

LESSON PLAN/WEEK AT A GLANCE

SUBJECT: Customer Service - Semester 1, Week 1: Orientation & Course Introduction (Aug 10-14, 2026) TEACHER: Schmitz

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:	8/10	8/11	8/12	8/13	8/14
OBJECTIVE: (What are you learning in class today)	Identify course expectations and explain the basic purpose of customer service in a retail/workplace setting.	Explain how product knowledge, communication, and asking for help contribute to effective customer service.	Explain how customer service affects a business and its reputation.	Apply basic professional behavior to common classroom/workplace situations.	Demonstrate understanding of course routines and workplace expectations.
STANDARDS: (List state standards that will be covered today)	LA Bulletin 108 - Marketing Education: 2.3 Positive work ethics; 2.5 Interact with customers; 11.1 Customer service as a component of selling.	LA Bulletin 108 - Marketing Education: 2.1 Apply communication fundamentals; 2.2 Demonstrate interpersonal skills; 2.5 Interact with customers.	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 11.1 Customer service as a component of selling.	LA Bulletin 108 - Marketing Education: 2.3 Positive work ethics; 4.1 Develop self-understanding; 4.2 Apply self-development criteria.	LA Bulletin 108 - Marketing Education: 2.3 Positive work ethics; 4.1 Develop self-understanding; 4.2 Apply self-development criteria.
BELLWORK 5-10min: (specific question you will ask on this day)	A co-worker needs help but you're helping a customer. What do you do?	A customer asks a question you don't know the answer to. What do you say?	A customer asks for help while you're cleaning. What do you do?	A customer gives you a compliment. What do you say?	A customer gives you incorrect money. What do you say?
DIRECT INSTRUCTION 10-15 min: (What you are doing for teacher guided instruction)	Introduce the course, classroom procedures, RISE Up/NRF certification goals, and the meaning of customer service. Explain how service affects both customers and coworkers.	Model professional ways to respond when an employee does not know an answer. Introduce the service principle of acknowledging the customer, finding accurate information, and following through.	Introduce internal/external customers and the connection among service, loyalty, reviews, and repeat business.	Model appropriate responses to lateness, mistakes, unclear directions, and requests for help.	Review expectations and key vocabulary.
GUIDED PRACTICE 15-20 min: (How you will lead students in practice)	Create a class list of behaviors that show good customer service and discuss how to prioritize a customer while still supporting coworkers.	Practice short customer/employee scenarios in which the employee must ask a coworker, supervisor, or other resource for accurate information.	Analyze familiar examples of good and poor service.	Practice scenario cards in pairs.	Team review game using course procedures and professionalism scenarios.
INDEPENDENT PRACTICE/ ASSIGNMENTS/ACTIVITIES 15-20 mins: (How the student will practice independently)	Complete a course-expectations scavenger hunt and a short written response describing what good customer service looks like.	Write responses to several "I don't know" customer scenarios using professional language and a clear next step.	Write a short response describing a memorable service experience.	Complete workplace decision-making scenarios.	Complete introductory check for understanding.
CLOSURE/EXIT TICKET 5 mins: (Specific question you will ask on this day)	What is one behavior that shows a customer they are your priority?	Why is it better to find the correct answer than to guess when helping a customer?	How can one employee affect a customer's opinion of an entire business?	What is the most professional way to respond after making a mistake?	What is one expectation you can apply immediately?
HOMEWORK: (Anything done at home from today's lesson)	None unless unfinished.	None unless unfinished.	None unless unfinished.	None unless unfinished.	None.
UPCOMING ASSESSMENTS/DEADLINES: (Date of assessment/deadline)	Introductory check for understanding - Fri. 8/14.	Introductory check for understanding - Fri. 8/14.			Introductory check for understanding.

LESSON PLAN/WEEK AT A GLANCE

SUBJECT: Customer Service - Semester 1, Week 2: Customer Service Foundations (Aug 17-21, 2026) TEACHER: Schmitz

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:	8/17	8/18	8/19	8/20	8/21
OBJECTIVE: (What are you learning in class today)	Define customer service and identify its role in business success.	Distinguish customer needs, wants, and expectations.	Explain the value of positive first and last impressions.	Evaluate customer service using observable behaviors.	Apply customer-service principles in a realistic interaction.
STANDARDS: (List state standards that will be covered today)	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 11.1 Customer service as a component of selling.	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 11.1 Customer service as a component of selling.	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 11.1 Customer service as a component of selling.	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 11.1 Customer service as a component of selling.	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 11.1 Customer service as a component of selling.
BELLWORK 5-10min: (specific question you will ask on this day)	A customer has a question about a product you've never used. What should you do?	A customer is asking for something that's out of stock. How do you respond?	A customer is upset about long wait times. What do you say?	A customer is yelling. What's your first reaction?	A customer makes a joke that makes you uncomfortable. How do you respond professionally?
DIRECT INSTRUCTION 10-15 min: (What you are doing for teacher guided instruction)	Define customer service, customer experience, service mindset, loyalty, and repeat business.	Explain needs, wants, expectations, and moments of truth in the customer experience.	Model greetings, approach, acknowledgment, closing interactions, and thanking customers.	Introduce a simple service-quality checklist: promptness, courtesy, knowledge, listening, solution, follow-up.	Review the service cycle from greeting to follow-up.
GUIDED PRACTICE 15-20 min: (How you will lead students in practice)	Create a class list of behaviors that make customers feel valued.	Classify customer statements as needs, wants, or expectations.	Practice greeting and closing scenarios with rotating partners.	Evaluate sample service scenarios as a class.	Conduct paired customer/employee role-play with peer feedback.
INDEPENDENT PRACTICE/ ASSIGNMENTS/ACTIVITIES 15-20 mins: (How the student will practice independently)	Complete customer-service foundations notes and examples.	Complete customer-needs scenario activity.	Write and practice three professional greeting/closing scripts.	Complete a "customer service scorecard" for four scenarios.	Revise response based on feedback and submit reflection.
CLOSURE/EXIT TICKET 5 mins: (Specific question you will ask on this day)	What does a customer-service mindset look like?	What is one expectation most customers have in any business?	What makes a greeting sound genuine instead of scripted?	Which service behavior is easiest to observe and measure?	What one behavior improved your role-play most?
HOMEWORK: (Anything done at home from today's lesson)	None unless unfinished.	None unless unfinished.	None unless unfinished.	None unless unfinished.	None.
UPCOMING ASSESSMENTS/DEADLINES: (Date of assessment/deadline)					Customer Service Foundations role-play/check.

LESSON PLAN/WEEK AT A GLANCE

SUBJECT: Customer Service - Semester 1, Week 3: Professionalism & First Impressions (Aug 24-28, 2026) TEACHER: Schmitz

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:	8/24	8/25	8/26	8/27	8/28
OBJECTIVE: (What are you learning in class today)	Explain how appearance, attitude, punctuality, and body language affect professionalism.	Use professional language and tone in customer interactions.	Demonstrate responsibility, initiative, and dependability.	Explain how attitude can affect coworkers and customers.	Apply professional behavior in a simulated workplace shift.
STANDARDS: (List state standards that will be covered today)	LA Bulletin 108 - Marketing Education: 2.3 Positive work ethics; 4.1 Develop self-understanding; 4.2 Apply self-development criteria.	LA Bulletin 108 - Marketing Education: 2.1 Apply communication fundamentals; 2.2 Demonstrate interpersonal skills.	LA Bulletin 108 - Marketing Education: 2.3 Positive work ethics; 4.1 Develop self-understanding; 4.2 Apply self-development criteria.	LA Bulletin 108 - Marketing Education: 2.3 Positive work ethics; 4.1 Develop self-understanding; 4.2 Apply self-development criteria.	LA Bulletin 108 - Marketing Education: 2.3 Positive work ethics; 4.1 Develop self-understanding; 4.2 Apply self-development criteria.
BELLWORK 5-10min: (specific question you will ask on this day)	A customer thanks you for helping them. How do you respond?	A parent and child are shopping together, and the child is misbehaving. How would you handle it?	Describe a "bad attitude" in the workplace.	Describe a time you had a bad customer service experience.	Describe a time you had a great customer service experience.
DIRECT INSTRUCTION 10-15 min: (What you are doing for teacher guided instruction)	Teach first-impression factors and workplace norms.	Model casual vs. professional wording, tone, volume, and word choice.	Explain initiative versus overstepping, ownership of tasks, and following through.	Discuss emotional control, positivity, and professional boundaries.	Review professionalism indicators.
GUIDED PRACTICE 15-20 min: (How you will lead students in practice)	Analyze photos/descriptions of workplace behaviors without judging personal style; focus on job expectations.	Rewrite informal or rude statements in professional language.	Discuss workplace "What would you do?" scenarios.	Analyze how one employee attitude can spread through a team/customer interaction.	Run a mini "shift simulation" with assigned customer and employee problems.
INDEPENDENT PRACTICE/ ASSIGNMENTS/ACTIVITIES 15-20 mins: (How the student will practice independently)	Complete professionalism checklist and scenario responses.	Complete professional-language practice sheet.	Create a response plan for five responsibility scenarios.	Complete attitude-impact cause/effect activity.	Complete self-assessment using professionalism rubric.
CLOSURE/EXIT TICKET 5 mins: (Specific question you will ask on this day)	What can body language communicate before you speak?	How can tone change the meaning of the same words?	What is one way to show initiative without being asked?	What can you control when you are having a bad day at work?	Which professionalism skill do you need to practice most?
HOMEWORK: (Anything done at home from today's lesson)	None unless unfinished.	None unless unfinished.	None unless unfinished.	None unless unfinished.	None.
UPCOMING ASSESSMENTS/DEADLINES: (Date of assessment/deadline)					Professionalism simulation rubric.

LESSON PLAN/WEEK AT A GLANCE

SUBJECT: Customer Service - Semester 1, Week 4: Communication: Verbal, Nonverbal & Written (Aug 31-Sep 4, 2026) TEACHER: Schmitz

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:	8/31	9/1	9/2	9/3	9/4
OBJECTIVE: (What are you learning in class today)	Identify elements of effective customer communication.	Use effective verbal communication techniques.	Interpret and use professional nonverbal communication.	Write clear, professional customer messages.	Choose the best communication method for a situation.
STANDARDS: (List state standards that will be covered today)	LA Bulletin 108 - Marketing Education: 2.1 Apply communication fundamentals; 2.2 Demonstrate interpersonal skills.	LA Bulletin 108 - Marketing Education: 2.1 Apply communication fundamentals; 2.2 Demonstrate interpersonal skills.	LA Bulletin 108 - Marketing Education: 2.1 Apply communication fundamentals; 2.2 Demonstrate interpersonal skills.	LA Bulletin 108 - Marketing Education: 2.1 Apply communication fundamentals; 2.2 Demonstrate interpersonal skills.	LA Bulletin 108 - Marketing Education: 2.1 Apply communication fundamentals; 2.2 Demonstrate interpersonal skills.
BELLWORK 5-10min: (specific question you will ask on this day)	Describe how you would greet a customer in a store.	How can body language show respect?	How can good service lead to more money for a business?	How can you avoid misunderstandings?	How can you handle stress in the workplace?
DIRECT INSTRUCTION 10-15 min: (What you are doing for teacher guided instruction)	Teach sender/message/receiver, clarity, tone, word choice, feedback, and barriers.	Model concise explanations, positive phrasing, appropriate volume, and avoiding jargon.	Teach eye contact, facial expression, posture, gestures, personal space, and attentive stance.	Model short customer emails/messages: greeting, purpose, solution, closing, proofreading.	Compare face-to-face, phone, email, chat, and text-based service.
GUIDED PRACTICE 15-20 min: (How you will lead students in practice)	Diagnose communication breakdowns in short scenarios.	Practice converting negative phrasing into positive phrasing.	Silent role-play: identify emotions/attitudes from body language, then discuss limits of assumptions.	Edit a poorly written customer message together.	Match customer scenarios to appropriate communication channels.
INDEPENDENT PRACTICE/ ASSIGNMENTS/ACTIVITIES 15-20 mins: (How the student will practice independently)	Complete communication model organizer.	Write responses to common customer questions.	Complete nonverbal communication reflection.	Rewrite two customer messages professionally.	Complete channel-choice case study.
CLOSURE/EXIT TICKET 5 mins: (Specific question you will ask on this day)	What is one common barrier to clear communication?	Give one example of positive phrasing.	Which nonverbal behavior most clearly shows that you are listening?	What should every professional customer message include?	When is written communication better than speaking?
HOMEWORK: (Anything done at home from today's lesson)	None unless unfinished.	None unless unfinished.	None unless unfinished.	None unless unfinished.	None.
UPCOMING ASSESSMENTS/DEADLINES: (Date of assessment/deadline)					Communication application activity.

LESSON PLAN/WEEK AT A GLANCE

SUBJECT: Customer Service - Semester 1, Week 5: Active Listening & Asking Questions (Sep 7-11, 2026) TEACHER: Schmitz

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:	9/7	9/8	9/9	9/10	9/11
OBJECTIVE: (What are you learning in class today)	Labor Day - No School	Use open- and closed-ended questions appropriately.	Use paraphrasing and confirmation to reduce misunderstandings.	Identify barriers to listening and strategies to overcome them.	Apply listening and questioning skills in a customer interview.
STANDARDS: (List state standards that will be covered today)	No instruction.	LA Bulletin 108 - Marketing Education: 2.1 Apply communication fundamentals; 2.2 Demonstrate interpersonal skills.	LA Bulletin 108 - Marketing Education: 2.1 Apply communication fundamentals; 2.2 Demonstrate interpersonal skills.	LA Bulletin 108 - Marketing Education: 2.1 Apply communication fundamentals; 2.2 Demonstrate interpersonal skills.	LA Bulletin 108 - Marketing Education: 2.1 Apply communication fundamentals; 2.2 Demonstrate interpersonal skills.
BELLWORK 5-10min: (specific question you will ask on this day)	N/A	How can you show empathy without using words?	How can you show enthusiasm at work?	How can your attitude affect a customer's experience?	How could you help a customer who looks confused but hasn't asked for help yet?
DIRECT INSTRUCTION 10-15 min: (What you are doing for teacher guided instruction)	No instruction.	Explain open, closed, probing, and clarifying questions.	Model "What I hear you saying is..." and confirmation statements.	Discuss distractions, assumptions, multitasking, emotions, noise, and rushing.	Review questioning/listening sequence.
GUIDED PRACTICE 15-20 min: (How you will lead students in practice)	No guided practice.	Convert yes/no questions into useful open-ended questions.	Telephone-message activity where details must be repeated accurately.	Station activity: identify the listening barrier and choose a fix.	Pairs conduct a customer-needs interview while observer uses checklist.
INDEPENDENT PRACTICE/ ASSIGNMENTS/ACTIVITIES 15-20 mins: (How the student will practice independently)	No assignment.	Write questions for four customer situations.	Complete paraphrase/confirm practice.	Create a personal active-listening checklist.	Complete reflection and improvement goal.
CLOSURE/EXIT TICKET 5 mins: (Specific question you will ask on this day)	N/A	When is a closed-ended question useful?	Why should you repeat important details back to a customer?	Which listening barrier is hardest to control?	Which question helped you learn the most from your customer?
HOMEWORK: (Anything done at home from today's lesson)	None.	None unless unfinished.	None unless unfinished.	None unless unfinished.	None.
UPCOMING ASSESSMENTS/DEADLINES: (Date of assessment/deadline)	None.				Active listening/customer interview check.

LESSON PLAN/WEEK AT A GLANCE

SUBJECT: Customer Service - Semester 1, Week 6: Customer Needs, Expectations & Empathy (Sep 14-18, 2026) TEACHER: Schmitz

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:	9/14	9/15	9/16	9/17	9/18
OBJECTIVE: (What are you learning in class today)	Identify stated and unstated customer needs.	Demonstrate empathy without making promises you cannot keep.	Adapt service to different customer situations respectfully.	Prioritize customers when several needs occur at once.	Apply empathy and needs assessment to a service scenario.
STANDARDS: (List state standards that will be covered today)	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 11.1 Customer service as a component of selling.	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 2.6 Apply strategies for dealing with conflict.	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 11.1 Customer service as a component of selling.	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 11.1 Customer service as a component of selling.	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 11.1 Customer service as a component of selling.
BELLWORK 5-10min: (specific question you will ask on this day)	How do coupons or discounts affect customers?	How do you handle a customer who is in a hurry?	How do you solve a customer's problem?	How do you stay calm when a customer is upset?	How does your tone of voice affect communication?
DIRECT INSTRUCTION 10-15 min: (What you are doing for teacher guided instruction)	Explain functional needs, emotional needs, convenience, value, respect, and urgency.	Model empathy statements, acknowledgment, and boundaries.	Discuss accessibility, language differences, age, technology comfort, and individual preferences without stereotyping.	Teach triage: acknowledge, assess urgency, communicate wait, seek help, follow through.	Review needs + empathy + solution sequence.
GUIDED PRACTICE 15-20 min: (How you will lead students in practice)	Analyze scenarios for what the customer says vs. what the customer actually needs.	Practice replacing dismissive phrases with empathetic responses.	Groups solve service-access scenarios.	Run a "busy store" prioritization simulation.	Role-play customer scenarios with peer feedback.
INDEPENDENT PRACTICE/ ASSIGNMENTS/ACTIVITIES 15-20 mins: (How the student will practice independently)	Complete stated/unstated needs chart.	Write empathy statements for difficult scenarios.	Complete inclusive-service decision cards.	Rank tasks/customers in a scenario and justify choices.	Complete written service-response plan.
CLOSURE/EXIT TICKET 5 mins: (Specific question you will ask on this day)	Give one example of an unstated customer need.	What is the difference between empathy and agreeing with everything a customer says?	Why should employees avoid assuming what a customer needs?	What should you do first when two customers need help?	Which phrase best communicates empathy while moving toward a solution?
HOMEWORK: (Anything done at home from today's lesson)	None unless unfinished.	None unless unfinished.	None unless unfinished.	None unless unfinished.	None.
UPCOMING ASSESSMENTS/DEADLINES: (Date of assessment/deadline)					Needs/empathy role-play rubric.

LESSON PLAN/WEEK AT A GLANCE

SUBJECT: Customer Service - Semester 1, Week 7: Problem Solving & Service Recovery (Sep 21-25, 2026) TEACHER: Schmitz

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:	9/21	9/22	9/23	9/24	9/25
OBJECTIVE: (What are you learning in class today)	Use a step-by-step process to solve customer problems.	Identify solutions within employee authority and when to involve a manager.	Turn mistakes into service-recovery opportunities.	Evaluate possible solutions for fairness, policy, cost, and customer impact.	Apply the service-recovery process to a complex complaint.
STANDARDS: (List state standards that will be covered today)	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 2.6 Apply strategies for dealing with conflict.	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 2.6 Apply strategies for dealing with conflict.	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 2.6 Apply strategies for dealing with conflict.	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 2.6 Apply strategies for dealing with conflict.	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 2.6 Apply strategies for dealing with conflict.
BELLWORK 5-10min: (specific question you will ask on this day)	How would you feel if someone ignored you when you asked for help?	If a customer is speaking another language, how could you still try to help?	Should you treat every customer the same? Why or why not?	Should your phone be out while working with customers?	What are 3 things you should never do in front of a customer?
DIRECT INSTRUCTION 10-15 min: (What you are doing for teacher guided instruction)	Teach listen, clarify, apologize/acknowledge, identify options, act, confirm, document/follow up.	Explain policies, authority limits, escalation, and never inventing rules.	Model ownership, sincere apology, correction, and follow-up.	Teach option comparison and consequence thinking.	Review complaint-handling sequence and documentation.
GUIDED PRACTICE 15-20 min: (How you will lead students in practice)	Solve one model complaint as a class.	Sort scenarios into employee-solvable vs. manager/escalation.	Analyze weak vs. strong apologies.	Groups compare three possible solutions to one complaint.	Run complaint role-play stations.
INDEPENDENT PRACTICE/ ASSIGNMENTS/ACTIVITIES 15-20 mins: (How the student will practice independently)	Complete service-recovery flowchart.	Complete escalation decision activity.	Write service-recovery responses to three mistakes.	Complete solution-ranking case study.	Complete final written response and reflection.
CLOSURE/EXIT TICKET 5 mins: (Specific question you will ask on this day)	What should happen before offering a solution?	When should you ask a manager for help?	What makes an apology sound sincere?	Why is the fastest solution not always the best solution?	Which step of service recovery prevents the most problems later?
HOMEWORK: (Anything done at home from today's lesson)	None unless unfinished.	None unless unfinished.	None unless unfinished.	None unless unfinished.	None.
UPCOMING ASSESSMENTS/DEADLINES: (Date of assessment/deadline)					Service Recovery performance task.

LESSON PLAN/WEEK AT A GLANCE

SUBJECT: Customer Service - Semester 1, Week 8: Difficult Customers & Conflict Resolution (Sep 28-Oct 2, 2026) TEACHER: Schmitz

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:	9/28	9/29	9/30	10/1	10/2
OBJECTIVE: (What are you learning in class today)	Recognize behaviors that can escalate or de-escalate conflict. (Virtual)	Respond professionally to anger, complaints, and rude behavior.	Use assertive communication and professional boundaries.	Know when safety or policy requires ending an interaction or seeking help.	Resolve a conflict using communication, empathy, and policy.
STANDARDS: (List state standards that will be covered today)	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 2.6 Apply strategies for dealing with conflict.	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 2.6 Apply strategies for dealing with conflict.	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 2.6 Apply strategies for dealing with conflict.	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 2.6 Apply strategies for dealing with conflict.	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 2.6 Apply strategies for dealing with conflict.
BELLWORK 5-10min: (specific question you will ask on this day)	What are customer expectations?	What are some places with really good customer service?	What are the signs someone is not listening?	What do customers expect when they walk into a business?	What do customers want most?
DIRECT INSTRUCTION 10-15 min: (What you are doing for teacher guided instruction)	Virtual lesson: Teach calm tone, space, neutral words, listening, boundaries, and avoiding argument.	Model calm acknowledgment, fact-finding, and solution focus.	Differentiate passive, aggressive, and assertive responses.	Discuss threats, harassment, unsafe situations, supervisor/security procedures, and documentation.	Review conflict-resolution steps.
GUIDED PRACTICE 15-20 min: (How you will lead students in practice)	Posted guided example/check and teacher support as available. Identify escalation/de-escalation choices in scenarios.	Practice responses to escalating customer statements.	Rewrite responses into assertive professional language.	Sort situations by continue/service, get manager, or safety response.	Teams complete a structured difficult-customer role-play.
INDEPENDENT PRACTICE/ ASSIGNMENTS/ACTIVITIES 15-20 mins: (How the student will practice independently)	Complete posted virtual assignment: Complete de-escalation language practice.	Write responses to four difficult-customer situations.	Complete boundaries and assertiveness scenarios.	Complete escalation/safety decision chart.	Self/peer score and revise response.
CLOSURE/EXIT TICKET 5 mins: (Specific question you will ask on this day)	Name one phrase that can make conflict worse.	What should your first goal be when a customer is angry?	What is one difference between assertive and aggressive communication?	When is customer satisfaction no longer the top priority?	What de-escalation technique worked best?
HOMEWORK: (Anything done at home from today's lesson)	None unless unfinished.	None unless unfinished.	None unless unfinished.	None unless unfinished.	None.
UPCOMING ASSESSMENTS/DEADLINES: (Date of assessment/deadline)					Conflict-resolution role-play assessment.

LESSON PLAN/WEEK AT A GLANCE

SUBJECT: Customer Service - Semester 1, Week 9: Teamwork & Workplace Relationships (Oct 5-9, 2026) TEACHER: Schmitz

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:	10/5	10/6	10/7	10/8	10/9
OBJECTIVE: (What are you learning in class today)	Explain why teamwork affects customer service.	Communicate effectively with coworkers.	Give and receive feedback professionally.	Handle workplace disagreements while keeping the customer first.	Demonstrate teamwork during a simulated busy shift.
STANDARDS: (List state standards that will be covered today)	LA Bulletin 108 - Marketing Education: 2.2 Interpersonal skills; 2.4 Positive working relationships.	LA Bulletin 108 - Marketing Education: 2.2 Interpersonal skills; 2.4 Positive working relationships.	LA Bulletin 108 - Marketing Education: 2.2 Interpersonal skills; 2.4 Positive working relationships.	LA Bulletin 108 - Marketing Education: 2.2 Interpersonal skills; 2.4 Positive working relationships.	LA Bulletin 108 - Marketing Education: 2.2 Interpersonal skills; 2.4 Positive working relationships.
BELLWORK 5-10min: (specific question you will ask on this day)	What do you do when you don't know where something is?	What do you say when you don't know the answer to a question?	What does "customer service" mean to you?	What does being on time say about you?	What does it mean to "go the extra mile"?
DIRECT INSTRUCTION 10-15 min: (What you are doing for teacher guided instruction)	Connect handoffs, communication, coverage, and reliability to customer experience.	Teach respectful requests, updates, asking for help, and giving clear directions.	Model specific, respectful feedback and non-defensive responses.	Teach private resolution, facts over personalities, and escalation when necessary.	Assign roles and review team communication expectations.
GUIDED PRACTICE 15-20 min: (How you will lead students in practice)	Map how a customer request may involve several employees.	Practice coworker communication scenarios.	Peer feedback practice using a simple script.	Analyze coworker conflict case studies.	Run timed team customer-service simulation.
INDEPENDENT PRACTICE/ ASSIGNMENTS/ACTIVITIES 15-20 mins: (How the student will practice independently)	Complete teamwork chain activity.	Write professional responses to coworker situations.	Complete feedback reflection.	Develop a solution plan for one workplace conflict.	Complete team debrief and individual reflection.
CLOSURE/EXIT TICKET 5 mins: (Specific question you will ask on this day)	How can poor teamwork become a customer-service problem?	What information should you include when asking a coworker for help?	What makes feedback useful instead of insulting?	Why should employee disagreements stay away from customers?	What did your team do that helped customers most?
HOMEWORK: (Anything done at home from today's lesson)	None unless unfinished.	None unless unfinished.	None unless unfinished.	None unless unfinished.	None.
UPCOMING ASSESSMENTS/DEADLINES: (Date of assessment/deadline)					Teamwork simulation.

LESSON PLAN/WEEK AT A GLANCE

SUBJECT: Customer Service - Semester 1, Week 10: Ethics, Policies, Privacy & Trust (Oct 19-23, 2026) TEACHER: Schmitz

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:	10/19	10/20	10/21	10/22	10/23
OBJECTIVE: (What are you learning in class today)	Explain why ethics and trust matter in customer service.	Apply business policies consistently and fairly.	Protect customer and business information.	Recognize ethical issues involving discounts, returns, theft, and favoritism.	Make an ethical decision and justify it using policy and customer impact.
STANDARDS: (List state standards that will be covered today)	LA Bulletin 108 - Marketing Education: 2.3 Positive work ethics; 4.1 Develop self-understanding; 4.2 Apply self-development criteria.	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 2.6 Apply strategies for dealing with conflict.	LA Bulletin 108 - Marketing Education: 2.3 Positive work ethics; 4.1 Develop self-understanding; 4.2 Apply self-development criteria.	LA Bulletin 108 - Marketing Education: 2.3 Positive work ethics; 4.1 Develop self-understanding; 4.2 Apply self-development criteria.	LA Bulletin 108 - Marketing Education: 2.3 Positive work ethics; 4.1 Develop self-understanding; 4.2 Apply self-development criteria.
BELLWORK 5-10min: (specific question you will ask on this day)	What does it mean to "take initiative"?	What does it mean to be professional?	What does it mean to have a positive attitude?	What does responsibility look like on the job?	What happens when a business gets bad reviews?
DIRECT INSTRUCTION 10-15 min: (What you are doing for teacher guided instruction)	Discuss honesty, fairness, confidentiality, accurate information, and keeping commitments.	Explain purpose of policies, exceptions/authority, and respectful explanation.	Introduce privacy, payment information, passwords, receipts, customer data, and need-to-know access.	Discuss conflicts of interest, sweethearting, dishonest returns, and reporting procedures at a general level.	Review ethical decision steps.
GUIDED PRACTICE 15-20 min: (How you will lead students in practice)	Analyze ethical dilemmas in retail/customer service.	Practice explaining a policy without sounding argumentative.	Identify safe/unsafe information-handling examples.	Case-study discussion focused on policy and ethics.	Teams analyze a complex workplace ethics case.
INDEPENDENT PRACTICE/ ASSIGNMENTS/ACTIVITIES 15-20 mins: (How the student will practice independently)	Complete ethics decision grid.	Write customer-friendly explanations of three policies.	Complete privacy and data-safety scenarios.	Complete ethical-choice explanations.	Write final decision and justification.
CLOSURE/EXIT TICKET 5 mins: (Specific question you will ask on this day)	What is one way an employee can lose customer trust?	Why should an employee avoid making up an exception?	What customer information should never be discussed casually?	Why can "helping a friend" sometimes become an ethics problem at work?	What question should you ask yourself before making an ethical workplace decision?
HOMEWORK: (Anything done at home from today's lesson)	None unless unfinished.	None unless unfinished.	None unless unfinished.	None unless unfinished.	None.
UPCOMING ASSESSMENTS/DEADLINES: (Date of assessment/deadline)					Ethics case-study assessment.

LESSON PLAN/WEEK AT A GLANCE

SUBJECT: Customer Service - Semester 1, Week 11: Business of Retail Foundations (Oct 26-30, 2026) TEACHER: Schmitz

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:	10/26	10/27	10/28	10/29	10/30
OBJECTIVE: (What are you learning in class today)	Explain the role of retail businesses in connecting products/services with customers.	Describe the customer journey through a retail experience.	Explain how store operations support the customer experience.	Explain how technology changes retail and customer service.	Apply retail fundamentals to analyze a real or fictional store.
STANDARDS: (List state standards that will be covered today)	LA Bulletin 108 - Marketing Education: 1.1 Business fundamentals; 5.2 Distribution/customer service; 5.3 Warehousing and stock handling.	LA Bulletin 108 - Marketing Education: 1.1 Business fundamentals; 5.2 Distribution/customer service; 5.3 Warehousing and stock handling.	LA Bulletin 108 - Marketing Education: 1.1 Business fundamentals; 5.2 Distribution/customer service; 5.3 Warehousing and stock handling.	LA Bulletin 108 - Marketing Education: 1.1 Business fundamentals; 5.2 Distribution/customer service; 5.3 Warehousing and stock handling.	LA Bulletin 108 - Marketing Education: 1.1 Business fundamentals; 5.2 Distribution/customer service; 5.3 Warehousing and stock handling.
BELLWORK 5-10min: (specific question you will ask on this day)	What is "active listening"?	What is a fair solution?	What is a goal you can set for yourself in customer service?	What is one quality every good employee should have?	What is self-control, and how does it help in customer service?
DIRECT INSTRUCTION 10-15 min: (What you are doing for teacher guided instruction)	Introduce retail, channels, types of retailers, and the customer value proposition.	Teach awareness, consideration, purchase, fulfillment, service, and loyalty.	Introduce staffing, opening/closing, cleanliness, signage, checkout, stock, and communication.	Discuss POS, inventory systems, apps, self-checkout, online ordering, pickup, and customer records.	Review retailer, customer journey, operations, and technology.
GUIDED PRACTICE 15-20 min: (How you will lead students in practice)	Classify familiar businesses by retail format/channel.	Map a sample customer journey.	Identify operations behind a smooth customer visit.	Compare benefits/challenges of several retail technologies.	Teams analyze a retailer using a structured checklist.
INDEPENDENT PRACTICE/ ASSIGNMENTS/ACTIVITIES 15-20 mins: (How the student will practice independently)	Complete retail-business organizer.	Create a customer journey for a chosen retailer.	Complete "behind the scenes" retail operations chart.	Complete technology impact case study.	Complete retail analysis summary.
CLOSURE/EXIT TICKET 5 mins: (Specific question you will ask on this day)	What makes a business a retailer?	Where can customer service affect the customer journey?	Name one operation customers may not notice unless it goes wrong.	How can technology improve service but also create new problems?	What is one operational change that could improve a customer experience?
HOMEWORK: (Anything done at home from today's lesson)	None unless unfinished.	None unless unfinished.	None unless unfinished.	None unless unfinished.	None.
UPCOMING ASSESSMENTS/DEADLINES: (Date of assessment/deadline)					Business of Retail foundations check.

LESSON PLAN/WEEK AT A GLANCE

SUBJECT: Customer Service - Semester 1, Week 12: Retail Operations: Inventory, Safety & Loss Prevention (Nov 2-6, 2026) TEACHER: Schmitz

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:	11/2	11/3	11/4	11/5	11/6
OBJECTIVE: (What are you learning in class today)	Explain how inventory availability affects customer service and sales.	Election Day - No School	Identify common workplace and customer safety responsibilities.	Explain how loss prevention protects customers, employees, and the business.	Apply retail operations concepts in a store-management simulation.
STANDARDS: (List state standards that will be covered today)	LA Bulletin 108 - Marketing Education: 1.1 Business fundamentals; 5.2 Distribution/customer service; 5.3 Warehousing and stock handling.	No instruction.	LA Bulletin 108 - Marketing Education: 1.1 Business fundamentals; 5.2 Distribution/customer service; 5.3 Warehousing and stock handling.	LA Bulletin 108 - Marketing Education: 1.1 Business fundamentals; 5.2 Distribution/customer service; 5.3 Warehousing and stock handling.	LA Bulletin 108 - Marketing Education: 1.1 Business fundamentals; 5.2 Distribution/customer service; 5.3 Warehousing and stock handling.
BELLWORK 5-10min: (specific question you will ask on this day)	What is the difference between being helpful and being pushy?	N/A	What makes a good teammate?	What should you do if a customer asks a question right before your shift ends?	What should you do if a customer is angry?
DIRECT INSTRUCTION 10-15 min: (What you are doing for teacher guided instruction)	Introduce receiving, stocking, inventory records, out-of-stocks, and substitutions.	No instruction.	Discuss spills, blocked aisles, ladders, lifting, damaged fixtures, emergency reporting, and following workplace procedures.	Introduce shrink, errors, damage, fraud, theft, and following company procedures; emphasize observation/reporting rather than confrontation.	Review inventory, safety, service, and loss prevention.
GUIDED PRACTICE 15-20 min: (How you will lead students in practice)	Simulate inventory counts with a simple product list.	No guided practice.	Hazard-identification activity using scenario cards.	Categorize examples of shrink by cause.	Teams solve a set of "store manager for a day" problems.
INDEPENDENT PRACTICE/ ASSIGNMENTS/ACTIVITIES 15-20 mins: (How the student will practice independently)	Complete inventory discrepancy activity.	No assignment.	Create a short retail safety checklist.	Complete loss-prevention prevention-plan activity.	Submit prioritized action plan.
CLOSURE/EXIT TICKET 5 mins: (Specific question you will ask on this day)	How can an out-of-stock item affect customer loyalty?	N/A	What should you do first when you notice a safety hazard?	Why should employees follow policy instead of confronting suspected theft on their own?	Which problem should be fixed first and why?
HOMEWORK: (Anything done at home from today's lesson)	None unless unfinished.	None.	None unless unfinished.	None unless unfinished.	None.
UPCOMING ASSESSMENTS/DEADLINES: (Date of assessment/deadline)		None.			Retail operations simulation.

LESSON PLAN/WEEK AT A GLANCE

SUBJECT: Customer Service - Semester 1, Week 13: Selling & Product Knowledge (Nov 9-13, 2026) TEACHER: Schmitz

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:	11/9	11/10	11/11	11/12	11/13
OBJECTIVE: (What are you learning in class today)	Explain how selling and customer service work together.	Use product knowledge to match features with customer benefits.	Determine customer needs and buying motives before recommending products. (Virtual)	Respond to customer objections and concerns professionally.	Demonstrate a complete customer-focused selling interaction.
STANDARDS: (List state standards that will be covered today)	LA Bulletin 108 - Marketing Education: 11.1 Nature/scope of selling; 11.2 Product knowledge; 11.3 Selling process and techniques.	LA Bulletin 108 - Marketing Education: 11.1 Nature/scope of selling; 11.2 Product knowledge; 11.3 Selling process and techniques.	LA Bulletin 108 - Marketing Education: 11.1 Nature/scope of selling; 11.2 Product knowledge; 11.3 Selling process and techniques.	LA Bulletin 108 - Marketing Education: 11.1 Nature/scope of selling; 11.2 Product knowledge; 11.3 Selling process and techniques.	LA Bulletin 108 - Marketing Education: 11.1 Nature/scope of selling; 11.2 Product knowledge; 11.3 Selling process and techniques.
BELLWORK 5-10min: (specific question you will ask on this day)	What should you do if two customers are asking for help at once?	What should you do if you drop or break a product in front of a customer?	What should you do if you make a mistake?	What should you do if your co-worker is being lazy and you're picking up the slack?	What should you do if your co-worker is being rude to a customer?
DIRECT INSTRUCTION 10-15 min: (What you are doing for teacher guided instruction)	Introduce consultative selling, helping vs. pressuring, and relationship building.	Teach feature vs. benefit and sources of accurate product information.	Virtual lesson: Review questioning, listening, budget, purpose, preferences, and buying motives.	Model acknowledge-question-answer-confirm rather than arguing.	Review greeting, needs, recommendation, benefits, objections, close, and thanks.
GUIDED PRACTICE 15-20 min: (How you will lead students in practice)	Compare helpful selling and pushy selling examples.	Build a feature-benefit chart for a familiar product.	Posted guided example/check and teacher support as available. Conduct mini needs-assessment interviews.	Practice common objections such as price, fit, features, or uncertainty.	Paired sales role-play with rubric.
INDEPENDENT PRACTICE/ ASSIGNMENTS/ACTIVITIES 15-20 mins: (How the student will practice independently)	Complete selling/service comparison activity.	Create a feature-benefit chart for an assigned product.	Complete posted virtual assignment: Choose and justify a product recommendation for customer profiles.	Write responses to four objections.	Complete reflection and improvement note.
CLOSURE/EXIT TICKET 5 mins: (Specific question you will ask on this day)	How is good selling different from pressuring a customer?	What is the difference between a feature and a benefit?	What should you know before recommending a product?	Why should you ask a question before answering an objection?	Which part of the selling process felt most natural?
HOMEWORK: (Anything done at home from today's lesson)	None unless unfinished.	None unless unfinished.	None unless unfinished.	None unless unfinished.	None.
UPCOMING ASSESSMENTS/DEADLINES: (Date of assessment/deadline)					Customer-focused selling role-play.

LESSON PLAN/WEEK AT A GLANCE

SUBJECT: Customer Service - Semester 1, Week 14: Digital/Omnichannel Service & Career Readiness (Nov 16-20, 2026) TEACHER: Schmitz

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:	11/16	11/17	11/18	11/19	11/20
OBJECTIVE: (What are you learning in class today)	Explain how customer service operates across store, phone, online, pickup, and delivery channels.	Use professional digital customer-service communication.	Connect customer service skills to careers and employability.	Practice job application and interview responses using customer-service examples.	Create a personal plan for continued skill and credential development.
STANDARDS: (List state standards that will be covered today)	LA Bulletin 108 - Marketing Education: 2.5 Interact with customers; 11.1 Customer service as a component of selling. LA Bulletin 108 - Marketing Education: 1.1 Business fundamentals; 5.2 Distribution/customer service; 5.3 Warehousing and stock handling.	LA Bulletin 108 - Marketing Education: 2.1 Apply communication fundamentals; 2.2 Demonstrate interpersonal skills.	LA Bulletin 108 - Marketing Education: 4.3 Career planning; 4.4 Job-seeking skills; 4.5 Continuing career development.	LA Bulletin 108 - Marketing Education: 4.3 Career planning; 4.4 Job-seeking skills; 4.5 Continuing career development.	LA Bulletin 108 - Marketing Education: 4.3 Career planning; 4.4 Job-seeking skills; 4.5 Continuing career development.
BELLWORK 5-10min: (specific question you will ask on this day)	What would you do if a customer dropped something breakable on the floor?	What's one customer service skill you want to improve?	What's the first step when dealing with a complaint?	When should you ask for help from a manager?	Why do businesses ask for surveys or reviews?
DIRECT INSTRUCTION 10-15 min: (What you are doing for teacher guided instruction)	Introduce omnichannel service and the need for consistent information across channels.	Review chat/email tone, response time, clarity, privacy, and documentation.	Identify transferable skills: communication, teamwork, problem solving, reliability, technology, and sales.	Model STAR-style examples and common entry-level interview questions.	Review NRF RISE Up credential goals and workplace skill growth.
GUIDED PRACTICE 15-20 min: (How you will lead students in practice)	Trace one order from online purchase to pickup/return.	Edit sample chat/email responses.	Match course skills to job postings/roles.	Conduct paired mock-interview questions.	Students identify strengths, gaps, and next steps.
INDEPENDENT PRACTICE/ ASSIGNMENTS/ACTIVITIES 15-20 mins: (How the student will practice independently)	Complete omnichannel customer-journey activity.	Write a professional response to an online customer complaint.	Create a personal skills inventory.	Draft responses to three interview questions.	Complete career/credential readiness plan.
CLOSURE/EXIT TICKET 5 mins: (Specific question you will ask on this day)	What can go wrong when two sales channels do not share information?	What is one rule for professional customer-service chat?	Which customer-service skill transfers to the most careers?	What example could you use to prove you are dependable?	What is your top goal before certification testing begins?
HOMEWORK: (Anything done at home from today's lesson)	None unless unfinished.	None unless unfinished.	None unless unfinished.	None unless unfinished.	None.
UPCOMING ASSESSMENTS/DEADLINES: (Date of assessment/deadline)					Career readiness plan.

LESSON PLAN/WEEK AT A GLANCE

SUBJECT: Customer Service - Semester 1, Week 15: NRF Practice Tests & Diagnostic Review (Nov 30-Dec 4, 2026) TEACHER: Schmitz

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:	11/30	12/1	12/2	12/3	12/4
OBJECTIVE: (What are you learning in class today)	Identify strengths and gaps using NRF-aligned practice questions.	Analyze missed practice questions and correct misconceptions.	Apply Business of Retail concepts on a diagnostic practice set.	Use practice data to create an individual study plan.	Demonstrate improved readiness on mixed practice questions.
STANDARDS: (List state standards that will be covered today)	LA Bulletin 108 - Marketing Education: 2.1, 2.5, 2.6, 1.1, 5.2-5.3, 11.1-11.3; integrated certification review.	LA Bulletin 108 - Marketing Education: 2.1, 2.5, 2.6, 1.1, 5.2-5.3, 11.1-11.3; integrated certification review.	LA Bulletin 108 - Marketing Education: 2.1, 2.5, 2.6, 1.1, 5.2-5.3, 11.1-11.3; integrated certification review.	LA Bulletin 108 - Marketing Education: 2.1, 2.5, 2.6, 1.1, 5.2-5.3, 11.1-11.3; integrated certification review.	LA Bulletin 108 - Marketing Education: 2.1, 2.5, 2.6, 1.1, 5.2-5.3, 11.1-11.3; integrated certification review.
BELLWORK 5-10min: (specific question you will ask on this day)	Why do customers leave reviews?	Why is a smile powerful in customer service?	Why is appearance important in customer service?	Why is being dependable important?	Why is customer trust important?
DIRECT INSTRUCTION 10-15 min: (What you are doing for teacher guided instruction)	Explain testing format expectations and diagnostic purpose; review test-taking strategies.	Model error analysis: content gap, misread question, vocabulary, or distractor.	Review retail operations, inventory, customer experience, selling, and workplace practices.	Show how to prioritize high-frequency weak areas and schedule practice.	Review key strategies and high-miss concepts.
GUIDED PRACTICE 15-20 min: (How you will lead students in practice)	Complete selected practice questions together and model eliminating distractors.	Small-group review by weak skill area.	Solve sample Business of Retail questions with reasoning.	Teacher conferences/small groups based on results.	Team review game with mixed customer service and retail questions.
INDEPENDENT PRACTICE/ ASSIGNMENTS/ACTIVITIES 15-20 mins: (How the student will practice independently)	Take Customer Service & Sales diagnostic practice set.	Complete correction log for missed questions.	Take Business of Retail diagnostic practice set.	Create individual review plan and complete targeted practice.	Complete short mixed checkpoint.
CLOSURE/EXIT TICKET 5 mins: (Specific question you will ask on this day)	Which topic needs the most review based on today's results?	What type of mistake did you make most often?	Which Business of Retail topic needs more review?	What are your top two review priorities?	What improvement did you notice this week?
HOMEWORK: (Anything done at home from today's lesson)	Review missed questions.	Study assigned weak areas.	Review missed questions.	Targeted practice as assigned.	None unless additional review is needed.
UPCOMING ASSESSMENTS/DEADLINES: (Date of assessment/deadline)	Practice/diagnostic week.	Practice/diagnostic week.	Practice/diagnostic week.	Practice/diagnostic week.	Mixed practice checkpoint.

LESSON PLAN/WEEK AT A GLANCE

SUBJECT: Customer Service - Semester 1, Week 16: RISE Up Registration & Targeted Review (Dec 7-11, 2026) TEACHER: Schmitz

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:	12/7	12/8	12/9	12/10	12/11
OBJECTIVE: (What are you learning in class today)	Understand the RISE Up testing process and complete required preparation steps.	Complete RISE Up registration and verify testing readiness.	Review communication, customer needs, complaints, and conflict topics.	Review selling, product knowledge, retail operations, inventory, and ethics.	Demonstrate readiness on a timed mixed practice test.
STANDARDS: (List state standards that will be covered today)	LA Bulletin 108 - Marketing Education: 2.1, 2.5, 2.6, 1.1, 5.2-5.3, 11.1-11.3; integrated certification review.	LA Bulletin 108 - Marketing Education: 2.1, 2.5, 2.6, 1.1, 5.2-5.3, 11.1-11.3; integrated certification review.	LA Bulletin 108 - Marketing Education: 2.1, 2.5, 2.6, 1.1, 5.2-5.3, 11.1-11.3; integrated certification review.	LA Bulletin 108 - Marketing Education: 2.1, 2.5, 2.6, 1.1, 5.2-5.3, 11.1-11.3; integrated certification review.	LA Bulletin 108 - Marketing Education: 2.1, 2.5, 2.6, 1.1, 5.2-5.3, 11.1-11.3; integrated certification review.
BELLWORK 5-10min: (specific question you will ask on this day)	Why is eye contact important?	Why is feedback helpful?	Why is good customer service important?	Why is it better to focus on solutions instead of blame?	Why is it important to ask questions when you don't understand?
DIRECT INSTRUCTION 10-15 min: (What you are doing for teacher guided instruction)	Explain account/testing procedures, credential names, expectations, and required information.	Review login/account verification, testing rules, and troubleshooting steps.	Targeted review of Customer Service & Sales high-priority skills.	Targeted Business of Retail review.	Review pacing, reading each question carefully, and checking work.
GUIDED PRACTICE 15-20 min: (How you will lead students in practice)	Walk students through a registration checklist without sharing private information publicly.	Teacher assists students individually with registration/status checks.	Scenario stations: listening, empathy, complaints, difficult customer, teamwork.	Retail operations and selling station rotation.	Short warm-up; teacher clarifies final content questions.
INDEPENDENT PRACTICE/ ASSIGNMENTS/ACTIVITIES 15-20 mins: (How the student will practice independently)	Begin RISE Up registration/account setup as directed by school procedures.	Finish registration and complete readiness checklist.	Complete targeted practice set and corrections.	Complete targeted Business of Retail practice set.	Complete timed mixed practice test and review results.
CLOSURE/EXIT TICKET 5 mins: (Specific question you will ask on this day)	What step of the testing process do you still need to complete?	What should you verify before test day?	Which customer-service topic is now strongest?	Which retail topic still needs attention?	What is your plan for test day?
HOMEWORK: (Anything done at home from today's lesson)	Complete any school-directed registration step.	Keep login information secure and available as directed.	Study weak areas.	Study weak areas.	Rest and review only weak areas.
UPCOMING ASSESSMENTS/DEADLINES: (Date of assessment/deadline)	RISE Up registration and testing preparation.	Registration completion check.	Customer Service & Sales practice.	Business of Retail practice.	Certification testing begins next week.

LESSON PLAN/WEEK AT A GLANCE

SUBJECT: Customer Service - Semester 1, Week 17: NRF Customer Service & Sales Testing / Retesting (Dec 14-18, 2026) TEACHER: Schmitz

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:	12/14	12/15	12/16	12/17	12/18
OBJECTIVE: (What are you learning in class today)	Prepare for and complete final Customer Service & Sales review.	Demonstrate Customer Service & Sales knowledge on the NRF credential assessment.	Analyze results and prepare for retesting or move to Business of Retail review.	Demonstrate improved mastery through targeted remediation/retesting.	Transition from Customer Service & Sales to Business of Retail certification preparation.
STANDARDS: (List state standards that will be covered today)	LA Bulletin 108 - Marketing Education: 2.1, 2.5, 2.6, 1.1, 5.2-5.3, 11.1-11.3; integrated certification review.	LA Bulletin 108 - Marketing Education: 2.1, 2.5, 2.6, 1.1, 5.2-5.3, 11.1-11.3; integrated certification review.	LA Bulletin 108 - Marketing Education: 2.1, 2.5, 2.6, 1.1, 5.2-5.3, 11.1-11.3; integrated certification review.	LA Bulletin 108 - Marketing Education: 2.1, 2.5, 2.6, 1.1, 5.2-5.3, 11.1-11.3; integrated certification review.	LA Bulletin 108 - Marketing Education: 2.1, 2.5, 2.6, 1.1, 5.2-5.3, 11.1-11.3; integrated certification review.
BELLWORK 5-10min: (specific question you will ask on this day)	Why is it important to keep the store or workspace clean and organized?	Why is it important to repeat back what a customer says when solving a problem?	Why is it important to stay calm during conflict?	Why is it important to use a customer's name (if you know it)?	Why is practicing patience important?
DIRECT INSTRUCTION 10-15 min: (What you are doing for teacher guided instruction)	Review test procedures and high-value customer service concepts.	Provide testing directions and secure testing environment.	Explain score reports and next steps without public comparison.	Review only the skills indicated by practice/score data.	Review progress and preview final Business of Retail priority areas.
GUIDED PRACTICE 15-20 min: (How you will lead students in practice)	Rapid review based on class data.	Testing support as permitted; non-testers complete quiet review.	Group students by next-step need: retest review or Business of Retail practice.	Small-group remediation and practice.	Mixed retail review game.
INDEPENDENT PRACTICE/ ASSIGNMENTS/ACTIVITIES 15-20 mins: (How the student will practice independently)	Complete final practice/checkpoint or assigned review.	Take NRF Customer Service & Sales assessment.	Complete targeted remediation or Business of Retail practice.	Retest Customer Service & Sales if eligible/needed; others complete Business of Retail practice.	Complete Business of Retail readiness check.
CLOSURE/EXIT TICKET 5 mins: (Specific question you will ask on this day)	What is one strategy you will use on the certification test?	After testing: What topic felt strongest?	What is your next testing goal?	What changed in your preparation this time?	Which retail area will you review first?
HOMEWORK: (Anything done at home from today's lesson)	None.	None.	Targeted review if retesting.	None.	Review weak retail topics.
UPCOMING ASSESSMENTS/DEADLINES: (Date of assessment/deadline)	NRF Customer Service & Sales testing this week.	NRF Customer Service & Sales assessment.	Retesting/Business of Retail preparation.	Customer Service & Sales retesting as needed.	Business of Retail assessment next week.

LESSON PLAN/WEEK AT A GLANCE

SUBJECT: Customer Service - Semester 1, Week 18: NRF Business of Retail Testing / Retesting (Jan 11-15, 2027) **TEACHER:** Schmitz

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:	1/11	1/12	1/13	1/14	1/15
OBJECTIVE: (What are you learning in class today)	Prepare for the Business of Retail credential assessment.	Demonstrate Business of Retail knowledge on the NRF credential assessment.	Use score results to plan remediation, retesting, or credential completion.	Complete needed certification retesting and outstanding credential requirements.	Reflect on customer service and retail skills and connect credentials to future employment.
STANDARDS: (List state standards that will be covered today)	LA Bulletin 108 - Marketing Education: 2.1, 2.5, 2.6, 1.1, 5.2-5.3, 11.1-11.3; integrated certification review.	LA Bulletin 108 - Marketing Education: 2.1, 2.5, 2.6, 1.1, 5.2-5.3, 11.1-11.3; integrated certification review.	LA Bulletin 108 - Marketing Education: 2.1, 2.5, 2.6, 1.1, 5.2-5.3, 11.1-11.3; integrated certification review.	LA Bulletin 108 - Marketing Education: 2.1, 2.5, 2.6, 1.1, 5.2-5.3, 11.1-11.3; integrated certification review.	LA Bulletin 108 - Marketing Education: 4.3 Career planning; 4.4 Job-seeking skills; 4.5 Continuing career development.
BELLWORK 5-10min: (specific question you will ask on this day)	Why is repeat business important to a store?	Why is teamwork important in customer service?	Write a polite way to ask someone to repeat themselves.	You overhear a customer talking badly about the business. What should you do?	You see a customer drop their bag. What do you do?
DIRECT INSTRUCTION 10-15 min: (What you are doing for teacher guided instruction)	Review retail operations, inventory, customer journey, sales, ethics, and workplace practices.	Provide testing directions and secure testing environment.	Explain next steps and celebrate credential progress appropriately.	Provide final review for students needing retest; support credential completion procedures.	Review course skills and how to describe credentials on applications/resumes.
GUIDED PRACTICE 15-20 min: (How you will lead students in practice)	Rapid targeted review from practice data.	Testing support as permitted; non-testers complete quiet review.	Targeted remediation groups based on results.	Individual/small-group remediation.	Students practice explaining one credential skill in an interview response.
INDEPENDENT PRACTICE/ ASSIGNMENTS/ACTIVITIES 15-20 mins: (How the student will practice independently)	Complete final Business of Retail checkpoint.	Take NRF Business of Retail assessment.	Complete remediation or credential documentation tasks.	Retest as eligible/needed; credentialed students complete career application reflection.	Complete final course/credential reflection and update resume skills section if applicable.
CLOSURE/EXIT TICKET 5 mins: (Specific question you will ask on this day)	What is one retail concept you want to review once more?	After testing: Which area felt strongest?	What is the most important concept you reviewed today?	How can you use this credential in a job search?	What skill from this course will be most useful at work?
HOMEWORK: (Anything done at home from today's lesson)	None.	None.	Targeted review if retesting.	None.	None.
UPCOMING ASSESSMENTS/DEADLINES: (Date of assessment/deadline)	NRF Business of Retail testing this week.	NRF Business of Retail assessment.	Business of Retail retesting as needed.	Final retesting/credential completion.	Course complete / credential documentation.