

School to Work Transition Program Course/Grade: FLORICULTURE/10-12 School: Unit Name: Eagle Enterprises EHTHS

9/4/2012

Author: Laura Butrus EHT Supervisor, Donna Freund

Unit Name: Eagle Enterprises
Author: Laura Butrus

UNIT

Subject: School to Work Transition Program
Course/Grade: FLORICULTURE/10-12
School: EHTHS

Country: United States
State/Group: NJ

UNIT SUMMARY

Students will learn the basic elements of floral design and effectively use hands on activities to create flower arrangements. The unit will expose the student to a variety of designs. Floral tools such as snippers, scissors, buckets, and corsage stems. Fresh and silk flowers will be utilized every week.

General education students will have the opportunity to serve as role models to enable the Special Needs learner to interact with non-disabled peers. Both General Education students and Special Needs students will benefit from appropriate interactions. This will bring awareness and sensitivity regarding the learning needs and styles of others, while also modeling appropriate social behaviors. Both General Education and Special Needs students will grow together.

UNIT RESOURCES

Printed Materials:

Floral Design Books
Delaware Valley Floral Distinctive Values Weekly Brochure
Know and Grow Box Cards

Internet Resource Links:

<http://www.dvfloral.com>
<http://www.pennockflowers.com>
<http://www.google.com>

STAGE ONE

GOALS AND STANDARDS

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.4.12A.1 *Demonstrate language arts knowledge and skills required to pursue the full-range of postsecondary education and career opportunities.*
- 9.4.12A.2 *Demonstrate mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities.*
- 9.4.12A.3 *Demonstrate science knowledge and skills required to pursue the full-range of postsecondary and career education opportunities.*
- 9.4.12A.4 *Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.*

- 9.4.12A.5 *Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace.*
- 9.4.12A.6 *Locate, organize, and reference written information from various sources to communicate with co-workers and clients/participants.*
- 9.4.12A.7 *Evaluate and use information resources to accomplish specific occupational tasks.*
- 9.4.12A.8 *Use correct grammar, punctuation, and terminology to write and edit documents.*
- 9.4.12A.9 *Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.*
- 9.4.12A.10 *Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.*
- 9.4.12A.45 *Employ leadership skills to accomplish classroom and/or organizational goals and objectives.*
- 9.4.12A.46 *Employ organizational skills to foster positive working relationships and accomplish organizational goals in the classroom and/or worksite.*
- 9.4.12A.47 *Employ teamwork skills to achieve collective goals and use team members' talents effectively in the classroom and/or worksite.*
- 9.4.12A.48 *Establish and maintain effective working relationships with classmates and/or worksite mentors and co-workers in order to accomplish objectives and tasks.*
- 9.4.12A.50 *Employ mentoring skills to inspire and assist classmates.*
- 9.4.12A.51 *Apply ethical reasoning to a variety of classroom and/or worksite situations in order to make ethical decisions.*
- 9.4.12A.52 *Interpret and explain written organizational policies and procedures that help workers perform their tasks according to employer rules and expectations.*
- 9.4.12A.53 *Demonstrate classroom and/or workplace ethics specific to AFNR occupations in order to reflect effective stewardship of resources.*
- 9.4.12A.54 *Identify and demonstrate positive work behaviors and personal qualities needed to succeed in classrooms and/or be employable in the worksite.*
- 9.4.12A.55 *Develop a personal career plan to meet career goals and objectives.*
- 9.4.12A.56 *Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.*
- 9.4.12A.57 *Maintain a career portfolio to document knowledge, skills and experience in a career field.*
- 9.4.12A.58 *Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.*
- 9.4.12A.59 *Identify and exhibit traits for retaining employment to maintain employment once secured.*
- 9.4.12B.15 *Listen to and speak with diverse individuals to enhance communication skills.*
- 9.4.12B.16 *Exhibit public relations skills in order to increase internal and external customer satisfaction.*
- 9.4.12B.17 *Use vocabulary and visual cues commonly used in design and construction to communicate successfully.*

- 9.4.12B.18 *Employ critical thinking skills independently and in teams to solve problems and make decisions, (e.g., analyze, synthesize, and evaluate).*
- 9.4.12B.19 *Employ critical thinking and interpersonal skills to resolve conflicts.*
- 9.4.12B.20 *Identify, write, and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability.*
- 9.4.12B.21 *Conduct technical research to gather information necessary for decision-making.*
- 9.4.12B.22 Create and implement project plans to accomplish realistic planning in design and construction situations, considering available resources and requirements of a project/problem.
- 9.4.12B.23 Describe how design and construction project plans and schedules respond to unexpected events and conditions.
- 9.4.12C.49 *Employ leadership skills to accomplish classroom and/or organizational goals and objectives.*
- 9.4.12C.50 *Employ organizational skills to foster positive working relationships and accomplish organizational goals in the classroom and/or worksite.*
- 9.4.12C.51 *Employ teamwork skills to achieve collective goals and use team members' talents effectively in the classroom and/or worksite.*
- 9.4.12C.52 *Establish and maintain effective working relationships with classmates and/or worksite mentors and co-workers in order to accomplish objectives and tasks.*
- 9.4.12C.54 *Employ mentoring skills to inspire and assist classmates.*

ENDURING UNDERSTANDINGS

Floriculture requires skills to produce products customers want to purchase.
 Artists speak through the skilled use of elements in art.
 The language of using the elements of art is universal.
 Organize and express ideas through knowledgeable use of design elements.
 Studying floriculture assists in personal decision making with floral design.
 Floral design is a practice that is cross cultural.
 Hands on creation is essential, learned by doing and experimenting.
 Regular education interns will be utilized within some classes.
 Eagle Greenery and School Store Students will work together to make business run efficiently.
 Students will assist wherever needed and will take direction from either teacher.

ESSENTIAL QUESTIONS

What is floriculture/horticulture?
 What is floral design?
 How can you, as the designer, combine the elements and principles to create floral center pieces for sale?
 What are the key steps in making a bouquet or arrangement?
 What are the steps in making a rose or carnation for sale?
 What are the names of the various flowers?
 How do you communicate properly with a customer?
 Why is stealing wrong?
 How can we learn from people with different learning styles and abilities?
 How does a clean store affect sales and customer willingness to shop with Eagle Enterprises?

KNOWLEDGE AND SKILLS

Students will know...

How to assist Eagle Enterprises wherever needed.

How hands on training will give students real life working experience.

how to ask for assistance when needed.

How products for sale need to be kept fresh and replenished.

The benefits of working to the best of their ability and using their class time productively.

How to respect teachers, staff, customers, interns, and others that enter the room or store.

Students Will Be Able To...

Apply their knowledge of the Renaissance Program to help mold a positive character within Eagle Enterprises.

Find success and self esteem in creating a floral item for sale.

Understand internship is for building positive relationships with all of the students in Eagle Enterprises.

How to create roses and carnations for sale in the store.

Use their work experience with Eagle Enterprises for a reference for employment after graduation.

Participate in at least one service learning project.

STAGE TWO

PERFORMANCE TASKS

Assist Eagle Enterprises wherever needed.

Work collaboratively with General Education intern when assigned.

Greet and interact with customers.

Follow oral directions.

Basic shop maintenance.

Floral creations.

OTHER EVIDENCE

Projects

Quarterly (hands on)

Teacher observation

Oral test and quizzes

Community Service

Appearance of Product

STAGE THREE

LEARNING ACTIVITIES

Students will participate with :

Floral products

special events

community service projects (ie. Gilda's Club)

Sunshine Club

Holiday flowers

Weddings

Funerals

UNIT 2: Eagle's Nest School Store

Unit Summary

This course is designed to help students develop the generic job skills needed to maintain a job upon graduation. The students will be exposed to the following areas of retail sales: operation a cash register, maintaining a computerized spread sheet, inventory control, stocking shelves, merchandising, communication skills, and maintaining store appearance.

Unit Resources

Internet Resource Links:

<http://www.staples.com>

<http://www.bodekandrhodes.com>

<http://google.com>

Goals and Standards

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.4.12A.1 *Demonstrate language arts knowledge and skills required to pursue the full-range of postsecondary education and career opportunities.*
- 9.4.12A.2 *Demonstrate mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities.*
- 9.4.12A.3 *Demonstrate science knowledge and skills required to pursue the full-range of postsecondary and career education opportunities.*
- 9.4.12A.4 *Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.*
- 9.4.12A.5 *Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace.*
- 9.4.12A.6 *Locate, organize, and reference written information from various sources to communicate with co-workers and clients/participants.*
- 9.4.12A.7 *Evaluate and use information resources to accomplish specific occupational tasks.*
- 9.4.12A.8 *Use correct grammar, punctuation, and terminology to write and edit documents.*
- 9.4.12A.9 *Develop and deliver formal and informal presentations using appropriate media to engage*

and inform audiences.

- 9.4.12A.10 *Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.*
- 9.4.12A.45 *Employ leadership skills to accomplish classroom and/or organizational goals and objectives.*
- 9.4.12A.46 *Employ organizational skills to foster positive working relationships and accomplish organizational goals in the classroom and/or worksite.*
- 9.4.12A.47 *Employ teamwork skills to achieve collective goals and use team members' talents effectively in the classroom and/or worksite.*
- 9.4.12A.48 *Establish and maintain effective working relationships with classmates and/or worksite mentors and co-workers in order to accomplish objectives and tasks.*
- 9.4.12A.50 *Employ mentoring skills to inspire and assist classmates.*
- 9.4.12A.51 *Apply ethical reasoning to a variety of classroom and/or worksite situations in order to make ethical decisions.*
- 9.4.12A.52 *Interpret and explain written organizational policies and procedures that help workers perform their tasks according to employer rules and expectations.*
- 9.4.12A.53 *Demonstrate classroom and/or workplace ethics specific to AFNR occupations in order to reflect effective stewardship of resources.*
- 9.4.12A.54 *Identify and demonstrate positive work behaviors and personal qualities needed to succeed in classrooms and/or be employable in the worksite.*
- 9.4.12A.55 *Develop a personal career plan to meet career goals and objectives.*
- 9.4.12A.56 *Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.*
- 9.4.12A.57 *Maintain a career portfolio to document knowledge, skills and experience in a career field.*
- 9.4.12A.58 *Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.*
- 9.4.12A.59 *Identify and exhibit traits for retaining employment to maintain employment once secured.*
- 9.4.12B.15 *Listen to and speak with diverse individuals to enhance communication skills.*
- 9.4.12B.16 *Exhibit public relations skills in order to increase internal and external customer satisfaction.*
- 9.4.12B.17 *Use vocabulary and visual cues commonly used in design and construction to communicate successfully.*
- 9.4.12B.18 *Employ critical thinking skills independently and in teams to solve problems and make decisions, (e.g., analyze, synthesize, and evaluate).*
- 9.4.12B.19 *Employ critical thinking and interpersonal skills to resolve conflicts.*
- 9.4.12B.20 *Identify, write, and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability.*
- 9.4.12B.21 *Conduct technical research to gather information necessary for decision-making.*
- 9.4.12B.22 *Create and implement project plans to accomplish realistic planning in design and construction situations, considering available resources and requirements of a project/problem.*
- 9.4.12B.23 *Describe how design and construction project plans and schedules respond to unexpected events and conditions.*
- 9.4.12C.49 *Employ leadership skills to accomplish classroom and/or organizational goals and objectives.*

- 9.4.12C.50 *Employ organizational skills to foster positive working relationships and accomplish organizational goals in the classroom and/or worksite.*
- 9.4.12C.51 *Employ teamwork skills to achieve collective goals and use team members' talents effectively in the classroom and/or worksite.*
- 9.4.12C.52 *Establish and maintain effective working relationships with classmates and/or worksite mentors and co-workers in order to accomplish objectives and tasks.*
- 9.4.12C.54 *Employ mentoring skills to inspire and assist classmates.*

Enduring Understandings

As an employee of the school store, students will understand:

Aspects of small retail business

Teamwork

Positive Work Ethic

Customer Service

Basic Maintenance

Essential Questions

What is profit making?

What are employer expectations?

What is meant by having good character?

Knowledge and Skills

Students will...

Learn how to communicate and respect the rights of others.

Follow oral directions from those in authority.

Develop knowledge of inventory control.

Maintain and utilize computer spread sheets.

Display appropriate job interview skills.

Stage 2

Performance Tasks

In the school store, students will...

Learn how to maintain store appearance.

Use cash register to account for daily sales.

Apply math skills to balance accounts and appropriate money.

Exchange money when necessary.

Become aware of completing electronic job applications.

Other Evidence

Employee job presence

Employee attitude

Attendance

Teacher observation

Class activities

Quarterly exam

Stage 3

Learning Activities

Students will...

Greet and communicate in a positive way with customers and patrons.

Assist customer with orders.

Operate cash register.

Stock shelves.

Maintain store appearance.

Decorate with seasonal sales.

Maintain inventory.

Record daily sales on a computerized spread sheet.

Unit 3 : Eagle Eatery

Unit Summary

This course is designed for the Special Needs students to help prepare them for the world of work. It provides them with actual hands on experience in the operation of a small business. This course covers customer service, food preparation, cash register operation, work place safety, team work, and good hygiene in the work place. The goal for the students upon completion of the course will be to display the requirements of an entry level position.

Unit Resources

Printed Materials:

<http://www.fns.usda.gov/cnd/governance/legislation/nutritionstandards.htm>

<http://www.schoolnutrition.org/content.aspx?id=918>

Internet Resource Links:

<http://www.schoolnutrition.org/>

<http://www.njsna.net/>

Stage 1

Goals and Standards

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.4.12A.1 *Demonstrate language arts knowledge and skills required to pursue the full-range of postsecondary education and career opportunities.*
- 9.4.12A.2 *Demonstrate mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities.*
- 9.4.12A.3 *Demonstrate science knowledge and skills required to pursue the full-range of postsecondary and career education opportunities.*

- 9.4.12A.4 *Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.*
- 9.4.12A.5 *Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace.*
- 9.4.12A.6 *Locate, organize, and reference written information from various sources to communicate with co-workers and clients/participants.*
- 9.4.12A.7 *Evaluate and use information resources to accomplish specific occupational tasks.*
- 9.4.12A.8 *Use correct grammar, punctuation, and terminology to write and edit documents.*
- 9.4.12A.9 *Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.*
- 9.4.12A.10 *Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.*
- 9.4.12A.45 *Employ leadership skills to accomplish classroom and/or organizational goals and objectives.*
- 9.4.12A.46 *Employ organizational skills to foster positive working relationships and accomplish organizational goals in the classroom and/or worksite.*
- 9.4.12A.47 *Employ teamwork skills to achieve collective goals and use team members' talents effectively in the classroom and/or worksite.*
- 9.4.12A.48 *Establish and maintain effective working relationships with classmates and/or worksite mentors and co-workers in order to accomplish objectives and tasks.*
- 9.4.12A.50 *Employ mentoring skills to inspire and assist classmates.*
- 9.4.12A.51 *Apply ethical reasoning to a variety of classroom and/or worksite situations in order to make ethical decisions.*
- 9.4.12A.52 *Interpret and explain written organizational policies and procedures that help workers perform their tasks according to employer rules and expectations.*
- 9.4.12A.53 *Demonstrate classroom and/or workplace ethics specific to AFNR occupations in order to reflect effective stewardship of resources.*
- 9.4.12A.54 *Identify and demonstrate positive work behaviors and personal qualities needed to succeed in classrooms and/or be employable in the worksite.*
- 9.4.12A.55 *Develop a personal career plan to meet career goals and objectives.*
- 9.4.12A.56 *Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.*
- 9.4.12A.57 *Maintain a career portfolio to document knowledge, skills and experience in a career field.*
- 9.4.12A.58 *Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.*
- 9.4.12A.59 *Identify and exhibit traits for retaining employment to maintain employment once secured.*

- 9.4.12B.15 *Listen to and speak with diverse individuals to enhance communication skills.*
- 9.4.12B.16 Exhibit public relations skills in order to increase internal and external customer satisfaction.
- 9.4.12B.17 Use vocabulary and visual cues commonly used in design and construction to communicate successfully.
- 9.4.12B.18 *Employ critical thinking skills independently and in teams to solve problems and make decisions, (e.g., analyze, synthesize, and evaluate).*
- 9.4.12B.19 *Employ critical thinking and interpersonal skills to resolve conflicts.*
- 9.4.12B.20 *Identify, write, and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability.*
- 9.4.12B.21 *Conduct technical research to gather information necessary for decision-making.*
- 9.4.12B.22 Create and implement project plans to accomplish realistic planning in design and construction situations, considering available resources and requirements of a project/problem.
- 9.4.12B.23 Describe how design and construction project plans and schedules respond to unexpected events and conditions.
- 9.4.12C.49 *Employ leadership skills to accomplish classroom and/or organizational goals and objectives.*
- 9.4.12C.50 *Employ organizational skills to foster positive working relationships and accomplish organizational goals in the classroom and/or worksite.*
- 9.4.12C.51 *Employ teamwork skills to achieve collective goals and use team members' talents effectively in the classroom and/or worksite.*
- 9.4.12C.52 *Establish and maintain effective working relationships with classmates and/or worksite mentors and co-workers in order to accomplish objectives and tasks.*
- 9.4.12C.54 *Employ mentoring skills to inspire and assist classmates.*

Enduring Understandings

After completion of this unit, students will understand...

The importance of proper hygiene
 How to process orders
 How an assembly line works
 Operate a basic cash register
 How to properly handle and prepare food

Essential Questions

What are good hygiene habits?
 Why is teamwork important?
 What is the importance of workplace safety?
 What does it mean to have a good attitude?

Knowledge and Skills

Students will be able to...
 Demonstrate appropriate behaviors in the workplace.
 Communicate effectively with other people and patrons.
 Maintain appearance of eatery so it is inviting and welcoming to customers.

Stage 2

Performance Tasks

Students will...

Follow directions
Work independently/team
Appropriately greet patrons
Perform daily operations of Eagle Eatery

Other Evidence

Teacher observation
Teacher evaluation
Quarterly Tests
Apply learning to “Real World” situations

Stage 3

Learning Activities

Create opportunities for students to serve customers.
Assist cafeteria staff with food preparation, cafeteria clean-up, and restocking of supplies.