RSM#1(2018 #01):Operations Training/Handbook Orientation

Content Area: **Business/Tech.**
Course(s): **Retail Store Management**
Time Period: **September**
Length: **14**
Status: **Published**

Unit Overview:

The learner will become oriented with all of the policies and procedures associated with running a school based enterprise. The learner will be able to orient and familiarized with all procedures necessary for opening and closing the school based enterprise, handling inventory, finances, promotion and customwer relations.

LAB Activity/Structured Learning Experience: Each day, students will participate in the operations of the school store structured learning experience for a full lab period. The classroom learning will be incorporated into the daily school store activities.

The DECA Connection - (DECA opportunities and business/community connections) Students develope the skills to plan, organize, strategize, execute, reflect, and evaluate outcomes of various campaigns, activities, and projects that follow the National DECA guidelines

Enduring Understandings

The learner will understand the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business

Essential Questions

How can I make a community and business connection through DECA?

- How can I make a community and business connection through DECA?
- What are the procedures that must be followed by all store employees?
- What is appropriate customer service?
- What procedures should be used in product handling?
- What steps do I take to reconcile the cash drawer?

Standards/Indicators/Student Learning Objectives (SLOs)

- Lesson 1 Objective: Students will become familiarized with classroom and store expectations
- Lesson 2 Objective: Students will be introduced to DECA and the agenda for the community and

school commitments of the organization

• Lesson 3 Objective: Students will become familiar with the school store layout and the necessary practices for harmonious work flow

• Lesson 4 Objective: Students will read and become familiar with all of the policies and procedures in the Delsea School Store Employee Handbook.

• Lesson 4 Objective: Students will understand the expectations of the Employee Handbook and sign a contract stating that they will abide by all rules and regulations set forth in the Handbook

• Lesson 5 Objective: Students will be acclimated to the opening and closing procedures for the school store

• Lesson 6 Objective: Students will activate employee access codes for the register and participate in the steps to calculate sales on the cash register

• Lesson 6 Objective: Students will prepare cash drawer/banks

• Lesson 6 Objective: Students will tally currency and practice calculating change for sales transactions, using the cash register.

• Lesson 7 Objective: Students will participate in register reconcilliation and determine if transactions were completed appropriately

---

• MKED.9-12. - [Content Statement] - Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.

12.9.3.MK.4	Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
12.9.3.MK.6	Select, monitor and manage sales and distribution channels.
12.9.3.MK.9	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
12.9.3.MK-COM	Marketing Communications
12.9.3.MK-MER.2	Plan, manage and monitor day-to-day merchandising activities.
12.9.3.MK-MER.3	Move, store, locate and/or transfer ownership of retail goods and services.
12.9.3.MK-MER.7	Communicate information about retail products, services, images and/or ideas.
12.9.3.MK-MGT	Marketing Management
12.9.3.MK-SAL	Professional Sales Career Pathway

Lesson Titles

• Lesson 1. Expectations

• Lesson 2. DECA Orientation

• Lesson 3. Store Layout

• Lesson 4 Employee Handbook

• Lesson 5. Opening/Closing Procedures

• Lesson 6. Register Operations

• Lesson 7. X Reading/Z Reading

Career Readiness, Life Literacies, & Key Skills

| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |

Inter-Disciplinary Connections

MA.9-12.4.1.12 A - [Strand] - Number Sense

LA.RI.11-12	Reading Informational Text
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	Numbers and Number Systems
	Quantities.

Instructional Strategies/Learning Activities, and Levels of Blooms/DOK

- Article Read & Response
- Individual project
- Internet Research
- Large group discussion
- Online Activity
- Partner Project/Activity
- Reading activity/text/workbook
- Small group activity
- Store Operations
- Teacher Lecture/Notes
- Teacher provided activity

Modifications

Diverse Learners: Teacher will solicit responses from a diverse sampling of the classroom population to acknowledge the influence of race, ethnicity, gender, religion, socioeconomics, culture, or academic achievement on a student's development or attitude. The classroom will incorporate additional resources for:

ELL Modifications

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

- Use manipulatives, graphic organizer, and real objects when possible.
- Use visual presentations/verbal materials (ex: word webs and visual organizers).

504 and IEP Accommodations and Modifications

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

Gifted and Talentted Modifications

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary

Formative Assessment

- Class Discussion
- Group Work - Inventory tracking reports
- Group Work -"X" & "Z" register reading
- Guided Practice
- Oral Response/Random Questioning
- Peer Evaluations - Monthly Store Performance Review
- Performance Assessment
- Teacher Observations
- Written Activity

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Alternative assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Summative Assessment

- Handbook Assessment
- Quiz - "X" Reading
- Quiz - Employee Handbook Quiz
- Store Performance Evaluation

Warm-Up

- Brainstorm 5!
- Learning Log
- Minute to Win it!
- Pair/Share
- So What?
- The DECA Connection

Anticipatory Set

- Notable Quotables
- Question of the Day
- Review Prior Lesson
- The "Retail Doctor" Blog
- Video Clip Presentation
- Vocabulary introduction

Closure

- 3-2-1 List!
- Exit Card
- Journalize memorable learning/muddy points
- The DECA Connection
- The Gray Zone
- Whip around

Resources & Materials

- DECA Competitive Events Manual and Practice Materials
- DECA.org
- Marketing Essentials 2016 -student workbook & math practice book activities
- Marketing Essentials 2016 –textbook
- MBA Research LAP(Learning, Achievement, Performance) Packets & Activities

- The Bureau of Labor Statistics=https://www.bls.gov/ooh/
- The Job Hunter's Handbook
- The Marketing Teacher online textbook: Developing an IMC
- The Marketing Teacher online textbook: Project Management Made Easy
- The Marketing Teacher online textbook: Reputation Management resource for BOE
- The Marketing Teacher online textbook: The Double Win resource for BOE
- Various Business Magazines/Articles

Technology

- Calculators
- Google Chromebooks, Classroom, & various Google Applications
- Internet
- Large Electric Appliances
- Microsoft Office Suite 2016
- Personal Technology Devices
- Promethean Interactive Smartboard
- Remind Application
- Small Electric Appliances
- SQUARE Electronic Cash Register Terminal & Interface
- Surveillance Equipment

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.