

MISSION TRAILS REGIONAL OCCUPATION PROGRAM

1. **COURSE TITLE:** CHECKER CASHIER
04-002-77

2. **CBEDS TITLE:** CHECKER CASHIER

3. **CBEDS NUMBER:** 4105

4. **JOB TITLES:**

211.462	Cashier
222.387	Receiving Clerk
222.687	Price Checker
277.357	Salesperson, Specialty
279.357	Salesperson, General
290.357	Sales Clerk
298.81	Display person-visual merchandising
299.367	Stock Clerk
299.677	Sales Attendant
50.67	Economist & Marketing Research Analysts
098.161	Marketing, Advertising & PR Managers

5. **COURSE DESCRIPTION** Checker Cashier/Retail course trains students to meet entry level Requirements for jobs in general retail sales and related fields. The Students will develop skills in the classroom setting to be applied in the practical setting of a work internship-community classroom-training site. The training site is a retail store whose management has agreed to accept students for non-paid job training.

Emphasis is placed on skills that develop competency in the following Areas

- Merchandising, operations
- Advertising, psychology, target markets
- Communication, decision making, problem solving
- Display, visual merchandising
- Human relations, job readiness, people skills
- Mathematics, meets math requirements
- Product knowledge, service, planning & technology
- Selling, marketing of products
- Economics, cash flow
- Management, leadership, VICA membership
- Curriculum meets California Marketing Standards and Proficiencies

6. HOURS:

1 Semester classroom instructions = 180 hours

1 Semester advanced checker = 180 hours

(if offered) Retail/Cashier

Total= 360 hours

7. PREREQUISITES:

Students must demonstrate employment readiness and be motivated to work. Excellence in attendance and attention to appropriate dress is necessary for placement on a job site. Physical nature if a job may require bending and lifting

8. REVISION DATE:

May 2003

9. CDE RECERTIFICATION:

January 12, 2004

9. COURSE OUTLINE:

a. CONTENT AREA SKILLS:

i. EXPECTED STUDENT OUTCOMES

ii. HOURS OF INSTRUCTION

COURSE OUTLINE

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS		
		CL	CC	CP
Instruction will include:	Student will be able to:			
1. Introduction A. Goals and Objectives Course Syllabus B. Classroom rules and expectations, signed by students.	<ul style="list-style-type: none"> Summarize and explain goals and objectives of the course. Know what behaviors are expected, acceptable, and not acceptable in the classroom. Know what math exercises are needed for proficiency. 	10		
2. Physical Characteristics/Support Skills A. Basic math; fractions, decimals, and percents work books B. Operation of 10-key C. Written communication D. Oral communication E. Sales approach F. Phone Etiquette	<ul style="list-style-type: none"> Solve basic math problems by using formulas for interest, ratios, and percents. Use fractions, decimals whole numbers, and mixed numbers in formulas. Operate a 10-key using correct fingering and using the addition, subtraction, multiplication, and division functions correctly. Format and write a business letter with proper spelling, grammar, and punctuation. Deliver oral reports, role-play, enter into class discussions properly, and answer interview questions. Identify the 5 pints of overcoming sales objections and demonstrate how to take a phone message and answer the phone. 	40	20	10
3. Human Relations/Work Ethics A. Personality Development for work B. Speakers	<ul style="list-style-type: none"> Learn values, attitudes, responsibilities and human relations skills necessary to become a productive citizen and succeed in their chosen career. They will be able to function on an adult, professional level in their community classroom sites. Understand the importance of customer service and positive customer relations. Understand the employee-employer obligations Understand management styles and how to work with different personalities. 	30	5	5
4. Merchandising Operations	<ul style="list-style-type: none"> Student will know how to care for, receive and stock merchandise on the sales floor. Be able to inform customers of the proper use, and 	7	1	1

	<ul style="list-style-type: none"> Understand the elements of display and be able to set up a display promoting a particular product. Demonstrate how to approach a customer and develop dialogue. Demonstrate how sell products. 			
5. <i>Safety</i>	<ul style="list-style-type: none"> The student will be knowledgeable of all safety procedures and be alert to any hazards that appear in his or her work area. Able to report safety violations to the appropriate authorities. 	8	3	
6. <i>Use of equipment</i>	<ul style="list-style-type: none"> student will follow job time card procedures. Demonstrate the ability to count change to a customer from the point sale. Distinguish features and benefits and use this method to sell products and services. 	50	25	10
7. <i>Loss Preventions/ Security</i>	<ul style="list-style-type: none"> Understand proper procedures to follow during a theft. Demonstrate how to identify potential theft situations and how to intervene. 	10	5	
8. <i>Customer Service</i> E. Customer Complaints B. Communication C. Decision making D. Problem solving	<ul style="list-style-type: none"> Student will demonstrate how to greet a customer. Student will identify the steps to a decision and how to problem solve. 	40	25	10
E. <i>Grooming</i> E. Personal Hygiene and good health B. Personal appearance C. Dress codes	<ul style="list-style-type: none"> Identify need for daily bathing, deodorant, rest, proper diet and exercise. Know the importance of proper dress and grooming relating to cleanliness, neatness, hair and makeup (girls). Develop a professional career wardrobe portfolio and understand the reasons for maintaining employee dress standards. 	20	5	
E. <i>Employment Seeking Skills</i> E. Self assessment of skills & qualities B. Portfolio 1. Job Application 2. Letter of Introduction 3. Cover Letter 4. Resume 5. Letters of Recommendation	<ul style="list-style-type: none"> Complete a job portfolio on the computer with appropriately formatted business letters and resume. Answer approximately 40 various interview questions, highlighting their own skills and qualities. Complete a video taped job interview to show that they know what a prospective employer expects in an interview and how to respond with answers that would make an employer want to hire them. 	15	5	
C. Interview Questions D. Video taped interview E. Speakers from industry				
	TOTAL HOURS	230	94	36
	GRAND TOTAL HOURS	360		

9. COURSE OUTLINE:

b) CAREER PERFORMANCE STANDARDS

i) EXPECTED STUDENT OUTCOMES

ii) HOURS OF INSTRUCTION

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>1. Personal Skills</p> <ul style="list-style-type: none"> ▪ Classroom policies & procedures ▪ Ethics <ul style="list-style-type: none"> → Work → Business ▪ Sexual harassment laws ▪ Personal skills, including positive attitude, self-confident, honesty, perseverance & self-discipline ▪ Professional appearance ▪ Time management ▪ Lifelong learning 	<p>1. Understand how personal skill development, including positive attitude, honesty, self-confidence, time management, & other positive traits affect employability.</p> <ul style="list-style-type: none"> ▪ Demonstrate and understand classroom policies & procedures ▪ Define work and business ethics & demonstrate the importance of ethical standards & social responsibilities in the business environment. ▪ Discuss the laws applicable to sexual harassment & discuss tactics for handling harassment situations. ▪ Demonstrate personal skills in class and/or business environment: <ul style="list-style-type: none"> → Positive attitude → Self-confidence → Honesty → Perseverance → Self-discipline ▪ Demonstrate and model personal hygiene and acceptable professional attire ▪ Prioritize tasks and meet deadlines ▪ Explain the importance of lifelong learning 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>2. Interpersonal Skills</p> <ul style="list-style-type: none"> ▪ Group dynamics ▪ Conflict resolution and negotiation ▪ Team work ▪ Etiquette across gender and cultural groups 	<p>2. Understand principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.</p> <ul style="list-style-type: none"> ▪ Identify and explain the key concepts of group dynamics ▪ Discuss and demonstrate the dynamics of conflict resolution and negotiation, and their importance within the business environment ▪ Demonstrate effective teamwork, share responsibilities, accept supervision and assume leadership roles ▪ Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups 	<p>Integrated in content area skills</p>
<p>3. Thinking and Problem-Solving Skills</p> <ul style="list-style-type: none"> ▪ Critical and creative thinking skills ▪ Logical reasoning and problem-solving skills ▪ Numerical estimation, measurement, and calculation ▪ Identify, locate, and organize needed information and propose, evaluate, and select alternative solutions 	<p>3. Understand the importance of critical thinking and problem-solving skills in the workplace.</p> <ul style="list-style-type: none"> ▪ Apply critical and creative thinking skills in a work environment and implement a plan of improvement as needed ▪ Demonstrate logical reasoning and problem solving skills in a work environment ▪ Apply numerical estimation, measurement and calculation skills to business applications including the following: <ul style="list-style-type: none"> → Whole number math → Decimals & fractions → Counting & monetary functions → Use of tables & graphs ▪ Recognize problem situations; identify, locate and organize needed information, and propose, evaluate and select from alternate solutions 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
<p>Instruction will include:</p> <p>4. Communication Skills</p> <ul style="list-style-type: none"> ▪ Written communications ▪ Verbal and Nonverbal communications ▪ Active and effective listening ▪ Proper etiquette in business communications ▪ Writing and editing skills ▪ Use of reference material and handbooks ▪ Oral presentations 	<p>Student will be able to:</p> <p>4. Understand principles of effective communication.</p> <ul style="list-style-type: none"> ▪ Read and implement written instructions, technical manuals, written communication, and reference books ▪ Present a positive image of verbal and nonverbal communication through use of appropriate methods ▪ Demonstrate active and effective listening skills through verbal, nonverbal and written feedback ▪ Demonstrate proper etiquette in business communications, including an awareness of requisite for international communications (languages, customs, and time zones) ▪ Demonstrate the following writing and editing skills: <ul style="list-style-type: none"> → Use correct grammar, punctuation, capitalization, vocabulary and spelling → Write, proofread and edit → Select and use appropriate forms of communication ▪ Exhibit a proficiency in the use of reference materials such as dictionary, thesaurus, telephone directory, almanac, zip code directory, and office handbooks 	<p>Integrated in content area skills</p>
<p>5. Occupational Safety</p> <ul style="list-style-type: none"> • Good safety practices 	<p>5. Understand occupational safety issues, including avoidance of physical hazards</p> <ul style="list-style-type: none"> ▪ Model and implement good safety practices including: <ul style="list-style-type: none"> → Avoidance and reporting of physical hazards in the work environment → Safe operation of equipment → Proper handling of hazardous materials 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>6. Employment Literacy</p> <ul style="list-style-type: none"> ▪ Expand awareness of career opportunities ▪ Set employment goals and objectives ▪ Aptitudes, personal characteristics and interests ▪ Develop portfolio to C-TAP standards ▪ Develop interviewing techniques 	<p>6. Understand career paths and strategies for obtaining employment.</p> <ul style="list-style-type: none"> ▪ Explore career opportunities and develop a career plan ▪ Identify steps for setting goals and writing personal goals and objectives ▪ Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities ▪ Develop a portfolio to include the following: <ul style="list-style-type: none"> → Letter of Introduction → Cover letter → Resume → Thank you letter → Job application → Licenses, Certificates and Awards → Transcripts → Letters of Recommendation → Work Samples 	<p>Integrated in content area skills</p>
<p>7. Technology Literacy</p> <ul style="list-style-type: none"> ▪ Apply Industry specific technology ▪ Use Industry specific software ▪ Demonstrate Keyboarding ▪ Accessing information ▪ Lifelong enhancement of technology skills 	<p>7. Understand and adapt to changing technology.</p> <ul style="list-style-type: none"> ▪ Identify and demonstrate use of appropriate technology ▪ Identify and use industry specific software ▪ Demonstrate proficiency in alphanumeric keyboarding ▪ Input and retrieve information ▪ Understand the importance of lifelong learning in adapting to changing technology 	<p>Integrated in content area skills</p>

10. ADDITIONAL RECOMMENDED /OPTIONAL ITEMS

- a. **ARTICULATION:** Hartnell College, Business & Marketing
- b. **VOCATIONAL CREDIT:** 10 Credits
- c. **ACADEMIC CREDIT:** 5 credits for Math if enrolled for 1 year.
- d. **INSTRUCTIONAL STRATEGIES:** **Textbook: Personality Development for Work Marketing Essentials-Text; Math Workbook School to Career handbooks; Student Activity Workbook**
- e. **INSTRUCTIONAL MATERIALS:** **Certificate of Completion** = Classroom instruction, “C” or Better Minimum of 60 hours Community Classroom instruction
Certificate of Accomplishment = Classroom instruction, “C” or better.
- f. **CERTIFICATES:**