

BDHS T.H.R.I.V.E Curricular Framework

Transformational Experience

Healthy Lifestyle

Responsible Risks

Interdependence

Vocational Employment

Educational Success



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Daily Living

1.) Personal Life Skills:

- a.) Toileting, dressing, feeding, safety, grooming, personal hygiene-showering, deodorant, knowledge of supplies and their purpose, puberty, dressing appropriately for the weather
 - i.) 1.5.: Describe a health-related decision.
 - ii.) 1.5.2: Describe situations when assistance is needed for a health-related decision
 - iii.) 1.6.1: Name actions to take toward achieving a short-term health goal.
 - iv.) 1.7.2: Describe behaviors that reduce health risks.
 - v.) 1.8.1: Identify ways to promote health and wellness.
 - vi.) 2.1.1: Identify that healthy behaviors affect personal health.
 - vii.) 2.1.3: Describe ways to prevent communicable diseases.
 - viii.) 2.1.5: Describe why it is important to seek health care.
 - ix.) 2.3.1: Identify trusted adults and professionals who can help promote health.
 - x.) 6.1.1: Compare how healthy behaviors and personal health are linked.

2). Personal Behavior/Self Regulation, confrontation, conflict resolution, emotions, calendar/scheduling & planning management.

- i.)2.4.1: Demonstrate healthy ways to express needs, wants and feelings.
- ii.)3.4.3: Suggest nonviolent strategies to manage conflict.

3.) Self Advocacy

- b.) Personal health requests (asking to go to the bathroom, needing help, etc...)
- c.) Understanding disability limitations and strengths-speaking up to potential employers
- d.) Finding jobs that match our strengths/skills
- e.) Understanding laws and personal rights (IDEA, ADA), CCC participation
 - i.) HW.K.4.3 State ways to respond when in an unwanted situation.
 - ii.) HW.K.4.4 State ways to tell a trusted adult if feeling threatened.
 - iii.) HW.7.4.1 Demonstrate effective communication skills to enhance health.
 - iv.) HW.7.5.4 Differentiate between healthy and unhealthy choices to health-related issues or problems.

4.) Medication/Personal Health Management

- f.) Problem solving solutions: minor cuts, headaches, burns, sprains, minor illness, comfort, awareness of what/when you use community resources: pharmacy, minute clinics, ER, therapy.
 - i.) 3.5.5: Identify a healthy choice when making a decision.
 - ii.) 3.8.1: Share correct information about a health issue.
 - iii.) SS. 2.3.5 On a map, identify physical features of the local community.
- g.) What meds do what (Dayquil vs. Nyquil) advil, tylenol, ibuprofen, personal medical procedures (CPAP, etc...)
 - i.) 3.5.5: Identify a healthy choice when making a decision.
 - ii.) 5.5.6: Describe the outcomes of a health-related decision.
- h.) Drugs, alcohol, tobacco
 - i.) 3.4.2: Identify refusal strategies that reduce health risks.
 - ii.) 3.5.4: Indicate the possible consequences of each choice when making a health-related decision.
 - iii.) 3.5.5: Identify a healthy choice when making a decision.
 - iv.) 4.1.1: Explain the connection between behaviors and personal health.
 - v.) 5.5.6: Describe the outcomes of a health-related decision.

5.) Relationships & Personal Communication Skills

- i.) Phone, email, invitations to social settings, social media, internet safety,
 - i.) 3.4.1: Name effective nonverbal communication skills to enhance health and wellness.
 - ii.) 3.4.4: Illustrate how to ask for assistance with a difficult personal situation.
 - iii.) CD-1.2 Evaluate effective communication processes in school, family, career, and community.

6.) Household Management

- j.) Housekeeping, shopping, meal prep, nutrition, clothing care: ironing, storage, and mending, safety-who to call for legal aid and for reporting a crime.
 - i.) 1.5.2: Describe situations when assistance is needed for a health-related decision.
 - ii.) 1.7.1: Describe healthy practices to maintain personal health and wellness.
 - iii.) 3.1.1: Identify the link between healthy choices and being healthy.
 - iv.) 3.5.1: Indicate routine health-related situations. (clothing washing, brushing teeth, hygiene)
 - v.) 3.5.5: Identify a healthy choice when making a decision.
 - vi.) 3.6.1: Select a personal health goal and track progress.
 - vii.) 4.3.2: Identify resources from the community that provide valid health and wellness information
 - viii.) 4.5.5: Determine a healthy alternative when making a decision
 - ix.) 4.7.3: Describe behaviors to reduce health risks.
 - x.) 5.5.1: Identify health-related situations that may require a thoughtful decision.
 - xi.) ARR-4.1 Demonstrate processes used to set standards, make choices, and satisfy needs and wants in areas such as nutrition, wellness, clothing, housing, and transportation

7.) Recreation/Leisure Skills

- k.) I.D. personal hobbies, finding community resources to match interests, find common interests with peers and engage in group and individual activities,
 - i.) ARR-4.1 Demonstrate processes used to set standards, make choices, and satisfy needs and wants in areas such as nutrition, wellness, clothing, housing, and transportation
 - ii.) SS. 2.3.5 On a map, identify physical features of the local community.
 - iii.) SS. 2.3.8 Identify ways that recreational opportunities influence human activity in the community

8.) Transportation & Community Access

- a.) State Issued I.D., Indy Go Passes, City bus pass,
- b. Ability to differentiate between right, left, front, and back.
- c. Knowledge of traffic and pedestrian safety rules. I.D. landmarks
 - i.) ARR-4.1 Demonstrate processes used to set standards, make choices, and satisfy needs and wants in areas such as nutrition, wellness, clothing, housing, and transportation

9.) Meal Prep

- a.) Kitchen safety, nutrition, grocery lists, finding items in store, grocery store CBI
 - i.) NW4.1: Define and explain foodborne illness and demonstrate how to prevent them by applying the concepts of “clean, separate, cook, and chill”.
 - ii.) NW4.2: Demonstrate basic abilities to safely use and maintain equipments within a kitchen setting, including large and small appliances, small kitchen tools, measuring tools, and knives.
 - iii.) NW4.3: Demonstrate abilities to prepare nutritious foods using a variety of basic methods and techniques.
 - iv.) NW4.4: Apply basic principles of resource management when planning, preparing, and serving nutritious food, including food costs, and availability, work plans and timetables, efficient work methods, and collaboration with others.
 - v.) ICAH 5.6: Demonstrate a variety of industry-accepted cooking methods, including roasting and baking, broiling, grilling, griddling, sauteing, frying, deep frying, braising, stewing, poaching, and steaming.
 - vi.) ICAH 5.4: Apply concepts of knife safety when demonstrating knife skill techniques, including precision cuts.

Academics

1.) Money

- a.) Next dollar, change back, change, budgeting
 - i.) K.NS.4: Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.
 - ii.) 2.M.7: Find the value of a collection of pennies, nickels, dimes, quarters and dollars.
 - iii.) 2.NS.1: Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.
 - iv.) 3.C.1: Add and subtract whole numbers fluently within 1000.
 - v.) 3.M.4: Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the \$ symbol in the form of dollars and cents (e.g., \$4.59). Solve real-world problems to determine whether there is enough money to make a purchase.
 - vi.) 4.M.3: Use the four operations (addition, subtraction, multiplication and division) to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. Include addition and subtraction problems involving simple fractions and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

- b.) Debit card/personal banking/check writing, ATM usage (CBI)
 - i.) ARR-5.4 Manage credit and debt to remain both creditworthy and financially secure
 - ii.) ARR-6.2 Identify sources of personal income

- c.) Responsible spending/saving/decision making
 - i.) ARR-4.2 Demonstrate skills in seeking consumer information, taking consumer responsibility, and exercising consumer rights
 - ii.) ARR-5.1 Demonstrate taking responsibility for personal financial decisions
 - iii.) ARR-5.6 Analyze saving and investing to build long-term financial security and wealth
 - iv.) ARR-7.1 Develop a personal financial plan to demonstrate the ability to use money management skills and strategies

- d.) Record Keeping
 - i.) ARR-5.1 Demonstrate taking responsibility for personal financial decisions
 - ii.) ARR-7.1 Develop a personal financial plan to demonstrate the ability to use money management skills and strategies
 - iii.) ARR-7.4 Apply consumer skills to purchase decisions

2.) Time

a.) Digital versus analog

- i.) 2.M.5: Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real world problems involving addition and subtraction of time intervals on the hour or half hour.
- ii.) 2.M.6: Describe relationships of time, including: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.
- iii.) 3.M.3: Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.

b.) Elapsed-forward and backward and scheduling

- i.) 2.M.5: Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real world problems involving addition and subtraction of time intervals on the hour or half hour.
- ii.) 3.M.3: Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.
- iii.)

3.) Measurement

a.) Cooking tools, laundry, recipe application, serving sizes

- i.) K.M.1: Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.
- ii.) 2.M.4: Estimate and measure volume (capacity) using cups and pints.

b.) Made up measurements (pinch, dash, etc...)

c.) Cutting/food prep with inches, chunks, dice, etc...

d.) Fractions (Halves, fourths, thirds, $\frac{1}{8}$)

- i.) 3.NS.3: Understand a fraction, $\frac{1}{b}$, as the quantity formed by 1 part when a whole is partitioned into equal parts; understand a fraction, $\frac{a}{b}$, as the quantity formed by a parts of size $\frac{1}{b}$. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.]

4.) Computation/Word Problems/Budgeting

a.) Budgeting

- i.) 2.CA.2: Solve real world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.
- ii.) 2.CA.3: Solve real world problems involving addition and subtraction within 100 in situations involving lengths that are given in the same units
- iii.) **AI.L.1.a.1: Solve equations with one or two variables using equations or graphs.**
- iv.) **AI.L.11.a.1: Solve linear equations with 1 variable.**
- v.) **SEI.1.a.1: Identify the solution to a system of linear equations given a graph.**

b.) Bills, rent, future planning/retirement

- i.) 2.CA.2: Solve real world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.
- ii.) **AI.DS.5.a.1: Examine the study using categorical data.**

c.) Shopping and recipe planning-how much do you need for people, how much do you need for the recipes

- i.) NW4.4: Apply basic principles of resource management when planning, preparing, and serving nutritious food, including food costs, and availability, work plans and timetables, efficient work methods, and collaboration with others.
- ii.) **AI.RNE.2.a.1: Identify the pattern for the sum or product for combinations of rational numbers**

d.) ???

- i.) **AI.RNE.4.a.1: Solve equations using square root properties**

5.) Human Growth & Development

a.) Body parts

- i.) AP-1.1 Verify anatomy and physiology and describe their subdivisions

b.) Wellness

- i.) ARR-4.1 Demonstrate processes used to set standards, make choices, and satisfy needs and wants in areas such as nutrition, wellness, clothing, housing, and transportation
- ii.) 3.4.1: Name effective nonverbal communication skills to enhance health and wellness.
- iii.) 3.4.4: Illustrate how to ask for assistance with a difficult personal situation.

- iv.) HW.K.4.3 State ways to respond when in an unwanted situation.
- v.) HW.K.4.4 State ways to tell a trusted adult if feeling threatened.
- vi.) HW.7.4.1 Demonstrate effective communication skills to enhance health.
- vii.) HW.7.5.4 Differentiate between healthy and unhealthy choices to health-related issues or problems.

c.) Nutrition

- i.) 1.7.1: Describe healthy practices to maintain personal health and wellness.
- ii.) 1.8.1: Identify ways to promote health and wellness.
- iii.) 3.1.1: Identify the link between healthy choices and being healthy.
- iv.) NW4.3: Demonstrate abilities to prepare nutritious foods using a variety of basic methods and techniques.
- v.) NW4.4: Apply basic principles of resource management when planning, preparing, and serving nutritious food, including food costs, and availability, work plans and timetables, efficient work methods, and collaboration with others.

d.) Puberty and reproduction

- i.) AP-1.1 Verify anatomy and physiology and describe their subdivisions
- ii.) AP 15.1 Discuss the anatomy and physiology of the male and female reproductive systems.
- iii.) AP 15.3 Describe the hormones of the gonads, their cellular origins and their functions. Explain the functions of the gonadotropins FSH and LH in males and females.
- iv.) AP 15.5 Describe how spermatozoa move through the female reproductive tract and describe the process of fertilization

6.) Reading for pleasure/comprehension

a.) Recipes, ads, job advertisements, resumes, street signs, sight words,

- i.) 2.RL.2.1 Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.
- ii.) 3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- iii.) 4.RL.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- iv.) 4.RL.2.2 Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation
- v.) 4.RN.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- vi.) 4.RN.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- vii.) 4.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

- viii.) 9-10.RL.2.1.a.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly.
- ix.) 9-10.RL.2.1.a.2: Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text
- x.) 9-10.RL.3.1.a.1: Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- xi.) 9-10.RN.2.1.a.3: Analyze in detail how an author's claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- xii.) 9-10.RN.3.3.a.1: Determine an author's perspective or purpose in a text.
- xiii.) 9-10.RV.2.1.a.1: Use context to determine or clarify the meaning of words and phrases.
- xiv.) 9-10.RV.2.1.a.1: Use context to determine or clarify the meaning of words and phrases.

7.) Science

- a.) Research and questioning process(Adult Services, reliable sources), places to find information,
 - i.) 9-10.LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem.
 - ii.) 9-10.LST.7.2: Gather relevant information from multiple authoritative sources
 - iii.) 9-10.LST.7.3: Draw evidence from informational texts to support analysis, reflection, and research.
 - iv.) 10.NS.1.a.1: Science involves observation, experimentation, validation, and changing understandings.
 - v.) 10.NS.2.a.1: Use multiple sources of information to develop an answer.
 - vi.) 10.NS.5.a.1: Use appropriate tools to measure during investigations.
- b.) Temp, plants, animals, personal health
 - i.) B.7.3.a.1: Living creatures have physical differences and similarities.
 - ii.) K.LS.1 Describe and compare the growth and development of common living plants and animals.
 - iii.) 1.LS.1 Develop representations to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
 - iv.) 3.LS.1 Analyze evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

8.) Civics/Personal Responsibility as a citizen/Government, political beliefs

- a.) Littering, recycling, ethics, responsibility, global warming
 - i.) ARR-4.3 Determine individual and family responsibilities in conserving, reusing, and recycling resources to maintain the environment
 - ii.) K.ESS.4 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

- iii.) 1.ESS.4 Develop solutions that could be implemented to reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
- b.) Respect for other cultural differences/lifestyles/holidays
 - i.) HSEI-2.5 Apply speaking and active listening skills
- c.) Personal and public behavior, be aware of what you say in public/perception/public versus private
 - i.) WBL 2.8: Utilize effective communication and interpersonal skills
- d.) Local politics & advocating for change, school board, process of change, hierarchy of power
 - i.) CD-1.5 Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues

9.) Personal Communication

- a.) Email, texting, public speaking, letter writing
 - i.) ARR 1.1: Demonstrate components of critical thinking, creative thinking, and reasoning.
 - ii.) 3.5.NC.1: Use online resources (email, online discussion, collaborative web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products.
 - iii.) 9-10.W.3.3.a.2: Create a smooth progression of experiences or events.
 - iv.) 9-10.W.3.3.a.5: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - v.) 9-10.W.3.3.a.6: Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
 - vi.) 9-10.W.3.3.a.1: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
 - vii.) 9-10.W.5: Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. Assess the usefulness of each source in answering the research question.
- b.) Appropriate usage of language per each outlet
 - i.) CD-1.2 Evaluate effective communication processes in school, family, career, and community.
- c.) Interview skills, Group presentations (posture, eye contact, language, body language)
 - i.) WBL 4.1: Prepare a formal search, application, and interview using the latest trends.
 - ii.) WBL 2.8: Utilize effective communication and interpersonal skills

Vocational

1.) Job Exploration

- a.) Interest Inventories and surveys to find potential career paths
- b.) Finding resources/job placements that match our interests
- c.) Job-site visitations and CBI's strictly related to vocational experience
- d.) Finding ads/postings for jobs: library, newspaper, web-based, on-site, etc...
 - i.) WBL 1.1: Research multiple career pathways related to the field of interest
 - ii.) WBL 1.2: Analyze personal characteristics, abilities, knowledge and skills needed for career success in chosen career pathway.
 - iii.) WBL 1.3: Evaluate personal characteristics, abilities, knowledge and skills needed for career success in chosen career pathway.

2.) Work Attitudes & Behaviors

- a.) Identify work-readiness skills and behaviors. Practice conflict-resolution, decision making, and problem solving in the workplace.
 - i.) WBL 4.2: Demonstrate personal accountability and work productivity.
 - ii.) WBL 4.3: Develop skills to give and receive criticism.
 - iii.) WBL 4.4: Exhibit leadership and responsibility in a professional setting.
 - iv.) WBL 3.5: Exhibit initiative in learning new skills and improving workplace skills
 - v.) WBL 3.2: Develop characteristics of professionalism
 - vi.) WBL 3.3: Collaborate effectively with team members
 - vii.) WBL 3.4: Demonstrate an eagerness to learn new responsibilities or improve current responsibilities.

3.) Self-Advocacy

- a.) Who to ask if you have trouble on the job, problem solving scenarios
- b.) Conflicts with coworkers
- c.) Understanding of laws and rights: minimum wage, ADA, overtime, etc...
 - i.) WBL 2.6: Analyze discrimination laws and give examples of discrimination.
 - ii.) WBL 2.8: Utilize effective communication and interpersonal skills

4.) Experience Building/Skill Development

- i.) WBL 1.2: Analyze personal characteristics, abilities, knowledge and skills needed for career success in chosen career pathway.
- ii.) WBL 1.3: Evaluate personal characteristics, abilities, knowledge and skills needed for career success in chosen career pathway.

5.) Resume Building

- a.) Identify various parts of a resume and cover letter, know locations to find personal information, and create a working resume to use when applying for jobs.
 - i.) WBL 4.1: Prepare a formal search, application, and interview using the latest trends.
 - ii.) WBL 5.1: Prepare and update a career portfolio based on a career pathway plan, which will include a resume, sample cover letters, letters of recommendation, examples of work and technical skills, internship or work experience summaries, validation of work/internship experience, industry certifications, documentation of extracurricular and community service activities, and awards

6.) Interview

- a.) Practice soft skills: eye contact, body language, tone. Mock interviews and practicing potential answers to questions.
 - i.) WBL 4.1: Prepare a formal search, application, and interview using the latest trends.
 - ii.) WBL 2.8: Utilize effective communication and interpersonal skills

7.) Personal Communication & in-Person Interactions

- a.) How/when to visit potential job sites, phone etiquette when following up, and who to ask for when visiting a site.
 - i.) WBL 2.8: Utilize effective communication and interpersonal skills

8.) Job Sectors

- a.) Agriculture: upstairs greenhouse, outdoor greenhouse, "Pickling Independence", Large-Scale garden
 - i.) IAFNR-1.1 Define and explore agriculture and agribusiness and their role in the economy
 - ii.) IAFNR-1.2 Evaluate and explore the career opportunities in agriculture
 - iii.) IAFNR-4.1 Apply knowledge of plant classification, plant anatomy and plant physiology to the production and management of plants
 - iv.) IAFNR-4.2 Prepare a plant management plan that addresses environmental factors, nutrients and soil on plant growth
 - v.) IAFNR-4.3 Identify the physical qualities of the soil that determine its use
 - vi.) IAFNR-7.1 Recognize principles of capitalism as related to agricultural businesses

b.) Entrepreneurship: Assist in coming up with new ideas, and the daily management of school-run businesses: magnets, pickles, coffee cart, coffee shop, etc...

- i.)) IEN-1.5 Construct an idea for a product/service to meet the need(s) of consumers using brainstorming and other idea-generation methods
- ii.) IEN-2.1 Justify the need for and use of procedures for developing and operating an entrepreneurship business
- iii.) IEN-3.2 Identify revenues, expenses, and profit

c.) Retail/Merchandise: Simulations with in-school grocery store, food pantry, bagging, stocking, unloading trucks, separating and folding clothes, etc...

- i.) MER-11.3 Identify customer needs and wants
- ii.) MER-11.4 Present features and benefits of the merchandise
- iii.) MER-12.1 Identify personal traits and educational requirements needed for a retail career
- iv.) MER-12.2 Describe how to gain preliminary work experience

9.) Practical Application of Job Skills

- a.) In-school jobs: Office Work (Clerical), cleaning (Janitorial), food and clothing pantry (Retail), magnets, pickles, coffee (Entrepreneurship)
- b.) Giant Interns: Students over the age of 20 have at least one day each week of community job for ½ the day.
- c.) Service Learning: food pantry, Teacher's Treasures, Wheeler Mission (2 Trips each month for 17-19 year olds needing job skill development)
 - i.) HSSI.1.2: Analyze interpersonal skills and personal characteristics needed to interact effectively with individuals and families.
 - ii.) HSSI.1.4: Analyze opportunities, needs, and rewards for employment, volunteer, and entrepreneurial endeavors in human and social services, including the areas of family and social services, youth development, adult and elder care, and other non-profit services.