

Course: Retail Careers
Unit 3: Cashiering

Year of Implementation: 2022-2023

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course: <https://www.state.nj.us/education/cccs/2020/>

9.1 Personal Financial Literacy

- This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.4 Life Literacies and Key Skills.

- This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

Unit Standards: (keep each of the following headings in place)

- **21st Century Life & Career Standards** <https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>
 - 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
 - 9.1.5.FP.2: Identify the elements of being a good steward of money
 - 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
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 - 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- **NJ Statutes:** (Please cut/paste the following NJ statutes. This way a new teacher (or veteran) reading each curriculum unit understands the State law/mandate to include such information in their lesson design and instruction aligned to the curriculum.)

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Transfer Goal: Students will be able to independently use their learning to exchange money accurately and communicate effectively as a cashier.

As aligned with LRHSD Long Term Learning Goal(s):

1. *maximize independence*
2. *advance and accomplish their personal, educational, and career goals*
3. *self-advocate in real-life situations*
4. *make sound decisions with confidence*
5. *positively contribute to society*

Enduring Understandings

Students will understand that. . .

EU 1

- *money is exchanged to purchase goods and services.*

EU 2

- *the role of cashier requires precise and effective communication skills.*

EU 3

- *integrity and accuracy is important to being a successful cashier.*

Essential Questions

EU 1

- *How much do things cost?*
- *How do I operate the cash register?*

EU 2

- *How does the role of cashier influence customer experience?*

EU 3

- *How can I demonstrate honesty when handling products and money?*
- *How important is accuracy when exchanging and handling money?*
- *What are the consequences of theft?*

Knowledge

Students will know . . .

EU 1

- *correct pricing of items in the store. (9.4.5.CT.1)*
- *the expectation that all customers must pay for items. (9.4.5.CT.1)*
- *the consequences of employee and customer theft. (9.4.5.CT.1)*
- *the steps to completing a sale using a cash register. (9.4.5.CT.1)*

EU 2

- *the steps of interaction required to fulfill the cashier role. (9.1.5.FP.2)*

EU 3

- *coin and dollar value. (9.1.2. FI.1)*
- *that human error may occur when operating the register. (9.4.2.CT.3)*
- *the steps followed when incorrect amounts of money are exchanged. (9.1.5.FP.2)*
- *the reasonableness of a sale total based on purchased goods. (9.1.5.FP.2)*

Skills

Students will be able to . . .

EU 1

- *use price tags or price charts to locate the cost of all items. (9.4.5.CT.1)*
- *use the functions of the cash register to complete transactions. (9.4.5.CT.1)*
- *discuss the consequences and character implications of retail theft. (9.4.5.CT.1)*

EU 2

- *demonstrate communication skills required to begin, carry-out, and complete a sale transaction. (9.1.5.FP.2)*

EU 3

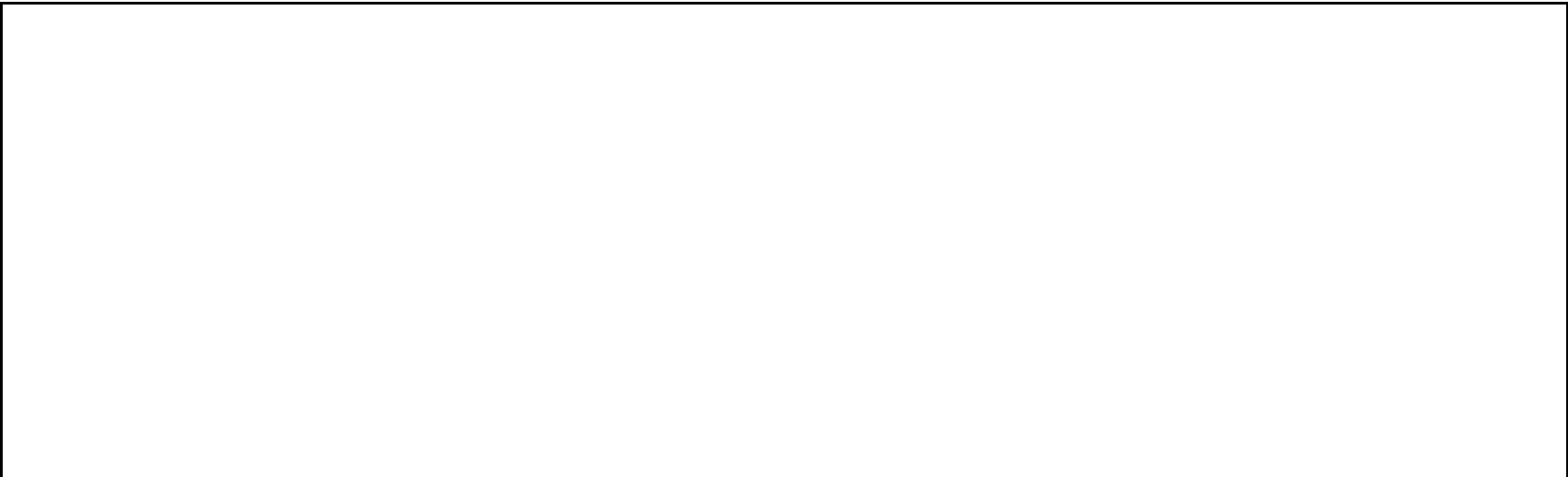
- *state money values correctly. (9.1.2. FI.1)*
- *count money accurately. (9.1.2. FI.1)*
- *recognize when a customer or cashier error has been made. (9.4.2.CT.3)*
- *state and correct error on register. (9.1.5.FP.2)*
- *double check all monies exchanged and make necessary corrections. (9.1.2. FI.1)*
- *correct money mistakes (9.1.2. FI.1)*

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): *Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection*

- Identify register keys used for specific functions. (A, EU 1)
- Observe experienced cashiers in the school store setting. (A, EU 2)
- Brainstorm various greetings for initiating conversation. (A, EU 2)
- Discuss the importance of the role of a cashier in our store setting. (A, EU 2)
- Review coin values and coin combination values. (A, EU 3)
- Compare change combinations to find the one that uses the least amount of dollars and coins. (M, EU 1)
- Self-assess and discuss communication and register skills after transactions are completed. (M, EU 2)
- Use register in practice mode to role play transactions. (M, EU 2)
- Discuss the impact of an impolite cashier. (M, EU 2)
- Use a mirror or review a video to evaluate your own body language. (M, EU 2)
- Use a skills checklist to evaluate performance of cashiering steps. (M, EU 3)
- Observe a role play transaction and identify errors. (M, EU 3)
- Perform accurate transactions with real customers in the store. (T, EU 1)
- Role play ways to draw customers towards the register. (T, EU 2)
- Use effective greetings and manners during a sales transaction. (T, EU 2)
- Practice various closing statements while completing sales as a cashier. (T, EU 2)
- Speak clearly and appropriately and smile when working as a cashier in the store. (T, EU 2)
- Use register functions to correct input errors or give a refund (T, EU 3)
- Give a customer the correct amount of change with efficiency. (T, EU 3)



Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	<i>Money is exchanged to purchase goods and services.</i>	15
2	<i>The role of cashier requires precise and effective communication skills.</i>	15
3	<i>Integrity and accuracy is important to being a successful cashier.</i>	15

Instructional Materials

Teacher Guided Google Instructional notes, worksheets and assessments (Docs, Sheets, Form, Slides, Jamboard)

<https://edpuzzle.com/>

<https://www.moneyinstructor.com/>

<https://kahoot.com/>

<https://www.peardeck.com/googleslides>

<https://classroom.google.com/>

<https://www.remind.com/>

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.

