slides in your groups: Follow directions on each slide.

STANDARDS

National FACS - 9.0 Food Science, Dietetics, and Nutrition
9.3.2
Analyze nutritional data.
Early Adolescence through Young Adulthood (EAYA) - Grade 4-5 - Health Promotion
Influencing-Factors-4
Describe daily and weekly activities that promote the health of a family
Health-Information-3
Identify foods that are sources of one or more of the six major nutrients
Health-Information-2
Apply information from the food guide pyramid to making healthy food choices
Health-Information-1
Examine and analyze food labels and menus for nutritional content

Unit 8: Week 8: Nutrition: How to make good choices when eating fast food.

Life Skills & Career Preparation - Life Skills 5th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Nutrition: How to make good choices when eating fast food.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Kahoots on fast food; complete example together; McDonald's - find healthier options vs. unhealthy options.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to research an assigned fast food place; give 5 healthy options and 5 unhealthy options based on calories, fat and sodium; present findings to the class.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Eat this! Not THat! Posters

[Rubric](#)

STANDARDS

National FACS - 9.0 Food Science, Dietetics, and Nutrition
9.3.2
Analyze nutritional data.
Early Adolescence through Young Adulthood (EAYA) - Grade 4-5 - Health Promotion
Health-Information-1
Examine and analyze food labels and menus for nutritional content
Health-Information-2
Apply information from the food guide pyramid to making healthy food choices
Health-Information-3
Identify foods that are sources of one or more of the six major nutrients

Unit 9: Week 9: End of the 9 weeks Tic Tac Toe

Life Skills & Career Preparation - Life Skills 5th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

End of the 9 weeks Tic Tac Toe

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students will choose 4 out of the 9 activities to complete to review the skills this 9 weeks including: sewing; nutrition and family/friends importance.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to choose 4 activities that he/she will complete to review Life Skills.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Choice Board completed and each one turned in when done.

STANDARDS

Life Skills & Career Preparation - Life Skills 6th grade

Vermilion Local School District

UNITS (9/9 SELECTED)

SUGGESTED DURATION

 Unit 1: Week 1: Kitchen Safety	<i>5 lessons</i>
 Unit 2: Week 2: Reading a Recipe; Measuring Practice	<i>5 lessons</i>
 Unit 3: Week 3: Baking: Cake mix cookies	<i>5 lessons</i>
 Unit 4: Week 4: Baking: Cake Mix Cookies Round 2	<i>5 lessons</i>
 Unit 5: Week 5: Baking Cupcakes/Cupcake Wars	<i>5 lessons</i>
 Unit 6: Week 6: Ratatouille: Kitchen Roles	<i>6 lessons</i>
 Unit 7: Week 7: Baking: Seasonal Choices	<i>5 lessons</i>
 Unit 8: Week 8: Baking: Choice Week	<i>5 lessons</i>
 Unit 9: Week 9: Baking: Seasonal	<i>5 lessons</i>

Unit 1: Week 1: Kitchen Safety

Life Skills & Career Preparation - Life Skills 6th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Kitchen Safety

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

T/f Pretest on kitchen safety; kitchen safety pics - find mistakes; "Kitchen Safety Showdown" video; Blookets on, safety/measurement/recipe reading

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to demonstrate their knowledge of kitchen safety through practice and discussion.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

*Hands-on demonstration test - students will note what I am doing wrong and how to fix it.

STANDARDS

National FACS - 9.0 Food Science, Dietetics, and Nutrition

9.5.4

Maintain test kitchen/ laboratory and related equipment and supplies.

Unit 2: Week 2: Reading a Recipe; Measuring Practice

Life Skills & Career Preparation - Life Skills 6th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Reading a Recipe/Measuring ingredients

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Practice reading a recipe and finding the important parts; identify parts in cookbooks; importance of measurement; Blookets

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to identify the important parts of a recipe; measure dry or wet ingredients and explain why it is different.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

*Hands-on demonstration test of reading a recipe and measuring - students fix my mistakes.

STANDARDS

National FACS - 9.0 Food Science, Dietetics, and Nutrition

9.5.4

Maintain test kitchen/ laboratory and related equipment and supplies.

Unit 3: Week 3: Baking: Cake mix cookies

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Baking cookies

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *Read Recipe on Day 1.
- *Prep Cookies on Day 2 - batter in the refrigerator.
- *Bake Cookies on Day 3 - bake cookies.
- *Repeat for Days 4-5.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to follow a recipe; preheat/use oven; bake cookies; evaluate the cookie when done by taste testing.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Make cake mix cookies.

STANDARDS

National FACS - 9.0 Food Science, Dietetics, and Nutrition

9.5.3

Prepare food for presentation and assessment.

9.5.4

Maintain test kitchen/ laboratory and related equipment and supplies.

Unit 4: Week 4: Baking: Cake Mix Cookies Round 2

Life Skills & Career Preparation - Life Skills 6th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Baking cookies: Cake Mix Cookies Round 2

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Read Recipe on Day 1.
*Prep Cookies on Day 2 - batter in the refrigerator.
*Bake Cookies on Day 3 - bake cookies.
*Repeat for Days 4-5.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to change the recipe from the previous week for a “better” cookie; use oven appropriately; taste test the cookies.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

*Make cake mix cookies.

STANDARDS

National FACS - 9.0 Food Science, Dietetics, and Nutrition

9.5.3

Prepare food for presentation and assessment.

9.5.4

Maintain test kitchen/ laboratory and related equipment and supplies.

Unit 5: Week 5: Baking Cupcakes/Cupcake Wars

Life Skills & Career Preparation - Life Skills 6th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Baking cupcakes

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Read Recipe Day 1; students will discuss choice of cake flavor; frosting; added ingredients.
Day 2: make cupcake batter; begin display of cupcakes/work on name.
Day 3: Bake cupcakes; frost when cool; begin decorating.
Day 4: Final decorations;
posters; name of cupcake.
Day 5: Judging: Name of cupcake, presentation of cupcakes; taste of cupcake.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to choose a cake flavor and frosting based on their own knowledge and research for different tastes; name their cupcake; design a display for the cupcakes; taste the cupcakes.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Cupcake War Judging

[Rubric](#)

ATTACHMENTS

 CupcakeWarsDirections.pages

STANDARDS

National FACS - 9.0 Food Science, Dietetics, and Nutrition

9.5.3

Prepare food for presentation and assessment.

Unit 6: Week 6: Ratatouille: Kitchen Roles

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Ratatouille/Kitchen Roles

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Discuss roles in a restaurant kitchen; why are all important; watch movie daily and pause to discuss.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to understand the importance of each job in a restaurant kitchen.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to discuss the roles in a kitchen and why each important; bring in ratatouille to try.

ATTACHMENTS

 Ratatouille_Recipe.pages

 Ratatouille video sheet.docx

 [Template] Ratatouille Reflection

STANDARDS

National FACS - 9.0 Food Science, Dietetics, and Nutrition

9.1.1

Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.

9.2

Apply risk management procedures to food safety, food testing, and sanitation.

9.2.5

Demonstrate practices and procedures that assure personal and workplace health and hygiene.

Unit 7: Week 7: Baking: Seasonal Choices

Life Skills & Career Preparation - Life Skills 6th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Baking: Seasonal
(Fall: pumpkin)
(Winter: peppermint)
(Spring:

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Read Recipe on Day 1.

*Prep on Day 2 - batter in the refrigerator.

*Bake on Day 3 - bake cookies.

*Repeat for Days 4-5.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to make the pumpkin cookies and pumpkin dip.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Taste test of the final food product.

STANDARDS

National FACS - 9.0 Food Science, Dietetics, and Nutrition

9.5.3

Prepare food for presentation and assessment.

Unit 8: Week 8: Baking: Choice Week

Life Skills & Career Preparation - Life Skills 6th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Week 8: Choice Baking Week

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Review the parts of a recipe with reading recipes; blookets. Research: Students will find a recipe of a cookie; cupcake; dessert to make. Analyze the recipe: Can this be made in 50 minutes?; do I have the ingredients needed or do we need to buy them?; are we able to follow this recipe and be successful?.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students should: find several recipes to analyze how to make; ingredients; directions; several reads with your group. Choose the final recipe for approval with a grocery list of amounts and how much (use the Giant Eagle site).

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final baking project.

STANDARDS

National FACS - 9.0 Food Science, Dietetics, and Nutrition	
9.5.3	
Prepare food for presentation and assessment.	
9.5.4	
Maintain test kitchen/ laboratory and related equipment and supplies.	

Unit 9: Week 9: Baking: Seasonal

Life Skills & Career Preparation - Life Skills 6th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Baking: Seasonal

(Fall: apple pie)

(Winter: christmas cookies)

(Spring: St. Patrick's Day cookies)

(Late Spring:

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Read Recipe on Day 1.

*Prep Cookies on Day 2 - batter in the refrigerator.

*Bake Cookies on Day 3 - bake cookies.

*Repeat for Days 4-5.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to make the seasonal foods with their groups by following a recipe.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

*Taste test and evaluate.

STANDARDS

National FACS - 9.0 Food Science, Dietetics, and Nutrition

9.5.3

Prepare food for presentation and assessment.

Life Skills & Career Preparation - Life Skills 7th grade

Vermilion Local School District

UNITS (7/7 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: Week 1: Precooking Activities	5 lessons
<div></div> Unit 2: Week 2: Measuring Review and Practice	5 lessons
<div></div> Unit 3: Week 3: Cooking omeletes and pancakes	5 lessons
<div></div> Unit 4: Week 4: Cooking French Toast and breakfast muffins	5 lessons
<div></div> Unit 5: Week 5: Your Choice Breakfast Week	5 lessons
<div></div> Unit 6: Weeks 6-7: Foods Around the World Project	10 lessons
<div></div> Unit 7: Weeks 8-9 Food Truck Project	10 lessons

Unit 1: Week 1: Precooking Activities

Life Skills & Career Preparation - Life Skills 7th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Kitchen Safety Review

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

What Kitchen Equipment is Needed? sheet - write down then find in the kitchen and take out;. Kitchen Word Search/Crossword; 3. Kitchen Vocabulary - define the words that could be in a recipe - find in actual recipe books in the classroom; Create a meme with a kitchen safety rule. Blookets on measuring review; recipe reading.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand the importance of kitchen safety and be able to be safe while cooking in class.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will demonstrate this by successfully cooking in class in small groups.

STANDARDS

National FACS - 9.0 Food Science, Dietetics, and Nutrition
9.2
Apply risk management procedures to food safety, food testing, and sanitation.
9.2.1
Analyze factors that contribute to food borne illness.
9.5.4
Maintain test kitchen/ laboratory and related equipment and supplies.

Unit 2: Week 2: Measuring Review and Practice

Life Skills & Career Preparation - Life Skills 7th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Measuring Review/Practice

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Measuring Review sheets; stations to practice measuring ingredients; Slides in groups that show we are ready to cook independently; mise en place

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to independently measure ingredients; have all ingredients ready for use

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will demonstrate this by following a recipe and successfully cooking the assigned meal; hands-on practice for measuring.

STANDARDS

National FACS - 9.0 Food Science, Dietetics, and Nutrition

9.5.4

Maintain test kitchen/ laboratory and related equipment and supplies.

Unit 3: Week 3: Cooking omeletes and pancakes

Life Skills & Career Preparation - Life Skills 7th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Cooking omelettes and pancakes

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Day 1: view omelete video/read recipe
Day 2: make omeletes
Day 3: view pancake video/read recipe.
Day 4: make pancakes
Day 5: evaluation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to read the recipe, follow the recipe and make an omelete and pancakes.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will demonstrate by successfully cooking an omelete and pancakes

STANDARDS

National FACS - 9.0 Food Science, Dietetics, and Nutrition

9.5.3

Prepare food for presentation and assessment.

Unit 4: Week 4: Cooking French Toast and breakfast muffins

Life Skills & Career Preparation - Life Skills 7th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Cooking breakfast your choice week

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Day 1: view french toast recipe/video
Day 2: make french toast
Day 3: muffin recipe/video/tips
Day 4: make muffins
Day 5: evaluation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to read the recipe and make French Toast and choice breakfast muffin.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will demonstrate by successfully cooking French Toast and breakfast muffins.

STANDARDS

National FACS - 9.0 Food Science, Dietetics, and Nutrition	
9.2.5	
Demonstrate practices and procedures that assure personal and workplace health and hygiene.	
9.5.3	
Prepare food for presentation and assessment.	
9.5.4	
Maintain test kitchen/ laboratory and related equipment and supplies.	

Unit 5: Week 5: Your Choice Breakfast Week

Life Skills & Career Preparation - Life Skills 7th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Cooking breakfast your choice week

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students will try new items from the breakfasts they have already made and fix mistakes made the first time.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will show that they are able to successfully cook foods that we already cooked but with a twist. (Etc: fill omeletes with different items.)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will complete this on their own or with their group; minimal help from me unless I need to intervene.

STANDARDS

National FACS - 9.0 Food Science, Dietetics, and Nutrition

9.5.3

Prepare food for presentation and assessment.

Unit 6: Weeks 6-7: Foods Around the World Project

Life Skills & Career Preparation - Life Skills 7th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Foods Around the World

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Choose a country; research food; facts; choose a food that their group will cook for us; give me the grocery list/recipe for the food.

Presentation Week: Students will present their completed slides; cook their food in front of the class.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to present slides that show knowledge of the country; food; facts; show that he/she has read the recipe over several times and cook the food in front of the class.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Slides Presentation/Cooking Demo

[Rubric](#)

STANDARDS

National FACS - 9.0 Food Science, Dietetics, and Nutrition
9.5.3
Prepare food for presentation and assessment.

Unit 7: Weeks 8-9 Food Truck Project

Life Skills & Career Preparation - Life Skills 7th grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Food Truck Challenge

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Discussion: What is a food truck? Why so popular these days? What foods are there? Do they move? How do they decide location? What are your favorite food trucks? Students will be introduced to the 4 parts of the Food Truck Challenge and examples will be given of all 4.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to complete after research and discussion: Part 1: Food Truck Name/Theme/Menu/Pricing/ Location. Part 2: Commercial advertising their food truck. Part 3: Design the actual food truck out of their notes and sketch. Part 4: Presentation to class.

[Rubric](#)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Food Truck Presentation with [Rubric](#).

STANDARDS

National FACS - 9.0 Food Science, Dietetics, and Nutrition

9.5.3

Prepare food for presentation and assessment.

9.5.4

Maintain test kitchen/ laboratory and related equipment and supplies.

Life Skills & Career Preparation - Career Based Intervention / Work Based Learning

Vermilion Local School District

UNITS (5/5 SELECTED)	SUGGESTED DURATION
 Unit 1: Postsecondary and Career Preparation	5 lessons
 Unit 2: Creativity, Innovation, Motivation	1 lessons
 Unit 3: Workplace Behaviors (soft skills)	1 lessons
 Unit 4: Workplace Technologies (hard skills)	1 lessons
 Unit 5: Culture & Communication	1 lessons

Unit 1: Postsecondary and Career Preparation

Life Skills & Career Preparation - Career Based Intervention / Work Based Learning - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Ohio Means Jobs Rubric Criteria

Career Management: The student is a self-advocate. He or she articulates strengths, knowledge and experiences relevant to success in a job or postsecondary education. Has established initial goals aligned to selected career pathway. Can articulate short-term and potentially long-term plans and steps to achieve them. Uses strengths and manages weaknesses. Takes advantage of opportunities for self development. Utilizes mentor to refine career plan.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling

Role play

Brainstorming

Games

Pair work

Group work

Open discussion /Debates

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to answer the following questions:

1.1: What are my strengths and areas for growth?

1.2: What goals do I have for my future career path?

1.3: What steps must I take to achieve my postsecondary goals?

1.4: How will decisions I make today impact future successes?

ATTACHMENTS

 Identifying-Strengths-and-Weaknesses.pdf

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Projects

Quiz/Short Assessments

Update portfolio

OMJ Rubric

STANDARDS

Unit 1: Postsecondary and Career Preparation

Life Skills & Career Preparation - Career Based Intervention / Work Based Learning - Last Updated on June 28, 2023

Ohio - High School - Business, Finance and Marketing - Strand 1 (Business Operations)
1.1.
Employability Skills - Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.
1.1.1.
Identify the knowledge, skills and abilities necessary to succeed in careers.
1.1.3.
Develop a career plan that reflects career interests, pathways and secondary and postsecondary options.
1.1.5.
Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).

Unit 2: Creativity, Innovation, Motivation

Life Skills & Career Preparation - Career Based Intervention / Work Based Learning - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

OMJ Rubric Criteria

Creativity/Innovation: The student is original and inventive. He or she communicates new ideas to others, drawing on knowledge from different fields to find solutions. Generates and communicates original ideas. Demonstrates ability to think differently. Contributes energy and ideas within a team to find solutions.

Learning Agility: The student desires to continuously learn new information and skills. Takes advantage of opportunities to expand knowledge. Considers how knowledge and experiences apply to the situation. Occasionally shares insights gained with others.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling

Role play

Brainstorming

Games

Pair work

Group work

Open discussion /Debates

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to answer the following questions:

2.1: How do I apply prior knowledge to new situations? What motivates me to continue learning?

2.2: Where can I use my skills and interests to contribute to my school, workplace and community?

2.3: What strategies can I use when faced with a problem or unknown?

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Ohio - High School - Business, Finance and Marketing - Strand 1 (Business Operations)
1.1.7.
Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.
1.2.4.
Use negotiation and conflict-resolution skills to reach solutions.
1.2.8.

Unit 2: Creativity, Innovation, Motivation

Life Skills & Career Preparation - Career Based Intervention / Work Based Learning - Last Updated on June 28, 2023

Identify the strengths, weaknesses and characteristics of leadership styles that influence internal and external workplace relationships.

Unit 3: Workplace Behaviors (soft skills)

Life Skills & Career Preparation - Career Based Intervention / Work Based Learning - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

OMJ Rubric Criteria

Work Ethic: The student has effective work habits, personal accountability and a determination to succeed. Works hard to complete all assignments on time, with frequent objectives met ahead of schedule. Maintains a positive attitude and disposition and is respectful of those in authority. Exercises initiative and personal time management. Takes advantage of growth opportunities.

Punctuality: The student arrives to commitments on time and ready to contribute. Arrives on time and prepares for assigned tasks. Displays initiative to begin tasks.

Discipline: The student abides by guidelines, demonstrates self-control and stays on task. Follows rules and regulations. Self-starter. Stays on task with minimal distractions.

Professionalism: The student demonstrates honesty. He or she dresses and acts appropriately and responsibly. He or she learns from mistakes. Maintains an appropriate appearance. Demonstrates ethical behavior. Resolves the needs of customers in a timely and professional manner but may need assistance. Builds and maintains respectful relationships with others. Accepts personal responsibility and learns from mistakes.

****ADD PATHWAY-SPECIFIC CRITERIA TO JOB TRAINING PLAN OR LEARNING AGREEMENT**

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling

Role play

Brainstorming

Games

Pair work

Group work

Open discussion /Debates

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to answer the following question:

4.1: What knowledge is required to maintain a safe work environment for myself and my coworkers?

4.2: With what technologies and communication systems must I become familiar to be successful in my chosen career path? (POS systems, inventory software, attendance logs, help requests, industry specific machinery, radios, email, intercoms, etc.)

4.3: Which related skills will help me to develop mastery with those technologies? (money handling, data entry, troubleshooting, safety requirements, etc.)

4.4: Which writing, speaking and language skills will assist with clear communication? (domain-specific vocabulary, codes, business writing etiquette, etc.)

Unit 3: Workplace Behaviors (soft skills)

Life Skills & Career Preparation - Career Based Intervention / Work Based Learning - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Ohio - High School - Business, Finance and Marketing - Strand 1 (Business Operations)

1.1.6.

Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.

1.1.8.

Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism.

Unit 4: Workplace Technologies (hard skills)

Life Skills & Career Preparation - Career Based Intervention / Work Based Learning - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

OMJ Rubric Criteria

Oral and Written Communications: The student articulates thoughts and ideas clearly and effectively in written and oral forms. Oral: Speaks clearly and expressively with little hesitation. Tone and volume are appropriate and consistent. Well poised and engages the audience. Written: Communicates meaning with clarity and fluency and has few grammar and spelling errors. Follows conventions of selected writing style (e.g., APA, Chicago, MLA). Writing is detailed and precise.

Digital Technology: The student has an in-depth understanding of current and emerging technology and leverages technology to solve problems, complete tasks and accomplish goals. Is proficient in the use of current digital technologies and may require assistance to select appropriate technology for the setting. Uses existing and emerging technologies to solve problems, complete tasks and accomplish goals. Can demonstrate existing and emerging technologies to others.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to answer the following questions:

- 4.1: What knowledge is required to maintain a safe work environment for myself and my coworkers?
- 4.2: With what technologies and communication systems must I become familiar to be successful in my chosen career path? (POS systems, inventory software, attendance logs, help requests, industry specific machinery, radios, email, intercoms, etc.)
- 4.3: Which related skills will help me to develop mastery with those technologies? (money handling, data entry, troubleshooting, safety requirements, etc.)
- 4.4: Which writing, speaking and language skills will assist with clear communication? (domain-specific vocabulary, codes, business writing etiquette, etc.)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Ohio - High School - Business, Finance and Marketing - Strand 1 (Business Operations)

1.2.9.

Identify advantages and disadvantages involving digital and/or electronic communications.

1.3.5.

Access and implement safety compliance measures (e.g., quality assurance information, safety data sheets [SDSs], product safety data sheets [PSDSs], United States Environmental Protection Agency [EPA], United States

Unit 4: Workplace Technologies (hard skills)

Life Skills & Career Preparation - Career Based Intervention / Work Based Learning - Last Updated on June 28, 2023

Occupational Safety and Health Administration [OSHA]) that contribute to the continuous improvement of the organization.

1.3.7.

Identify the labor and practice laws that affect employment and the consequences of noncompliance for both employee and employer (e.g., harassment, labor, employment, employment interview, testing, minor labor laws, Americans with Disabilities Act, Fair Labor Standards Acts, Equal Employment Opportunity Commission [EEOC], human trafficking) and interpret personal safety rights according to the employee Right-to-Know Plan.

1.4.1.

Use office equipment to communicate (e.g., phone, radio equipment, fax machine, scanner, public address systems).

1.4.2.

Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines).

1.4.3.

Verify compliance with security rules, regulations and codes (e.g., property, privacy, access, accuracy issues, client and patient record confidentiality) pertaining to technology specific to the industry pathway.

Unit 5: Culture & Communication

Life Skills & Career Preparation - Career Based Intervention / Work Based Learning - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

OMJ Rubric Criteria

Oral and Written Communications: The student articulates thoughts and ideas clearly and effectively in written and oral forms. Oral: Speaks clearly and expressively with little hesitation. Tone and volume are appropriate and consistent. Well poised and engages the audience. Written: Communicates meaning with clarity and fluency and has few grammar and spelling errors. Follows conventions of selected writing style (e.g., APA, Chicago, MLA). Writing is detailed and precise.

Global/Intercultural Fluency: The student values, respects and learns from diverse groups of people. Values and respects people from all cultures. Takes advantage of opportunities that facilitate growth in cultural diversity. Accepts another's culture as a part of his or her working relationship. Participates in cultural awareness conversations.

Leadership: The student leverages the strengths of others to achieve common goals. He or she coaches and motivates peers and can prioritize and delegate work. Leads within position. Effectively prioritizes and delegates tasks and clearly delineates expected standards. Enhances team performance, fosters motivation and enhances morale.

Digital Technology: The student has an in-depth understanding of current and emerging technology and leverages technology to solve problems, complete tasks and accomplish goals. Is proficient in the use of current digital technologies and may require assistance to select appropriate technology for the setting. Uses existing and emerging technologies to solve problems, complete tasks and accomplish goals. Can demonstrate existing and emerging technologies to others.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- 5.1: What does appropriate interpersonal communication look like across multiple groups (family, friends, co-workers, supervisors, etc.)?
- 5.2: How does personal appearance, body language, tone and facial expression (my own and others) affect professionalism and communication?
- 5.3: How do I respect diversity at work and in the community?
- 5.4: How do I react to stressful situations? How do I stay positive in the presence of conflict or uncertainty?

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Life Skills & Career Preparation - GRIT

Vermilion Local School District

UNITS (5/5 SELECTED)		SUGGESTED DURATION
	Unit 1: Talkative Tuesday	36 lessons
	Unit 2: Self-Monitoring / Executive Functioning	36 lessons
	Unit 3: Math Lab Mondays	36 lessons
	Unit 4: Writing Workshop Wednesday	36 lessons
	Unit 5: SSR (Sustained Silent Reading) Fridays	18 lessons

Unit 1: Talkative Tuesday

Life Skills & Career Preparation - GRIT - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

COMMUNICATION

STANDARDS taken from Ohio SEL Standards (2019)

A4.3d

C1.2.d

C1.3d

C4.3d

D3.1d

STANDARDS

Ohio Extended - Grades 9-12 - Speaking and Listening
SL.912.1a
Initiate and participate in discussions about grade-level/age-appropriate topics and text with diverse partners. Form and express an opinion on a topic. Respond thoughtfully to others' comments. Participate in the setting of goals, establishing roles and clarifying conclusions.
SL.912.1b
Participate in discussions about grade-level/age-appropriate topics and text. Share personal ideas on a topic. Pose and respond to specific questions to participate in a discussion.
SL.912.1c
Actively participate in conversational exchanges about grade-level/age-appropriate topics or text. Respond to questions, comments and exchanges of others. Share information.
SL.912.6c
Effectively communicate in informal discourse.
SL.912.6b
Effectively communicate in a variety of contexts and tasks.
SL.912.6a
Adapt communication using formal language, when appropriate, specific to the task or situation.

Unit 1: Talkative Tuesday

Life Skills & Career Preparation - GRIT - Last Updated on June 28, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Based first on IEP Goals, SDI and Transition needs, then based on student's individual strengths and weaknesses, basic communication skills included those needed for self-advocacy, those that are required across the different curriculums, comfort in public speaking, presenting and defending personal stances will be practiced in a safe and inclusive environment.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students develop comfort and confidence in communicating with peers, within small groups, with adults, and presenting to large groups.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will self-assess, peer assess, and be assessed by the teacher based on their use of appropriate communication skills based on the following rubric categories.

Eye Contact

Appropriate use of tone and volume

Clarity of speech

Ability to defend their stance

Respectful, active listening

Active Participation in Activities

STANDARDS

Ohio Extended - Grades 9-12 - Speaking and Listening

SL.912.1a

Initiate and participate in discussions about grade-level/age-appropriate topics and text with diverse partners. Form and express an opinion on a topic. Respond thoughtfully to others' comments. Participate in the setting of goals, establishing roles and clarifying conclusions.

SL.912.1b

Participate in discussions about grade-level/age-appropriate topics and text. Share personal ideas on a topic. Pose and respond to specific questions to participate in a discussion.

SL.912.1c

Actively participate in conversational exchanges about grade-level/age-appropriate topics or text. Respond to questions, comments and exchanges of others. Share information.

SL.912.6a

Unit 1: Talkative Tuesday

Life Skills & Career Preparation - GRIT - Last Updated on June 28, 2023

Adapt communication using formal language, when appropriate, specific to the task or situation.
SL.912.6b
Effectively communicate in a variety of contexts and tasks.
SL.912.6c
Effectively communicate in informal discourse.

Unit 2: Self-Monitoring / Executive Functioning

Life Skills & Career Preparation - GRIT - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Executive Functioning Skills: Planning & Prioritizing, Task Initiation, and Work Completion; Organizational Skills Training, and Self-Monitoring.

STANDARDS taken from Ohio SEL Standards (2019):

A2

A2.1.d

A4

B2.3.d

B2.4d

Unit 2: Self-Monitoring / Executive Functioning

Life Skills & Career Preparation - GRIT - Last Updated on June 28, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lessons and Activities are based first on IEP Goals, SDI, and Transition needs, then based on student's individual needs.

importance of time management; organization; prioritizing

Instruction centers around the importance of self-monitoring (academically and behaviorally), the importance and strategies for time management; instruction and strategies for organization, and instruction and strategies for planning and prioritizing.

Individualized Lessons/Activities

- Self-Surveys to include identifying strengths and weaknesses that fall within Executive Functioning Skills (results of surveys are used to drive individual and small group lessons and activities)

Small Group Lessons/Activities based on surveys and students' needs

- Include but not limited to instruction and strategies related to emotional regulation, time management, and organization

Whole Group Lessons/Activities

- Daily Homework Board Updates with assignments from all Core Academic Classes
- Students' weekly self-monitoring of grades by filling out individual self-monitoring google sheets to track grades, and missing assignments (this is then used to prioritize the 2nd half of their class time on what assignments they should work on)

ATTACHMENTS

 FlexibleThinkingSkillsSelfSurveyAssessment-1.pdf

 High_School_Transition_Survey_Grades_10__12.docx

 WeAreAllConnectedAllAboutMeTessellationFirstDayofSchoolActivity-1.pdf

 Self-Monitoring Tool 22-23

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to fill out weekly self-monitoring spreadsheet by looking at grades on powerschool, and use that information to plan and prioritize what they work on the remainder of the period and plan for Friday.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students are assessed by the accuracy of their self-monitoring worksheet; goals that are created jointly with their teacher based on self-monitoring and organizational tools, and a comparison from their answers on the beginning of the year self-assessment surveys to the end of the year.

Unit 2: Self-Monitoring / Executive Functioning

Life Skills & Career Preparation - GRIT - Last Updated on June 28, 2023

STANDARDS

Ohio - Grade 7-12 - Career-Based Intervention CBI Competencies

1.7

Apply decision-making skills to handle daily academic and social situations.

2.1

Explore time management strategies related to personal, educational and workplace goals.

4.1

Use computer systems.

Unit 3: Math Lab Mondays

Life Skills & Career Preparation - GRIT - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Math Interventions / Pre-Teaching / Re-teaching based on student's individual needs.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Centers (small group and individual) based on their current and past Math Courses; most asked and most missed questions/ ProCore Data / Classroom hmwk/form/summ assessment data from their individual Math Courses and teachers input.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Varies based on students individual needs and courses.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students are assessed by completion of center activities (i.e. foldable, notes, graphic organizer, wkst, look at classroom summative assessments.

STANDARDS

Ohio - High School - Algebra 1 (Course)
A.SSE.1.
Interpret expressions that represent a quantity in terms of its context. ★ a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity.
A.SSE.3
Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★ a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. c. Use the properties of exponents to transform expressions for exponential functions.
A.CED.1
Create equations and inequalities in one variable and use them to solve problems. Include equations and inequalities arising from linear, quadratic, simple rational, and exponential functions. ★ a. Focus on applying linear and simple exponential expressions. b. Focus on applying simple quadratic expressions.
A.CED.2
Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★ a. Focus on applying linear and simple exponential expressions. b. Focus on applying simple quadratic expressions.
A.REI.1
Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous

Unit 3: Math Lab Mondays

Life Skills & Career Preparation - GRIT - Last Updated on June 28, 2023

step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A.REI.3

Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

A.REI.5

Verify that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

F.BF.1

Write a function that describes a relationship between two quantities. ★ a. Determine an explicit expression, a recursive process, or steps for calculation from context. i. Focus on linear and exponential functions. ii. Focus on situations that exhibit quadratic or exponential relationships.

Ohio - High School - Geometry (Course)

G.CO.1

Know precise definitions of ray, angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and arc length.

G.CO.8

Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Ohio Extended - Grades 9-12 - Algebra - Creating Equations

A.CE.912.2c

Identify whether a line is increasing or decreasing on a coordinate plane.

A.CE.912.1c

Represent a real-world situation using concrete objects, models and pictures.

A.CE.912.2b

Graph a given equation on a coordinate plane.

A.CE.912.1b

Represent a real-world situation with a linear equation.

Unit 3: Math Lab Mondays

Life Skills & Career Preparation - GRIT - Last Updated on June 28, 2023

A.CE.912.2a
Graph a given equation or inequality on a coordinate plane.
A.CE.912.1a
Represent a real-world situation with a linear equation or inequality.

Unit 4: Writing Workshop Wednesday

Life Skills & Career Preparation - GRIT - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Topics are based 1st on IEP SDI/Transition/OT needs; basic writing skills not included in standards filling out forms, address, real-world writing; creative writing - any student with assigned essay/writing assignment for class can use this time to work on their class assignment in lieu of GRIT assignment.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Centers (small group and individual) based on their current and past English Teachers input; IEP writing goals, transition goals related to writing.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to

Accurately write their demographic information within mock forms, write informal and formal thank you letters, and address an envelope.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Unit 5: SSR (Sustained Silent Reading) Fridays

Life Skills & Career Preparation - GRIT - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Reading for Leisure and Enjoyment

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students participate in sustained silent reading for 10 - 15 minutes.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students provide a 1 to 2-sentence summary to the class about what they are reading.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1 - 2 sentence summary

STANDARDS

Life Skills & Career Preparation - Peer Leadership

Vermilion Local School District

UNITS (10/10 SELECTED)	SUGGESTED DURATION
 Unit 1: Leadership and Followership	26 lessons
 Unit 2: Mentorship	18 lessons
 Unit 3: Character	17 lessons
 Unit 4: Gratitude, Appreciation, and Celebrating Success	24 lessons
 Unit 5: Organizations and Nonprofits	18 lessons
 Unit 6: Communication	21 lessons
 Unit 7: Team Building	14 lessons
 Unit 8: Goals, Values, Motivation	15 lessons
 Unit 9: Diversity	15 lessons
 Unit 10: Service Learning	4 lessons

Unit 1: Leadership and Followership

Life Skills & Career Preparation - Peer Leadership - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes, Leadership Stations, Qualities of Leader, Leadership Styles

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify leadership qualities and reflect on current qualities; Identify and explain various leadership styles; Explain the importance of followership

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Qualities Presentation, Film Review

STANDARDS

Unit 2: Mentorship

Life Skills & Career Preparation - Peer Leadership - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify positive role models that have influenced student life; Become a positive role model;
Develop interpersonal skills that can be translated into future relationships

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Big Buddies, Film Review, 8th grade Follow-ups

STANDARDS

Unit 3: Character

Life Skills & Career Preparation - Peer Leadership - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify the definition of character; Evaluate their own character

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Film Review, 8th grade Follow-ups, Book Review

STANDARDS

Unit 4: Gratitude, Appreciation, and Celebrating Success

Life Skills & Career Preparation - Peer Leadership - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify the benefits of gratitude; Identify things that students are grateful for and express appreciation;
Identify various ways to express gratitude

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Gratitude Challenge

STANDARDS

Unit 5: Organizations and Nonprofits

Life Skills & Career Preparation - Peer Leadership - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Explain what a non-profit organization is and how they contribute to society; Identify various non profit organizations; Establish relationships with various nonprofit and local

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Pop Tabs, PowderBuff, Kick It

STANDARDS

Unit 6: Communication

Life Skills & Career Preparation - Peer Leadership - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes Learning Styles

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify all aspects of communication; Evaluate one's own communication skills and work to improve those skills; Become an effective problem solver through the use of communication; Identify what type of learner the student is

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Great Leaders Presentation

STANDARDS

Unit 7: Team Building

Life Skills & Career Preparation - Peer Leadership - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify the importance of working together; Improve students delegation skills; Evaluate various atmospheres and help to improve them with cooperation; Respect other people's learning styles and use their strengths

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Team Building Activities

STANDARDS

Unit 8: Goals, Values, Motivation

Life Skills & Career Preparation - Peer Leadership - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify what a SMART goal is and be able to create them; Distinguish the difference between short term and long term goals; Evaluate the goals students have set for themselves; Effectively plan to meet their goals including what action steps need to be taken

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Goal Setting, Resumes, Grit Test

STANDARDS

Unit 9: Diversity

Life Skills & Career Preparation - Peer Leadership - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Improve diversity awareness; Identify various types of diversity; Understand and appreciate difference

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Film Review

STANDARDS

Unit 10: Service Learning

Life Skills & Career Preparation - Peer Leadership - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Successfully plan and implement various student led projects throughout the year

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student led projects throughout the year; Dream Project

STANDARDS

Life Skills & Career Preparation - Rise Up: Customer Services and Sales

Vermilion Local School District

UNITS (5/5 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: Retail Industry Overview	5 lessons
<div></div> Unit 2: Know Before You Sell	1 lessons
<div></div> Unit 3: Selling and Service	1 lessons
<div></div> Unit 4: Performing Your Best	3 lessons
<div></div> Unit 5: What's Next?	3 lessons

Unit 1: Retail Industry Overview

Life Skills & Career Preparation - Rise Up: Customer Services and Sales - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Customer Service and Sales

Retail Industry Overview

1.1 Welcome to Retail: Define retail and recognize distribution channels. Describe the real retail ecosystem, multichannel retailing, and omnichannel retailing. Recognize different ownership models. Discuss new and future retail capabilities. Describe the economic impact of retail.

1.2 Understanding the Customer: Recognize the customer mindset. Discuss the customer life cycle. Describe customer behavior and the importance of the sales associates in facilitating customers purchasing decisions. Define “influencers” and understand how these individuals affect customer purchasing decisions. Understand how customers use technologies to interact with retailers.

1.3 The Value of Customer Service: Define key terms. Identify the importance of quality customer service. Discuss the key skills and characteristics required to deliver quality customer service.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Online curriculum, individualized/small group instruction, worksheets

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1.1 Welcome to Retail: Students understand and apply a base foundation of retail. Students discuss new and future retail capabilities and their economic impacts.

1.2 Understanding the Customer: Understand the customer mindset and purchasing decisions and how they are influenced by customer service and technology.

1.3 The Value of Customer Service: Understanding providing quality customer service.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Passing score on knowledge checks

STANDARDS

Unit 2: Know Before You Sell

Life Skills & Career Preparation - Rise Up: Customer Services and Sales - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

2.1 Knowing Products and Service: Define key products and/or service knowledge terms. Seek and participate in training opportunities to learn about products and services. Identify product location strategies. Adopt a growth mindset and seek to continuously learn about new and/or competitor products, services, and industry trends.

2.2 Knowing the Customer: Greet and engage the customer in a personal and professional manner; make a GREAT impression. Assess the customers needs and interests using open ended questions. Listen to attentively to the customer and confirm the customers needs and interests.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Online curriculum, individualized/small group instruction, worksheets

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

2.1 Knowing Products and Service: Understand continuous learning about products and services. The 5 W's of product services.

2.2 Knowing the Customer: Students will demonstrate great customer service, including social cues, proper dress, and correct feedback.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Passing score on knowledge checks

STANDARDS

Unit 3: Selling and Service

Life Skills & Career Preparation - Rise Up: Customer Services and Sales - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

3.1 Meeting the Customers Needs: Explain product or service value and benefits to the customer in a way that is relevant to their needs. Recommended comprehensive solutions, products, services, and related items, based on customers needs and interests. Discuss service policies, related resources (delivery and/or installation date, financing, warranties, protection plan, and returns). Respond to undecided customers. Offer omnichannel purchase options (search and send, buy online/pickup in store, ship to store). Offer credit and/or loyalty programs to customers.

3.2 Making the Sale: Explain how to close a sale. Complete transactions using multiple payment types and technologies. Make change for cash sales. Recognize how customers evaluate service.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Online curriculum, individualized/small group instruction, worksheets

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

3.1 Meeting the Customers Needs: Students will demonstrate proper aid to customers, specifically focusing on responding to the customers cues.

3.2 Making the Sale: Complete the sale using various technologies. Make change correctly.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Passing score on knowledge checks

STANDARDS

Unit 4: Performing Your Best

Life Skills & Career Preparation - Rise Up: Customer Services and Sales - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

4.1 Further Your Customer Service Skills: Identify customer body language cues. Handle multiple customers. Address customer complaints with service recovery. Process product exchanges and returns. Grow and track and clientele using technology for relationship management. Follow up with customers to thank them and encourage future purchases. Ask for help, support and advice from managers and peers.

4.2 Your Brand is You: Present employability attributes and professional look. Display a positive attitude towards the brand, customers, and co-workers. Demonstrate effective communication. Take care of yourself.

4.3 Professionalism in the Workplace: Describe teamwork and identify actions of great team members. Solve problems effectively. Manage time efficiently; be present and productive. Recognize and achieve goals. Hold yourself accountable. Follow company policies and processes.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Online curriculum, individualized/small group instruction, worksheets

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

4.1 Further Your Customer Service Skills: Students will read cues and react to different scenarios while understanding the workload of serving multiple customers.

4.2 Your Brand is You: Students will demonstrate proper attire, hygiene, and effective communication.

4.3 Professionalism in the Workplace: Students demonstrate workforce professionalism by working as a team, managing time effectively and problem solving.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Passing score on knowledge checks

STANDARDS

Unit 5: What's Next?

Life Skills & Career Preparation - Rise Up: Customer Services and Sales - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

5.1 Finding a Job: Explore entry level retail jobs. Search for jobs online. Build your network. Create an elevator pitch.

5.2 Getting the Job: Craft an accurate resume. Use an online job application system. Shine in an interview. Make a positive impression. Review a job offer.

5.3 Growing Your Skills: Receive and apply feedback. Explore a retail career path. Achieve career goals.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Online curriculum, individualized/small group instruction, worksheets

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

5.1 Finding the Job: Students will create an Ohio Means Jobs account, and learn how to properly navigate the website.

5.2 Getting the Job: Students will complete a job application with resume, and mock interview.

5.3 Growing Your Skills: Students will set and evaluate career goals.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Passing score on knowledge checks

STANDARDS

Life Skills & Career Preparation- Rise Up: Retail Industry Fundamentals

Vermilion Local School District

UNITS (4/4 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: Welcome to Retail	2 lessons
<div></div> Unit 2: Customer Service and Sales	2 lessons
<div></div> Unit 3: Retail Operations	4 lessons
<div></div> Unit 4: Career Fundamentals	2 lessons

Unit 1: Welcome to Retail

Life Skills & Career Preparation- Rise Up: Retail Industry Fundamentals - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Define retail and recognize distribution channels. Describe the real retail ecosystem, multichannel retailing, and omnichannel retailing. Recognize different ownership models. Discuss new and future retail capabilities. Describe the economic impact of retail.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling, Small Group Instruction, and Whole Group Discussion. Online Curriculum, Self-Assessments, Role Playing.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1.1 What is Retail?: Students will review prior knowledge relating to customer service and sales.

1.2 Retail Product Cycle: Students will explain jobs in each phase of the retail product cycle.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Passing score on knowledge checks

STANDARDS

Unit 2: Customer Service and Sales

Life Skills & Career Preparation- Rise Up: Retail Industry Fundamentals - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

2.1 Customer Service Skills: Define customer service terms. Discuss customer service basics. Use technology tools to serve customers.

2.2 Sales Basics: Sell products effectively in a retail environment. Use social media to serve customers.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Online Curriculum, Modeling, Small Group Instruction, and Whole Group Discussion, Self-Assessments, Role Playing.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

2.1 Customer Service Skills:

Students will establish basic customer service skills.

2.2 Sales Basics: Students will participate in a mock retail sales event, and understand the influence of social media for customer service.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Passing grades on Knowledge checks

STANDARDS

Unit 3: Retail Operations

Life Skills & Career Preparation- Rise Up: Retail Industry Fundamentals - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

3.1 Retail Operations Basics: Define retail operations. Describe in: retail stores, supermarkets, fast food restaurants, and distribution centers. Identify important loss prevention, legal and safety concepts, and protocols.

3.2 Loss Prevention: Identify types of loss. Describes ways to prevent, reduce, report losses. Use technology to manage risk, and loss.

3.3 Workplace Safety: Recognize common safety problems in retail stores. Respond to and report safety hazards. Follow emergency procedures. Comply with OSHA standards.

3.4 Retail Operation: Understanding Profit: Understand retail profit.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Online Curriculum, Modeling, Small Group Instruction, and Whole Group Discussion, Self-Assessments, Role Playing

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

3.1 Retail Operations Basics: Students will understand the different venues of retail opportunities, loss prevention, legal and safety concepts and protocols.

3.2 Loss Prevention: Students will understand loss with the assistance of technology to manage risk and loss.

3.3 Workplace Safety: Students will demonstrate proper workplace safety appropriate for the job.

3.4 Understanding Profit: Students will understand their role in helping the company earn profits.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Passing grades on Knowledge checks

STANDARDS

Unit 4: Career Fundamentals

Life Skills & Career Preparation- Rise Up: Retail Industry Fundamentals - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

4.1 Being Professional: Present a professional look, attitude, and work style. Communicate effectively. Be a great team member.

4.2 A place For You In Retail: Understanding how completing the RISE Up Retail Industry Fundamentals course can assist you in finding a retail job. Set goals to achieve employment results. Explore entry level retail jobs. Use an online job application system. Prepare for and succeed in interviews. Understand entry level job to career paths in the retail industry. Learn how additional N.R.F. credentials can assist you in finding a retail job and building a career.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Online Curriculum, Modeling, Small Group Instruction, and Whole Group Discussion, Self-Assessments, Role Playing.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

4.1 Being Professional: Students will present themselves professionally in appearance, and practice effective work skills.

4.2 A Place for You in Retail: Students will complete the RISE Up Retail Industry Fundamentals course. They will create a job skills portfolio that will be used in finding a retail position.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Passing grades on Knowledge checks

Passing grade on Retail Industry Fundamentals EXAM

STANDARDS