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ABSTRACT

This teacher's guide is one of a series of publications focusing on the occupational preparation of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from the Dictionary of Occupational Titles, covering entry level occupations generally available in Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledges/task skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quantitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendixes, an instructional materials code indicating probable learning sensations, and a task-related competencies code. This guide describes 2 tasks common to the distribution occupational cluster, 22 tasks for six selected entry occupations in the material handling subcluster, and 31 tasks for eight selected entry occupations in the retailing subcluster. (SA)



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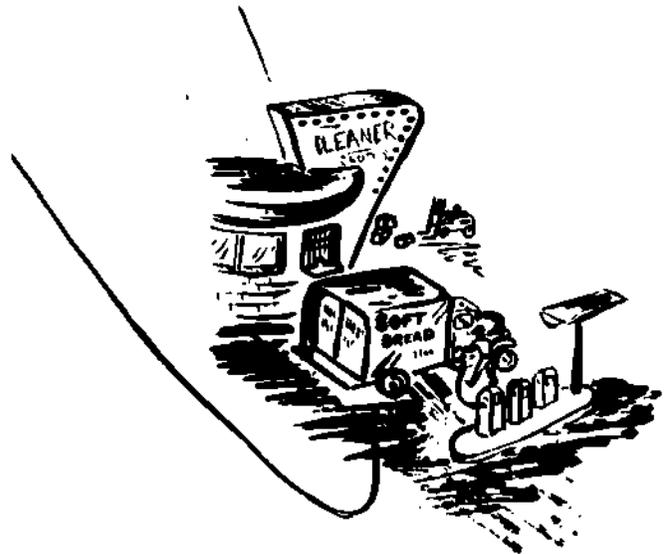
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# DISTRIBUTION CLUSTER

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# PREFACE

This teacher's guide is one of a series of publications focusing upon the occupational preparation of persons with special education needs. It is intended to be used jointly by concerned teachers as they work collectively to serve students with unique educational problems. Developed and tested by cooperating teachers, these materials represent the culmination of three years of intensive listening, communication, cooperation, and positive action between vocational and special education teachers. If the exciting ideas in these pages are actively and cooperatively implemented, the impact upon our young people could well be tremendous.

## ACKNOWLEDGEMENTS

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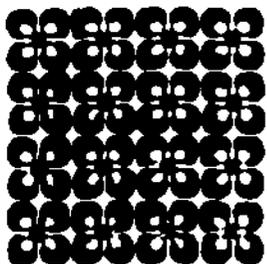
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# **TASK ANALYSIS INFORMATION**

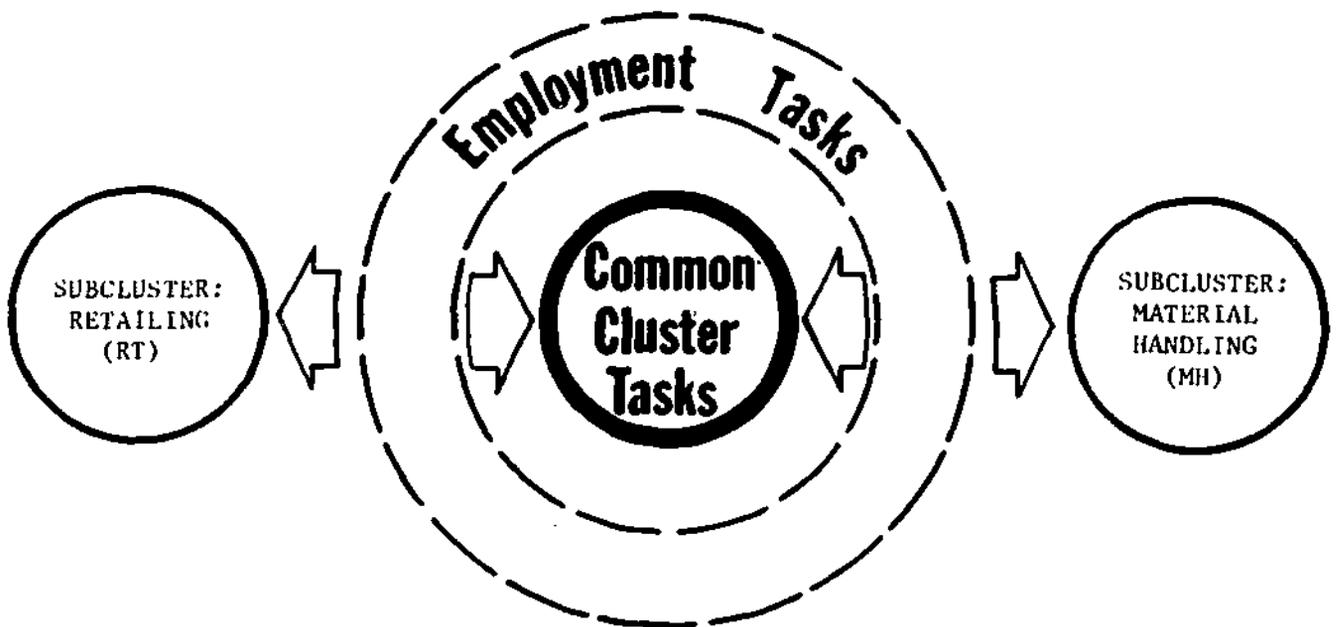
## **DISTRIBUTION CLUSTER**

- CLUSTER ORGANIZATION
- CLUSTERED OCCUPATIONS
- DICTIONARY OF OCCUPATIONAL TITLES
- CLUSTER COMMONALITY ANALYSIS
- SUBCLUSTER COMMONALITY ANALYSIS:  
MATERIAL HANDLING
- SUBCLUSTER COMMONALITY ANALYSIS:  
RETAILING

# CLUSTER

# ORGANIZATION

## DISTRIBUTION CLUSTER (DST)



# CLUSTERED OCCUPATIONS

CLUSTER : DISTRIBUTION

OE PRO-GRAM CODE	SUBCLUSTER TITLE	D.O.T.	OCCUPATIONAL TITLES
04.06 04.08 04.11 04.19 04.20	Material Handling	*829.887 929.137 922.887 292.887 919.883 *329.476	Material Handler Yardman Laborer, Stores Salesman, Driver-Helper Deliveryman Receiving Room Clerk
04.02 04.05 04.06 04.08 04.16	Retailing	*260.458 *299.887 *299.468 299.587 920.887 *211.466 289.458 *915.867	Salesperson, Flowers Stock Girl, Women's Apparel Cashier-Checker Bakery Girl Bagger Cashier Salesperson, General Auto Service Station Att'd.
			*Key Analysis Occupation

## DICTIONARY OF OCCUPATIONAL TITLES

The following is a list of occupational descriptions taken from the third edition (1965) of the Dictionary of Occupational Titles. These represent the key analysis occupations for the Distribution Cluster.

Each occupational title represents an entry-level occupation which is generally available (in demand) across the state of Michigan at the present time. However, teachers and curriculum planners must carefully study the generalizability of this information/data to their specific community. Local or regional manpower information and data must be carefully reviewed and analyzed in making decisions related to local vocational program offerings and specific curriculum or course content.

- 329.478 RECEIVING ROOM CLERK Receives and delivers or forwards packages, baggage, freight, and other items for hotel guests: Accepts packages, baggage and other articles for hotel guests from delivery men and keeps record of items received. Delivers or arranges for delivery of parcels to guests. Writes notices of receipt of articles to be placed in guests' mailboxes when unable to deliver them. Wraps packages for mailing, prepares baggage and other items, and mails or makes arrangements to ship them. Forwards items to departed guests or returns them to sender. Arranges for cleaning, laundering, and repairs of guests' clothing and other items. Computes charge slips for services rendered to guests and forwards them to bookkeeping department.
- 299.468 CASHIER/CHECKER Itemizes and totals customer's purchases in self-service grocery or department store, using cash register: Reviews price sheets to note price changes. Records price on cash register. Collects money from customer and makes change. May stock shelves, weigh items, bag merchandise, and issue trading stamps.
- 260.458 SALESPERSON, FLOWERS (Florist Helper) Sells natural and artificial flowers, potted plants, floral pieces, and accessories. Advises customer regarding types of flowers, floral arrangements, and decorations desirable for specific occasions, utilizing knowledge of social and religious customs. Arranges display of flowers and decorative accessories, such as vases and ceramics. Refers to local directories and newspapers to verify information, such as addresses where flowers are to be delivered and time and place of funerals and other occasions. Contacts florists in other communities by telegraph or telephone to place orders for out-of-town delivery. May design and make up corsages, wreaths, sprays, and other floral decorations.

929.887 MATERIAL HANDLER (MATERIAL HANDLER/LABORER) Loads, unloads, and conveys materials within or near plant, yard, or worksite performing any combination of the following duties, under specific instructions: Reads work order or follows supervisor's direction to ascertain materials or containers to be moved. Opens containers with steel cutters, crowbar, clawhammer, or other handtools. Counts and weighs materials or containers and records information on form. Loads and unloads materials onto or from pallets, trays, racks, conveyors, furnaces, and machines by hand. Loads materials into vehicles and installs strapping, bracing, or padding to prevent shifting or damage in transit, using handtools. Conveys materials from storage to designated area or between workers or departments, using wheelbarrow, handtruck, electric dolly, elevator, industrial truck, or other device. Secures lifting attachments to materials and conveys load to destination, using floor-operated crane or hoist, or signals crane or hoisting operators to move load to destination. Records number of units of materials moved or handled on daily production sheet. Attaches identifying tags or labels to materials or marks information on cases, bales, or other containers. Loads truck for Industrial-Truck Operator. Stacks or assembles materials into bundles and bands bundles together, using banding machine and clincher. Clamps together sections of portable conveyor or places conveyor sections on blocks or boxes. Tends movable conveyor system or opens chutes to load loose materials, such as rock, sand, ore, chemicals, and coke, into railway cars and motortrucks. Removes samples of materials, labels them with identifying information, and takes samples to laboratory for analysis. Aids machine operators by lifting heavy objects by hand or by use of power hoist, and cleaning work areas, machines, and equipment, using broom, rags, and cleaning compounds. Aids in making simple adjustments or repairs, such as re-aligning belts or replacing rollers. Assembles crates to contain products, such as machines or vehicles, using handtools and precut lumber. Shovels loose materials, such as metals, plastics, chemicals, or small parts, into machine hoppers, and sand, gravel, sawdust, and metal chips into vehicles and containers, such as wheelbarrows, scrap truck, or barrels. Loads and unloads powdered materials, such as flour or fertilizer, into vehicles or containers, using suction hose, screw or bucket conveyor, or drag shovel. Releases gates of vehicles, such as ore cars or dump trucks, to dump materials into chutes, bins, hoppers, or conveyors. Operates platform lift to dump materials from truck.

299.887 STOCK GIRL, WOMEN'S APPAREL [STOCK GIRL (apparel)] Replaces garments tried on by customers: Gathers garments from stock counters, dressing rooms, or sales personnel. Refastens belts, buttons, and zippers. Refolds garments, replaces them in boxes, or places them on hangers and hangs on rack. May sew on missing and loose buttons, hooks, and loops. May account for garments tried on by customers and be designated

299.887 STOCK GIRL, WOMEN'S APPAREL [STOCK GIRL (apparel)], continued.  
Checker, Fitting Room.

211.468 CASHIER Receives cash from customers or employees in payment for goods or services and records amounts received: Computes or computes bill, itemized lists, and tickets showing amount due, using adding machine or cash register. Makes change, cashes checks, and issues receipts or tickets to customers. Records amounts received and prepares reports of transactions. Reads and records totals on cash register and verifies against cash on hand. May be required to know value and features of items for which money is received. May give cash refunds or issue credit memorandums to customers for returned merchandise. May operate ticket-dispensing machine. May sell candy, cigarettes, gum, and gift certificates, and issue trading stamps. Usually employed in restaurants, cafeterias, theaters, retail stores, and other establishments. May be designated according to nature of establishment.

915.867 AUTO-SERVICE-STATION ATTENDANT Services automobiles, buses, trucks, and other automotive vehicles with fuel, lubricants, and accessories: Fills fuel tank of vehicles with gasoline or diesel fuel to level specified by customer. Observes level of oil in crankcase and amount of water in radiator, and adds required amounts of oil and water. Adds necessary amount of water to battery, and washes windshield of vehicle. Lubricates vehicle and changes motor oil (Lubrication Man). Replaces accessories, such as oil filter, air filter, windshield-wiper blades and fan belt. Installs antifreeze and changes spark plugs. Repairs or replaces tires (Tire Repairman). Replaces lights, and washes and waxes vehicle. Collects payment for services and supplies in cash or by completing credit card sales form. May adjust brakes (Brake Adjuster). May sell batteries and automobile accessories usually found in service stations. May assist in arranging displays, taking inventories, and making daily reports.

# CLUSTER COMMONALITY ANALYSIS

## DISTRIBUTION CLUSTER

### COMMON CLUSTER TASKS

### SUBCLUSTERS (DST)

#### INSTRUCTIONAL TASK MODULES

- CT01 Use the telephone correctly and efficiently
- CT02 Interpret transportation rate scales

	MATERIAL HANDLING	RETAILING
CT01	x	x
CT02	x	o

*x - essential*  
*o - desirable*

# SUBCLUSTER COMMONALITY ANALYSIS

## MATERIAL HANDLING

### SELECTED ENTRY OCCUPATIONS

#### INSTRUCTIONAL TASK MODULES

	MATERIAL HANDLER	YARDMAN	LABORER, STORES	SALESMAN, DRIVER-HELPER	DELIVERYMAN	RECEIVING ROOM CLERK
MH01 Take and maintain inventories	x	x	x	o		x
MH02 Mark and/or remark goods	o	o	x	x		x
MH03 Check incoming shipments	x	x	x			x
MH04 Fill a stock order	x	x	x	x	x	
MH05 Select appropriate shipping containers	x	x	x		x	
MH06 Pack merchandise for shipment	x	x	x		x	
MH07 Weigh a shipment	x	x	x			
MH08 Mark a shipment	x	x	x			
MH09 Use loading ramps	x	x	x	x		
MH10 Use handtrucks	x	x	x	x	x	
MH11 Operate fork lift carriers	x	x	x	o		
MH12 Set-up and operate conveyors	x	x	x	o		
MH13 Load rail shipments	x	x	x			
MH14 Load motor carriers	x	x	x	x	x	
MH15 Handle and store building materials	x	x	x			
MH16 Use measurement and layout tools	x	x	x			
MH17 Use saws	x	x	x			
MH18 Select and wear appropriate personal safety equipment	x	x	x			x
MH19 Recognize safety color designations	x	x	x			x

x - essential  
o - desirable

# SUBCLUSTER COMMONALITY ANALYSIS

## MATERIAL HANDLING

### SELECTED ENTRY OCCUPATIONS

### INSTRUCTIONAL TASK MODULES

- MH20 Develop and maintain safety consciousness
- MH21 Operate safety equipment
- MH22 Report and/or record accidents

	MATERIAL HANDLER	YARDMAN	LABORER, STORES	SALESMAN, DRIVER-HELPER	DELIVERYMAN	RECEIVING ROOM CLERK
MH20	x	x	x	x	x	o
MH21	x	x	x			
MH22	x	x	x			x

x - essential  
o - desirable

# SUBCLUSTER COMMONALITY ANALYSIS

## RETAILING

### SELECTED ENTRY OCCUPATIONS

#### INSTRUCTIONAL TASK MODULES

RT01	Write out sales checks
RT02	Handle cash sales transactions
RT03	Handle layaway sales transactions
RT04	Handle credit card transactions
RT05	Bag and wrap merchandise
RT06	Operate a cash register
RT07	Make change
RT08	Receive checks for payment of merchandise
RT09	Handle cash refunds to customers
RT10	Balance cash fund and cash register
RT11	Use props in displays
RT12	Dress mannequins
RT13	Prepare point-of-purchase advertising
RT14	Plan display signs and show cards
RT15	Prepare type-set signs and show cards
RT16	Prepare hand-lettered signs and show cards
RT17	Set-up point-of-purchase displays
RT18	Construct display floor coverings

	SALESPERSON, FLOWERS	STOCK GIRL, WOMEN'S APPAREL	CASHIER-CHECKER	BAKERY GIRL	BAGGER	CASHIER	SALESPERSON, GENERAL	AUTO SERVICE STATION ATT'D.
RT01	X	X	X	X		X	X	O
RT02	X	X	X	X		X	X	X
RT03	X	X				X	X	
RT04	X	X	X	X		X	X	X
RT05	O	X	X	X	X	X	X	
RT06	X	X	X	X	O	X	X	X
RT07	X	X	X	X	O	X	X	X
RT08	X	X	X	X	O	X	X	X
RT09	X	X	X	X		X	X	X
RT10	X	X	X	X		X	X	X
RT11	O	X			X		X	O
RT12		X					X	
RT13	O	X	X		O		X	X
RT14		O	X	O		O	X	X
RT15		X		O			X	O
RT16		X			X		X	X
RT17	X	X			X		X	X
RT18	O	O					X	

x - essential

o - desirable

# SUBCLUSTER COMMONALITY ANALYSIS

## RETAILING

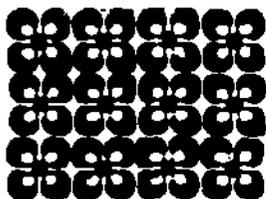
### SELECTED ENTRY OCCUPATIONS

#### INSTRUCTIONAL TASK MODULES

RT19	Construct display backgrounds
RT20	Build mass displays
RT21	Assist in preparing interior displays
RT22	Assist in preparing window displays
RT23	Decorate a flowering pot plant
RT24	Identify common cut flowers
RT25	Identify common flowering pot plants
RT26	Receive and invoice garments
RT27	Interpret alteration tags and markings
RT28	Lubricate vehicle chassis and change engine oil and filter
RT29	Mount, balance, and rotate tire
RT30	Install auto accessories
RT31	Wash and wax cars

	SALESPERSON, FLOWERS	STOCK GIRL, WOMEN'S APPAREL	CASHIER-CHECKER	BAKERY GIRL	BAGGER	CASHIER	SALESPERSON, GENERAL	AUTO SERVICE STATION ATT'D.
	o	x		x			x	
			o		x		x	x
	x	x	o		x		x	x
	x	x	o	o	x		x	x
	x							
	x							
	x							
		x						
		x						
								x
								x
								x
								x

x - essential  
o - desirable

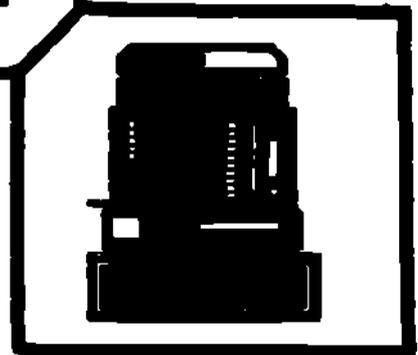


# **INSTRUCTIONAL TASK MODULES**

## **DISTRIBUTION CLUSTER**

- **COMMON CLUSTER TASKS**
- **SUBCLUSTER: MATERIAL HANDLING**
- **SUBCLUSTER: RETAILING**

**COMMON  
CLUSTER  
TASKS**



INSTRUCTIONAL TASK MODULES

CT01 Use the telephone correctly and efficiently

CT02 Interpret transportation rate scales

TASK: Use the telephone correctly and efficiently

Code: DST - CT01

Student Name: \_\_\_\_\_

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods																								
Introduced	Involved	Productive	Employable																										
				<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. demonstrate the following techniques for using the telephone:                             <ol style="list-style-type: none"> <li>a. when originating calls                                     <ol style="list-style-type: none"> <li>1) plan the call</li> <li>2) look up the number</li> <li>3) dial carefully</li> <li>4) identify yourself promptly</li> <li>5) state purpose clearly</li> <li>6) close call in pleasant manner.</li> </ol> </li> <li>b. when receiving calls                                     <ol style="list-style-type: none"> <li>1) answer promptly</li> <li>2) identify yourself</li> <li>3) respond to inquiries</li> <li>4) take appropriate notes</li> <li>5) verify important details</li> </ol> </li> <li>c. when answering for others                                     <ol style="list-style-type: none"> <li>1) answer promptly</li> <li>2) identify yourself</li> <li>3) advise if person is unavailable</li> <li>4) offer to help on transfer call</li> <li>5) obtain caller's name and number</li> <li>6) record message accurately</li> </ol> </li> <li>d. when handling complaints                                     <ol style="list-style-type: none"> <li>1) listen carefully, let caller talk</li> <li>2) express interest and understanding</li> <li>3) avoid "buck passing"</li> <li>4) take careful notes</li> <li>5) maintain your poise</li> <li>6) undertake required action.</li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Teacher demonstrates and students return demonstration on use of telephones.</li> <li>• Students role play phone conversations using simulated phones.</li> <li>• Students arrange and conduct field trip to telephone offices.</li> <li>• Students from secretarial program speaks to class on the techniques of using the phone.</li> <li>• Teacher gives assignments via the simulated phone set-up.</li> </ul>																								
					<table border="1"> <thead> <tr> <th rowspan="2">Task-Related Competencies</th> <th colspan="3">Instructional Materials</th> </tr> <tr> <th>Title</th> <th>Media</th> <th>Bib.</th> </tr> </thead> <tbody> <tr> <td> <b>KNOWLEDGE</b>                      A 3,4,7,8                 </td> <td rowspan="2">                     The Teletrainer Simulator                       "Telephone Manners"                 </td> <td>2</td> <td>2</td> </tr> <tr> <td> <b>NUMBERS</b>                      B 1,2a,b                 </td> <td>8</td> <td>17</td> </tr> <tr> <td> <b>APPLICATION</b>                      C 4,5,6,8,9                 </td> <td></td> <td></td> <td></td> </tr> <tr> <td> <b>PHYSICAL</b>                      D 1a,b,c,d,                      3c                 </td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Task-Related Competencies	Instructional Materials			Title	Media	Bib.	<b>KNOWLEDGE</b> A 3,4,7,8	The Teletrainer Simulator  "Telephone Manners"	2	2	<b>NUMBERS</b> B 1,2a,b	8	17	<b>APPLICATION</b> C 4,5,6,8,9				<b>PHYSICAL</b> D 1a,b,c,d, 3c					
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<b>APPLICATION</b> C 4,5,6,8,9																													
<b>PHYSICAL</b> D 1a,b,c,d, 3c																													

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# COMMON CLUSTER TASKS

Code: DST - CT01 TASK: Use the telephone correctly and efficiently

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Communication</p> <p>Receiver</p> <p>Mouthpiece</p> <p>Transfer</p> <p>Message</p> <p>"Return your call"</p> <p>Verify/Confirm</p>	<p>Number and letter association i.e. NA9=629</p> <p>Penmanship in writing messages</p> <p>Use of phone directory</p>	<ul style="list-style-type: none"> <li>● Stress importance of good communication skills.</li> <li>● Practice on phone call pads.</li> <li>● Demonstration of correct and incorrect procedures to highlight importance of correctness.</li> </ul>

Supportive Instructional Materials:

TASK: Interpret transportation

Code: DST - CT02

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced	Involvement		Productive	Employable	
		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will :</p> <p>1. Interpret transportation rate scales for:</p> <p>a. package weight</p> <p>b. classification of material</p> <p>c. distance/zone in which to be traveled.</p>	<ul style="list-style-type: none"> <li>• Teacher provides a demonstration on how to read and interpret different rate scales.</li> <li>• Teacher designs a single game which teaches the techniques of reading a rate scale.</li> <li>• Students collect copies of rate scales from various community's businesses.</li> <li>• Students review appropriate sections of illustrated text.</li> </ul>		
			Task-Related Competencies	Instructional Materials	
			Title	Media	Bib.
		<p><b>KNOWLEDGE</b> A 3,9</p> <p><b>NUMBERS</b> B 2a,b,4b</p> <p><b>APPLICATION</b> C 3,4,6,8,9,5?</p> <p><b>PHYSICAL</b> D 2a</p>	<p><u>Materials Handling</u></p> <p>sample rate scales</p>	<p>13</p> <p>1</p>	<p>9</p>

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# COMMON CLUSTER TASKS

Code: DST - CT02 TASK: Interpret transportation rate scales

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Special service</p> <p>Girth Length Width</p> <p>Block system (REA)</p> <p>COD</p> <p>FOB (Shipping point)</p> <p>FOB (Destination)</p> <p>Valuation of shipment</p> <p>Uniform freight classification</p> <p>EOM (End of month)</p> <p>RO: (Receipt of goods)</p>	<p>Interpret rate/100</p> <p>Package weights</p> <p>Zoning rates (distance)</p>	<ul style="list-style-type: none"> <li>• Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).</li> </ul>

**Supportive Instructional Materials:**

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# **MATERIAL HANDLING**



## INSTRUCTIONAL TASK MODULES

- MH01 Take and maintain inventories
- MH02 Mark and/or remark goods
- MH03 Check incoming shipments
- MH04 Fill a stock order
- MH05 Select appropriate shipping containers
- MH06 Pack merchandise for shipment
- MH07 Weigh a shipment
- MH08 Mark a shipment
- MH09 Use loading ramps
- MH10 Use handtrucks
- MH11 Operate fork lift carriers
- MH12 Set-up and operate conveyors
- MH13 Load rail shipments
- MH14 Load motor carriers
- MH15 Handle and store building materials
- MH16 Use measurement and layout tools
- MH17 Use saws
- MH18 Select and wear appropriate personal safety equipment
- MH19 Recognize safety color designations
- MH20 Develop and maintain safety consciousness
- MH21 Operate safety equipment
- MH22 Report and/or record accidents

TASK: Take and maintain inventories

Code: DST - NH01

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will :</p> <ol style="list-style-type: none"> <li>1. identify by name and describe the different types of inventories:                             <ol style="list-style-type: none"> <li>a. perpetual inventory</li> <li>b. physical inventory</li> <li>c. partial inventory</li> <li>d. spot inventory.</li> </ol> </li> <li>2. describe the basic importance of inventory.</li> <li>3. describe the different media for a perpetual inventory:                             <ol style="list-style-type: none"> <li>a. stock record cards</li> <li>b. bin tickets</li> <li>c. stock requisitions</li> <li>d. automated inventory (keypunch cards).</li> </ol> </li> <li>4. demonstrate the procedure for registering and recording the perpetual stock level.</li> <li>5. describe and complete a basic physical inventory:                             <ol style="list-style-type: none"> <li>a. total stock count once per year and on an inventory:                                     <ol style="list-style-type: none"> <li>1) merchandise description</li> <li>2) stock number</li> <li>3) quantity on hand</li> <li>4) unit cost price</li> <li>5) extension.</li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Students and teacher role play the techniques for bending and lifting properly.</li> <li>• Students view film on Safety in Bending.</li> <li>• Students collect and fill in sample inventory sheets, stock record cards, bin tickets, stock requisition sheets, and keypunch cards.</li> </ul>		
			Task-Related Competencies	Instructional Materials	
			Title	Media	Bib.
	KNOWLEDGE A 2,3,8,9		Sample materials	1	
	NUMBERS B 2,4b,5		"Safety at Work"	5	1
	APPLICATION C 2,3,4,6,8		<u>Physical Distribution</u>	13	9
			<u>Materials Handling</u>	13	9
			<u>Materials Handling</u>	13	9
			<u>Receiving, Checking, &amp; Marking</u>	13	9
	PHYSICAL D 1a,b,c,d, 2a,2c				

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**SUBCLUSTER: MATERIAL HANDLING**

Code: DST - MH01 TASK: Take and maintain inventories

**Basic Information for Cooperative Teaching**

**Language of the Task**

**Quantitative Concepts**

Physical inventory  
 Perpetual inventory  
 Inventory control  
 Stock shrinkage  
 Stock record cards  
 Automated inventory  
 Requisitions  
 Stock order  
 Emergency order  
 Purchase order

Stress accuracy and its importance

**Suggestions:**

- Develop a tagging system for visually impaired students (Braille or large print).
- Encourage blind student to graciously accept help from others in learning this task.
- Teacher and deaf student should cooperatively develop some simple signs related to language of the task.

**Supportive Instructional Materials:**

Stock Record Cards  
 Inventory Sheets  
 Clip Boards

TASK: Take and maintain inventories

Code: DST - MI01 cont.

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods																								
Introduced Involved Productive Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:																									
		6. describe and complete a basic spot inventory: <ul style="list-style-type: none"> <li>a. one section of stock is counted in spot checking. If discrepancies occur, a complete inventory is taken.</li> </ul>																									
		7. describe and complete a partial inventory <ul style="list-style-type: none"> <li>a. a partial method of periodically checking a portion of the total inventory.</li> </ul>																									
			<table border="1"> <thead> <tr> <th rowspan="2">Task-Related Competencies</th> <th colspan="3">Instructional Materials</th> </tr> <tr> <th>Title</th> <th>Media</th> <th>Bib.</th> </tr> </thead> <tbody> <tr> <td>KNOWLEDGE</td> <td></td> <td></td> <td></td> </tr> <tr> <td>NUMBERS</td> <td></td> <td></td> <td></td> </tr> <tr> <td>APPLICATION</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PHYSICAL</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Task-Related Competencies	Instructional Materials			Title	Media	Bib.	KNOWLEDGE				NUMBERS				APPLICATION				PHYSICAL				
Task-Related Competencies	Instructional Materials																										
	Title	Media	Bib.																								
KNOWLEDGE																											
NUMBERS																											
APPLICATION																											
PHYSICAL																											

SUBCLUSTER:

Code: \_\_\_ - \_\_\_ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Supportive Instructional Materials:		

TASK: Mark and/or remark goods

Code: DST- MN02

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. describe the following marking information:                             <ol style="list-style-type: none"> <li>a. cost price</li> <li>b. size</li> <li>c. data received</li> <li>d. manufacturer or wholesales</li> <li>e. additional information                                     <ol style="list-style-type: none"> <li>1) style number</li> <li>2) selling department</li> <li>3) fabric</li> <li>4) seasonal letters</li> </ol> </li> </ol> </li> <li>2. collect pricing information from invoice.</li> <li>3. identify the basic types of price tickets:                             <ol style="list-style-type: none"> <li>a. pin tickets</li> <li>b. pressure labels</li> <li>c. string tickets</li> <li>d. print-punch</li> <li>e. handwritten.</li> </ol> </li> <li>4. demonstrate the appropriate methods and operations of ticket printing and marking:                             <ol style="list-style-type: none"> <li>a. electric label machines</li> <li>b. mechanical hand machines</li> <li>c. electronic data processing</li> <li>d. rubber stamp</li> <li>e. crayon or grease pencil.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>● Students organize a field trip to local businesses where different marking procedures are used.</li> <li>● Teacher matches successful students who are interested in helping those having difficulty.</li> <li>● Para-professionals provide sustained involvement with students having difficulty with this task.</li> <li>● Students review illustrated materials.</li> </ul>		
			Task-Related Competencies	Instructional Materials	
			Title	Media	Bib.
	KNOWLEDGE		Sample bin tickets, pressure labels, string tickets, and invoice sheets	1	
	A 8,9				
	NUMBERS		<u>Physical Distribution</u>	13	9
	B 2a		"Stocking, Marking, & Displaying"	4	13
	APPLICATION		<u>Materials Handling</u>	13	9
	C 2,5,6				
	PHYSICAL				
	D 1a,b,c,d, 2a/b				

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SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH02 TASK: Mark and/or remark goods

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Pin tickets Pressure labels String tickets Rubber stamp marking Grease pencil marking Remarking	Cost code Selling price Size	<ul style="list-style-type: none"> <li>• Develop a tagging system for visually impaired student (braille or large print).</li> <li>• Give the blind student ample time for accumulating finger knowledge. Instructor must aid student in moving fingers for gathering information.</li> <li>• Teacher and deaf student should cooperatively develop some simple signs related to language of the task.</li> <li>• Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.</li> </ul>

Supportive Instructional Materials:

- Tickets
- Pencils
- Ticket information

TASK: Mark and/or remark goods

Code: DST - MH02 cont.

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods			
Introduced Involved Productive Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:  5. demonstrate the procedure for remarking goods: a. insert a new or corrected ticket b. mark prices up or down by hand.				
			Task-Related Competencies	Instructional Materials		
				Title	Media	Bib.
			KNOWLEDGE  NUMBERS  APPLICATION  PHYSICAL			

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SUBCLUSTER:

Code: \_\_\_ - \_\_\_ TASK:

Basic Information for Cooperative Teaching

Suggestions:

Language of the Task

Quantitative Concepts

Supportive Instructional Materials:

TASK: Check incoming shipments

Code: DST - MHO3

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods			
Introduced	Involved		Productive	Employable		
27		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify by name the different methods of checking incoming shipments:                             <ol style="list-style-type: none"> <li>a. direct check</li> <li>b. blind check</li> <li>c. spot check</li> <li>d. quality check.</li> </ol> </li> <li>2. describe the procedures and purpose for conducting each of the above checks.</li> <li>3. demonstrate the basic procedure for preparing the receiving record:                             <ol style="list-style-type: none"> <li>a. complete quality and/or quantity checks</li> <li>b. check original purchase order against shipper's invoice</li> <li>c. check appropriate disposition:                                     <ol style="list-style-type: none"> <li>1) pay</li> <li>2) damaged goods received</li> <li>3) shipment incomplete</li> <li>4) more merchandise received than ordered</li> <li>5) wrong goods received.</li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Teacher and students role play and demonstrate proper techniques of lifting, bending, stacking, etc.</li> <li>• Students view filmstrip and illustrated text materials.</li> <li>• Student works in teams checking in shipments of materials in the school receiving room.</li> <li>• Para-professionals provide sustained involvement with students having difficulty with this task.</li> </ul>			
			Task-Related Competencies	Instructional Materials		
				Title	Media	Bib.
	KNOWLEDGE A 3,8,9	Sample packing slip, purchase order, receiving record	1			
	NUMBERS B 2a,b,4b,c,5	"Safety at Work" - filmstrip	5	1		
	APPLICATION C 3,5,6,8	<u>Materials Handling</u>	13	9		
	PHYSICAL D 1c,d,2c					

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH03 TASK: Check incoming shipments

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Direct check Blind check Spot check Quality check Receiving report Receiving apron Invoice Packing list	Stress the importance of being positive that the materials received are in agreement with the packing slip.  Interpret packing slip information: Data of shipment No. of packages in shipment Quantities Description	<ul style="list-style-type: none"> <li>● Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).</li> <li>● Develop a tagging system for visually impaired student (braille or large print).</li> <li>● Provide many tactile and hearing experiences for the blind student to reinforce task knowledges/skills.</li> </ul>

Supportive Instructional Materials:

TASK: Fill a stock order

Code: DST - MH04

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. demonstrate the following basic procedures for filling stock orders:                             <ol style="list-style-type: none"> <li>a. collect items by cart, hand, or fork-lift truck following a location/storage code</li> <li>b. check bin numbers and aisle numbers on materials</li> <li>c. fill order accurately</li> <li>d. mark "os" (out-of-stock) on requisition if unavailable</li> <li>e. have order checked against stock by another employee at assembly area</li> <li>f. send order to shipping area</li> <li>g. have foreman check back against out-of-stock items.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Teacher or paraprofessional demonstrates using requisition and order forms.</li> <li>• Students view filmstrip/record an illustrated text materials.</li> <li>• Students practice filling simulated stock orders from teacher prepared requisition order forms.</li> <li>• Teacher concentrates his effort with students having difficulty.</li> <li>• Teacher encourages small peer group cooperation and interaction.</li> </ul>		
	Task-Related Competencies	Instructional Materials		
KNOWLEDGE A 3  NUMBERS B 2  APPLICATION C 3,5,6  PHYSICAL D 1b,2d,3b.c. f,g	Title	Media	Bib.	
	Requisition and order forms	1		
	Fork lift truck	1		
	"Stocking, Marking, and Displaying"	14	13	
	<u>Materials Handling</u>	13	9	

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**SUBCLUSTER: MATERIAL HANDLING**

Code: DST - MH04 TASK: Fill a stock order

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Stock requisition Purchase order register Packing slip Purchasing department Accounting department Purchase requisition Purchase order number Purchase order Back order	Read and interpret the quantity price extensions.	<ul style="list-style-type: none"> <li>• Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).</li> <li>• Develop a tagging system for visually impaired student (braille or large print).</li> </ul>

Supportive Instructional Materials:

30

TASK: Select appropriate shipping containers

Code: DST - MH05

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. describe the primary box selection criteria:                             <ol style="list-style-type: none"> <li>a. product size</li> <li>b. product weight</li> <li>c. product value</li> <li>d. distance to be transported.</li> </ol> </li> <li>2. interpret specific box testing characteristics of a specific box:                             <ol style="list-style-type: none"> <li>a. bursting strength test</li> <li>b. puncture test.</li> </ol> </li> <li>3. describe the consequences of improper box selection:                             <ol style="list-style-type: none"> <li>a. too large                                     <ol style="list-style-type: none"> <li>1) product shifting and damage</li> </ol> </li> <li>b. too small                                     <ol style="list-style-type: none"> <li>1) no room for cushioning material</li> <li>2) break open in shipment.</li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Students review appropriate portions of the illustrated text.</li> <li>• Students organize and conduct a field trip to shipping department of local manufacturing plant to view the use of different shipping containers.</li> <li>• Teachers discuss the section of shipping containers for a variety of products.</li> </ul>		
			Task-Related Competencies	Instructional Materials	
			Title	Media	Bib.
	KNOWLEDGE A 6  NUMBERS  APPLICATION C 5,6,8  PHYSICAL D 1d,2a/c		<u>Materials Handling</u>	13	9

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**SUBCLUSTER: MATERIAL HANDLING**

Code: DST - MH05 TASK: Select appropriate shipping containers

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Corrugated fiberboard Single-faced corrugated fiberboard Single-wall corrugated fiberboard Double-wall corrugated fiberboard Filler	Size and weight comparison	<ul style="list-style-type: none"> <li>● Provide many tactile and hearing experiences for the blind student to reinforce task knowledges/skills.</li> <li>● Informally encourage voluntary buddy system for assisting blind students (individualize without calling attention to the individual).</li> <li>● Discuss possible financial classes incurred by companies because of using inappropriate containers.</li> </ul>

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Supportive Instructional Materials:

TASK: Pack merchandise for shipment

Code: DST - M106

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:	<ul style="list-style-type: none"> <li>Teacher and/or resource person (local material handler) provides a demonstration of the basic packing procedures using a variety of different sizes and types of merchandise.</li> <li>Students role-play and redemonstrate the procedures for packing different types of merchandise.</li> <li>Class organizes a field trip to local shipping outlets to view packing procedures.</li> <li>Teacher encourages small peer group cooperation and interaction.</li> <li>Para-professionals provide sustained involvement with students having difficulty with this task.</li> </ul>		
		1. demonstrate the basic procedure for checking the order with an invoice copy: <ol style="list-style-type: none"> <li>check the goods description against the invoice</li> <li>count the number of items in the box against invoice total</li> <li>check goods for damage</li> <li>if any errors are located have them corrected</li> <li>sign name on packing-slip copy of invoice.</li> </ol>	Task-Related Competencies	Instructional Materials	
		2. select the appropriate inner packing material for: <ol style="list-style-type: none"> <li>heavy articles</li> <li>light articles.</li> </ol>		Title	Media
		3. demonstrate the basic techniques or procedures for packing: <ol style="list-style-type: none"> <li>small fragile items</li> <li>large fragile items</li> <li>several items in one box</li> <li>gift items</li> <li>soft goods (clothing)</li> <li>bulky goods.</li> </ol>	KNOWLEDGE	<u>Material Handling</u>	14
	4. demonstrate the basic procedures and techniques for closing boxes.	NUMBERS	"Safety at Work"	5	1
		APPLICATION	sample merchandise	1	
		PHYSICAL			

**SUBCLUSTER: MATERIAL HANDLING**

Code: DST - M106 TASK: Pade merchandise for shipment

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Inner packing Scored and folded Reinforced tape Quantity check Quality check Packing slip "Signing for the shipment" Filler Excelsion Cellulose Partitions H-wrap Steel straping Uniform freight classification		<ul style="list-style-type: none"> <li>• Informally encourage voluntary buddy system for assisting blind students (individualize without calling attention to the individual).</li> <li>• Provide many tactile and hearing experiences for the blind student to reinforce task knowledges/skills.</li> </ul>
Supportive Instructional Materials:		

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TASK: Pack merchandise for shipment

Code: DST - M106 cont.

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods			
Introduced Involved Productive Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:  5. demonstrate the basic procedures for tying boxes using: a. single string tie b. double string tie.				
			Task-Related Competencies	Instructional Materials		
				Title	Media	Bib.
			KNOWLEDGE  NUMBERS  APPLICATION  PHYSICAL			

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SUBCLUSTER:

Code: \_\_\_ - \_\_\_ TASK:

Basic Information for Cooperative Teaching

Suggestions:

Language of the Task

Quantitative Concepts

Supportive Instructional Materials:

TASK: Weigh a shipment

Code: DST - MH07

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced	Involved		Instructional Materials		
Productive	Employable	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>describe the basic importance of weighing.</li> <li>identify, describe, and demonstrate the operation of different types of scales:                             <ol style="list-style-type: none"> <li>desk scales</li> <li>bench-type counter scale</li> <li>platform scale</li> <li>motor truck scale</li> <li>track scale</li> <li>parcel post and express scale.</li> </ol> </li> <li>read and interpret a reading from each type of scale.</li> </ol>	<ul style="list-style-type: none"> <li>Teacher or resource person (local Material Handler) demonstrate and identify use of different types of scales.</li> <li>Students view filmstrip, listen to tape, and review illustrated text.</li> <li>Teacher matches successful students who are interested in helping those having difficulty.</li> <li>Para-professionals provide sustained involvement with students having difficulty with this task.</li> </ul>		
			Task-Related Competencies	Title	Media
		<p><b>KNOWLEDGE</b> A 3,9</p> <p><b>NUMBERS</b> B a/b,4b</p> <p><b>APPLICATION</b> C 5</p> <p><b>PHYSICAL</b> D 1d,2a,b,c, d,e</p>	<p>"Measuring Weight"</p> <p><u>Materials Handling</u></p>	<p>5</p> <p>13</p>	<p>1</p> <p>9</p>

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SUBCLUSTER: MATERIAL HANDLING

Code: DST - MIQ7 TASK: Weigh a shipment

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Weight agreements Carload (C.L.) Less than carloads (L.C.L.) Fixed rate	Determine the type of scales being used by contacting the vocational institution.	<ul style="list-style-type: none"> <li>● Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).</li> <li>● Discuss and consider what effects shipping weight, i.e. packing, packing, knocked-down, etc.</li> </ul>

Supportive Instructional Materials:

TASK: Mark a shipment

Code: DST - MH08

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify and describe specific shipment marking information:                             <ol style="list-style-type: none"> <li>a. full name and address of buyer</li> <li>b. full name and address of seller</li> <li>c. number of pieces in shipment</li> <li>d. method of transportation</li> <li>e. special care markings</li> <li>f. value of goods enclosed</li> <li>g. shipment weight.</li> </ol> </li> <li>2. demonstrate the basic procedure for marking a shipment:                             <ol style="list-style-type: none"> <li>a. print name and address of shipper in upper left corner of box</li> <li>b. print name and address of recipient on lower right side of box</li> <li>c. print additional information on lower left corner of box:                                     <ol style="list-style-type: none"> <li>1) number of pieces in shipment</li> <li>2) weight</li> <li>3) value</li> <li>4) shipping method via truck, rail, parcel post</li> <li>5) purchase order number and date</li> <li>6) bill of lading number</li> <li>7) special instructions:   <ol style="list-style-type: none"> <li>a) fragile</li> <li>b) perishable</li> <li>c) flammable or explosive</li> <li>d) shipping position.</li> </ol> </li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Students practice marking of mode shipment, indicating proper marking procedures.</li> <li>• Teacher matches successful students who are interested in helping those having difficulty.</li> <li>• Para-professionals provide sustained involvement with students having difficulty with this task.</li> <li>• Students review illustrated texts and workbooks.</li> </ul>		
			Task-Related Competencies	Instructional Materials	
	Title	Media	Bib.		
FNC/WI EDGE A 3,9	Free cans, boxes, etc. from local businesses	1			
NUMBERS B 2a,b	"Stocking, Marking, and Display"	14	13		
APPLICATION C 5	"Recording, Checking, and Marking"	14	13		
PHYSICAL D 1a,c,2a/b	<u>Materials Handling</u>	13	9		

**SUBCLUSTER: MATERIAL HANDLING**

Code: DST - MH08 TASK: Mark a shipment

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Fragile Perishable Special handling FOB in (Free on Board) FOB - Factory FOB - Factory, freight prepaid FOB - Destination, charges reversed FOB - Shipping point "On memorandum - Date: June 15" On consignment COD EOM ROG		● Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).

**Supportive Instructional Materials:**

Shipping label

Marker

40

TASK: Use loading ramps

Code: DST - MH09

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify by name and describe the use of different types of loading ramps:                             <ol style="list-style-type: none"> <li>a. portable dock plates</li> <li>b. fixed loading ramps</li> <li>c. adjustable loading ramps:                                     <ol style="list-style-type: none"> <li>1) automatically operated</li> <li>2) power operated; direct air pressure; airhydraulic; hydraulic-electric.</li> </ol> </li> </ol> </li> <li>2. demonstrate the appropriate application of use of loading ramps:                             <ol style="list-style-type: none"> <li>a. dock to rail car</li> <li>b. dock to truck trailer</li> <li>c. trailer or car to yard.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Teacher provides a demonstration in reaching, bending, and lifting safely.</li> <li>• Resource person describes types and uses of loading ramps as part of a field trip.</li> <li>• Students view filmstrip/record.</li> <li>• Student reviews appropriate sections of illustrated text.</li> </ul>		
			Task-Related Competencies	Instructional Materials	
			Title	Media	Bib.
	KNOWLEDGE A 1,9		"Safety at Work	5	1
	NUMBERS		<u>Materials Handling</u>	13	9
	APPLICATION C 5,8				
	PHYSICAL D 1a,b,d,e,2e, 3a,b,c,e,f, g				

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SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH09 TASK: Use loading ramps

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Portable dock plates Adjustable ramps Fixed ramp Rise	Figure rise of ramp (1' to 12')	<ul style="list-style-type: none"> <li>● Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).</li> </ul>
Supportive Instructional Materials:		

TASK: Use handtrucks

Code: DST - MH10

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods																								
Introduced Involved Productive Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: <ol style="list-style-type: none"> <li>1. identify the different types of handtrucks:                             <ol style="list-style-type: none"> <li>a. platform</li> <li>b. two-wheel</li> <li>c. bin</li> <li>d. pallet-lift.</li> </ol> </li> <li>2. demonstrate the proper techniques for lifting and moving materials with handtrucks.</li> <li>3. observe specific safety precautions for using handtrucks.</li> </ol>	<ul style="list-style-type: none"> <li>• Students observe handtrucks in use on a field trip.</li> <li>• Students practice use of handtrucks by delivering intervals and shipments to different departments within the school.</li> <li>• Teacher concentrates his effort with students having difficulty.</li> </ul>																								
			<table border="1"> <thead> <tr> <th rowspan="2">Task-Related Competencies</th> <th colspan="3">Instructional Materials</th> </tr> <tr> <th>Title</th> <th>Media</th> <th>Bib.</th> </tr> </thead> <tbody> <tr> <td>KNOWLEDGE A 1,9</td> <td>Handtruck from school maintenance department</td> <td>1</td> <td></td> </tr> <tr> <td>NUMBERS</td> <td>"Safety at Work"</td> <td>5</td> <td>1</td> </tr> <tr> <td>APPLICATION C 5,8</td> <td><u>Materials Handling</u></td> <td>13</td> <td>9</td> </tr> <tr> <td>PHYSICAL D 1a,b,d,e; 2d;3a,b,c,e f,g</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Task-Related Competencies	Instructional Materials			Title	Media	Bib.	KNOWLEDGE A 1,9	Handtruck from school maintenance department	1		NUMBERS	"Safety at Work"	5	1	APPLICATION C 5,8	<u>Materials Handling</u>	13	9	PHYSICAL D 1a,b,d,e; 2d;3a,b,c,e f,g				
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APPLICATION C 5,8	<u>Materials Handling</u>	13	9																								
PHYSICAL D 1a,b,d,e; 2d;3a,b,c,e f,g																											

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SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH10 TASK: Use handtrucks

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Brake Stock Stock room Incoming merchandise Receiving number Receiving sheet	Wheel angle and load in relation to slope and to the effect on braking	<ul style="list-style-type: none"><li>• Discuss some of the hazards of using a handtruck, i.e. the effect of an overload, unbalanced load, etc.</li></ul>
Supportive Instructional Materials:		

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TASK: Operate fork lift carriers

Code: DST - MH11

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
54	Introduced Involved Productive Employable	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. describe and name the different types of fork lifts:                             <ol style="list-style-type: none"> <li>a. battery powered</li> <li>b. operator-ride</li> <li>c. operator-walk.</li> </ol> </li> <li>2. demonstrate the following general operating procedures:                             <ol style="list-style-type: none"> <li>a. check the following before operating                                     <ol style="list-style-type: none"> <li>1) fuel</li> <li>2) water</li> <li>3) circuit switches</li> <li>4) horn</li> <li>5) tires</li> <li>6) brakes</li> <li>7) fire extinguisher</li> <li>8) battery</li> <li>9) fork security</li> </ol> </li> <li>b. use common sense in operating:                                     <ol style="list-style-type: none"> <li>1) drive at recommended speed</li> <li>2) keep to the right</li> <li>3) keep forks low to ground</li> <li>4) reverse truck direction with large loads</li> </ol> </li> <li>c. lifting and moving pallets:                                     <ol style="list-style-type: none"> <li>1) check load position on pallet</li> <li>2) apply lift after inserting forks</li> <li>3) apply tilt control</li> <li>4) sit down easily until pallet rests on floor</li> <li>5) back lift out from under pallet.</li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Students review appropriate sections of illustrated text.</li> <li>• Student work locally "on-the-job" with experienced fork-lift operators.</li> </ul>		
			Task-Related Competencies	Instructional Materials	
			Title	Media	Bib.
		KNOWLEDGE A 1,9	Small lift truck acquired from school maintenance department	1	
		NUMBERS	<u>Materials Handling</u>	13	9
		APPLICATION C 5,8			
		PHYSICAL D 1a,b,d,e,2d, 3a,b,c,e,f, 5			

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH11 TASK: Operate fork lift carriers

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Directional control lever	Balance	<ul style="list-style-type: none"> <li>• Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).</li> </ul>
Speed range control lever	Weight	
Up rights	Identify number code	
Stability	Copy numbers accurately	
Four way pallets	Height of lift	
Stringers		
Delivery receipt		
Receiving record		
Receiving number		
Receiving sheet		
Wooden pallets		
Boxed		

Supportive Instructional Materials:

TASK: Operate fork lift carriers

Code: DST - MH11 cont.

Student Name: \_\_\_\_\_

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods									
Introduced Involved Productive Employable				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will :  3. observe specific safety precautions for forklift truck operation.										
								Task-Related Competencies			Instructional Materials			
											Title		Media	Bib.
								KNOWLEDGE						
NUMBERS														
APPLICATION														
PHYSICAL														

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SUBCLUSTER:

Code: \_\_\_ - \_\_\_ TASK:

Basic Information for Cooperative Teaching

Suggestions:

Language of the Task

Quantitative Concepts

Supportive Instructional Materials:

TASK: Set-up and operate conveyors

Code: DST - MH12

Student Name: \_\_\_\_\_

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods							
Introduced Involved Productive Employable				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:  1. describe the operation of different types of conveyors: a. gravity 1) roller 2) skatwheel b. power - operated c. drag - line d. monorail.  2. demonstrate the appropriate techniques for working with conveyors. a. alertness b. pacing work c. location of cut off switch  3. observe specific conveyor safety precautions	<ul style="list-style-type: none"> <li>• Teacher role plays safety procedures for bending, reaching, stooping, and lifting.</li> <li>• Students observe safety precautions related to using different types of conveyors during field trip.</li> <li>• Demonstration of correct and incorrect procedures to highlight the importance of correctness.</li> <li>• Teacher concentrates his effort with students having difficulty.</li> </ul>							
								Task-Related Competencies		Instructional Materials		
										Title	Media	Bib.
KNOWLEDGE A 1,4,9  NUMBERS  APPLICATION C 5,8  PHYSICAL E 1a,b,c,d, 2d,3c,g		<u>Materials Handling</u>	13	9								

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**SUBCLUSTER: MATERIAL HANDLING**

Code: DST - M112 TASK: Set-up and operate conveyors

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Incoming merchandizing Out going merchandizing Mechanical conveyor Gravity roller Stationary roller Receiving point Checking station	Determine number and length of conveyor units needed reach a given point.	<ul style="list-style-type: none"> <li>● Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).</li> </ul>
Supportive Instructional Materials:		

50

TASK: Load rail shipments

Code: DST - MH13

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:	<ul style="list-style-type: none"> <li>Teacher demonstrates safety precautions for bending, reaching, etc.</li> <li>Teacher discusses and simulates the procedure for loading various types of loads.</li> <li>Students observe unloading and loading during a field trip to a railroad freight yard.</li> </ul>		
		1. describe the different types of freight car loads: <ol style="list-style-type: none"> <li>anchored load</li> <li>brick wall load</li> <li>divided load</li> <li>mixed load</li> <li>palletized load</li> <li>through load.</li> </ol>			
		2. demonstrate a basic procedure for loading rail shipments: <ol style="list-style-type: none"> <li>be sure car is clean and in good condition with no nails or sharp objects protruding from walls</li> <li>load goods tightly being sure they are blocked and placed lengthwise and crosswise.</li> </ol>	Task-Related Competencies	Instructional Materials	
	3. demonstrate a basic procedure for loading a stop-off car (intermediate destinations): <ol style="list-style-type: none"> <li>brace and block shipment where necessary</li> <li>load shipment in reverse order of unloading</li> <li>distribute weight as evenly as possible.</li> </ol>	KNOWLEDGE A 2,9  NUMBERS   APPLICATION C 5,8  PHYSICAL D 1a,d,e,2d,3	Title  <u>Materials Handling</u>	Media  13	Bib.  9

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH13 TASK: Load rail shipments

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Anchored load Brick wall load Palletized load Through load	Recognize the "reverse" loading procedure used in loading a <i>stop-off</i> rail shipment.	<ul style="list-style-type: none"> <li>• Drill deaf student extensively on language of the task.</li> <li>• Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).</li> </ul>

Supportive Instructional Materials:

TASK: Load motor carriers

Code: DST - MH14

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. name the hazards of improper or unbalanced loading:                             <ol style="list-style-type: none"> <li>a. traffic accidents</li> <li>b. loads break loose</li> <li>c. leaks develop resulting in water damage or refrigeration capacity</li> <li>d. shock carrying capacity of truck weakened.</li> </ol> </li>   <li>3. demonstrate the procedures for loading motor carriers:                             <ol style="list-style-type: none"> <li>a. check that load is within legal maximum weight and prescribed axle limits</li> <li>b. load freight so it is properly balanced</li> <li>c. use cable, chains, and blocking to secure freight</li> <li>d. do not overload open top trucks or trailers</li> <li>e. load tanker-truck compartments fully to prevent shifting forces</li> <li>f. seals car with metal strip through door latch.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Students observe loading and unloading procedures at a truck freight yard on a field trip.</li> <li>• Teacher or para-professional describes safety measures related to improper or unbalanced loads.</li> <li>• Teacher describes procedures for loading motor carriers.</li> <li>• Students develop skills during a brief on-the-job experience.</li> </ul>		
			Task-Related Competencies	Instructional Materials	
			Title	Media	Bib.
	KNOWLEDGE A 1,9  NUMBERS B 4a,b  APPLICATION C 5,8  PHYSICAL D 1a,b,d,2d,3		<u>Materials Handling</u>	13	9

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SUBCLUSTER: MATERIAL HANDLING

Code: DST - M414 TASK: Load motor carriers

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Legal maximum weight Axle limits Cable Chains Blocking Sealing	Interpret legal maximum weight and axle weights.  Measure and determine the capacities of a motor in carrier in cubic feet.	<ul style="list-style-type: none"> <li>• Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).</li> </ul>
Supportive Instructional Materials:		

54

TASK: Handle and store building materials

Code: DST-MH15

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods			
Introduced Involved Productive Employable	SS	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. select the appropriate material for covering and protecting materials:                             <ol style="list-style-type: none"> <li>a. canvas</li> <li>b. waterproof paper</li> <li>c. plastic.</li> </ol> </li> <li>2. use and install skids and spacers in stacking framing lumber and sheathing.</li> <li>3. recognize and observe specific safety precautions in handling and stacking materials.</li> <li>4. demonstrate the appropriate procedures for the following:                             <ol style="list-style-type: none"> <li>a. moving materials</li> <li>b. stacking materials</li> <li>c. unloading materials</li> <li>d. protecting materials from exposure.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>● Students organize field trip to lumber company and building materials centers to view stacking and handling.</li> <li>● Students view handling/stacking techniques from illustrated text materials.</li> <li>● Student follows a teacher demonstration with "hands-on" supervision.</li> </ul>			
			Task-Related Competencies	Instructional Materials		
				Title	Media	Bib.
			KNOWLEDGE A 5,6,9 NUMBERS B 1,2 APPLICATION C 5,7 PHYSICAL D 1a,b,c,d,e 2d, 3	<p><u>Modern Carpentry</u>, p. 66</p> <p>"Lumber Handling and Piling"</p> <p>"Lumber for Houses"</p>	<p>13</p> <p>13</p> <p>8</p>	<p>22</p> <p>23</p> <p>24</p>

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH15 TASK: Handle and store building materials

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Stacking	Review various materials being used in the vocational class by using proper terms such as "two by four, sixteen feet long," (2x4x16) or a "four by eight sheet of half inch C-D plywood" (1/2" CD).	<ul style="list-style-type: none"> <li>• Discuss procedures used in stacking and/or organizing materials to emphasize safety, convenience, and minimizing damage.</li> </ul>
Level		
Covering plastic visqueen		
Skid		
Palette		
Spacing		
Location		

Supportive Instructional Materials:

56

TASK: Use measurement and layout tools

Code: DST - MH16

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>identify by name specific layout/measuring tools:                             <ol style="list-style-type: none"> <li>level</li> <li>tape or rule</li> <li>framing square</li> <li>T bevel</li> <li>scratch awl</li> <li>steel long tape</li> <li>chalk line</li> <li>line level</li> <li>combination square</li> <li>marking gauge</li> <li>plumb bob</li> <li>dividers</li> <li>butt gauge.</li> </ol> </li> <li>recognize and observe safety precautions in using layout and measuring tools.</li> <li>interpret measuring tools accurately.</li> <li>properly store specific layout and measuring tools.</li> <li>demonstrate the different applications or uses of each tool.</li> </ol>	<ul style="list-style-type: none"> <li>Students view film as an introduction and review of concept.</li> <li>Students view film loops and illustrative charts.</li> <li>Teacher demonstrates the use of the identified tools with individual students on specific jobs. Students return the demonstration.</li> </ul> <p>Note: This task will be performed as a part of several succeeding tasks.</p>		
			Task-Related Competencies	Instructional Materials	
			Title	Media	Bib.
	KNOWLEDGE		Modern Carpentry, pp. 8-22	13	22
	A 1,2		"Carpentry Part I - Measuring, Marking, and Leveling Tools"	8	25
	NUMBERS		"Layout Using Marking Gauge"	9	9
	B 2a,4a,i,5		"How to Use Measuring Tools"	9	26
	APPLICATION		Stanley charts	16	27
	C 5,7				
	PHYSICAL				
	D 1a-d, 2a/b, 3				

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SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH16. TASK: Use measurement and layout tools

Basic Information for Cooperative Teaching		Quantitative Concepts	Suggestions:
Language of the Task			
Level	Inches	Measure boards for thickness, width and length. Lengths is in feet, width is in feet or inches, thickness is in inches.	<ul style="list-style-type: none"> <li>● Teacher picks up a tool - student identify.</li> <li>● Student picks up tools one at a time and identify.</li> <li>● Student identify which tool another student is using in pantomime.                             <ul style="list-style-type: none"> <li>- by description of tool.</li> <li>- by name.</li> </ul> </li> <li>● Student match name and tool by                             <ul style="list-style-type: none"> <li>- printed label</li> <li>- verbal identification</li> </ul> </li> <li>● Teacher and deaf student should cooperatively develop some simple signs related to language of the task.</li> <li>● Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).</li> <li>● Be careful in using words with multiple meanings when talking to lip reading deaf students (plumb, scale).</li> </ul>
Tape or rule	Scale (1/4" = 1')		
Framing square		The concept of rounding may be applied by rounding the actual measurement up to: even numbers of feet in length, i.e. 6', 8', 10'; even numbers of inches in width i.e. 4", 6", 8"; full numbers of inches in thickness i.e. 1", 2", 3".	
T bevel			
Scratch awl		Prepare a shopping list for tools. Find these items in a catalogue, identify and price, figure total cost.	
Steel long tape			
Chalk line			
Line bevel			
Combination square			
Marking gauge			
Plumb bob			
Dividers			
Butt gauge			
Feet			

Supportive Instructional Materials:

Assortment of measuring tools supplied by the vocational teacher.

TASK: Use saws

Code: DST - MH17

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods																																												
Introduced Involved Productive Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: <ol style="list-style-type: none"> <li>Identify by name, the different types of saws used in construction.</li> <li>recognize and observe specific safety precautions for using saws.</li> <li>select and demonstrate the appropriate saw for a given application or operation.</li> <li>Identify and describe the proper storage condition for specific saws.</li> </ol>	<ul style="list-style-type: none"> <li>Students prepare a display of different saws with identifying labels.</li> <li>Students view film to introduce and review concepts.</li> <li>Teacher provides demonstration with transparencies of each saw and its use with individual students.</li> <li>Students review illustrated text materials.</li> </ul>																																												
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Basic Information for Cooperative Teaching

Language of the Task

Quantitative Concepts

Cross cut saw

Rip saw

Keyhole saw

Hack saw

Radial arm saw

Set

Determine the number of saw points (teeth) per inch, by measuring one inch along the cutting edge of a saw, and counting the number of points within the inch. (8-point saw, 10-point saw).

Suggestions:

- Teacher and deaf student should cooperative develop some simple signs related to language of the task.
- Drill deaf student extensively on language of the task.
- Discuss the importance of saw safety and care, i.e. a wood-cutting saw should not be allowed to touch metal, concrete, or other hard surfaces.

Supportive Instructional Materials:

Collect examples of each of the four hand saws from the vocational department.  
Field trip to the construction lab or construction site.

TASK: Select and wear appropriate personal safety equipment

Code: DST - MH18

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: <ol style="list-style-type: none"> <li>1. identify the use, need, or application for each of the different pieces of personal safety equipment:                             <ol style="list-style-type: none"> <li>a. head protection</li> <li>b. glasses</li> <li>c. gloves</li> <li>d. shoes</li> <li>e. protective clothing</li> <li>f. ear plugs</li> <li>g. respirators.</li> </ol> </li> <li>2. select properly fitting personal safety equipment.</li> <li>3. demonstrate the appropriate selection and application of specific personal safety equipment for a given industrial situation.</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher directs a demonstration of personal safety equipment use in the shop.</li> <li>• Students view films, filmstrips, and posters related to personal safety equipment.</li> <li>• Note: One of the positive ways to teach this task is by example.</li> </ul>		
			Task-Related Competencies	Instructional Materials	
			Title	Media	Bib.
	KNOWLEDGE		"Knowing Is Not Enough"	8	28
	A 1		"It's Up to You"	8	29
	NUMBERS		Wall posters illustrating use of personal safety equipment	16	30
	APPLICATION		"Eye Protection"	10	19
	C 8		"Safety in the Shop"	8	9
	PHYSICAL				

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**SUBCLUSTER: MATERIAL HANDLING**

Code: DST - MH18 TASK: Select and wear appropriate personal safety equipment

**Basic Information for Cooperative Teaching**

**Language of the Task**

**Quantitative Concepts**

Hard hat

Impact resistant

Safety lens

Filter

Safety goggles

Welding goggles

Welding hat

Face shield

Gloves

Recognize proper sizes of equipment and "gear" to be used.

**Suggestions:**

- Discuss accidents cause and effects and how these accidents might have been prevented.

**Supportive Instructional Materials:**

62

TASK: Recognize safety color designations

Code: DST - MH19

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods																											
Introduced	Involved		Productive	Employable																										
		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify by name the organization standardizing color code systems.</li> <li>2. identify the specific safety designation or meaning for the following colors:                             <ol style="list-style-type: none"> <li>a. red                                     <ol style="list-style-type: none"> <li>1) fire protection equipment</li> <li>2) danger</li> <li>3) emergency stops</li> </ol> </li> <li>b. orange                                     <ol style="list-style-type: none"> <li>1) alert</li> </ol> </li> <li>c. yellow                                     <ol style="list-style-type: none"> <li>1) caution</li> </ol> </li> <li>d. green                                     <ol style="list-style-type: none"> <li>1) first aid and safety equipment</li> </ol> </li> <li>e. blue                                     <ol style="list-style-type: none"> <li>1) equipment controls</li> </ol> </li> <li>f. purple                                     <ol style="list-style-type: none"> <li>1) radiation hazards</li> </ol> </li> <li>g. black or white                                     <ol style="list-style-type: none"> <li>1) stripes or checks indicates housekeeping areas.</li> </ol> </li> </ol> </li> <li>3. identify the safety meanings for standard color accident prevention signs:                             <ol style="list-style-type: none"> <li>a. red - danger</li> <li>b. yellow - caution</li> <li>c. green - safety instructions</li> <li>d. blue - protection materials.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Students designate the safety areas of shop and machines using appropriately colored adhesive tape.</li> <li>• Students view films and filmstrip related safety color designations.</li> <li>• Teacher concentrates his effort with students having difficulty.</li> </ul>																											
			<table border="1"> <thead> <tr> <th rowspan="2">Task-Related Competencies</th> <th colspan="3">Instructional Materials</th> </tr> <tr> <th>Title</th> <th>Media</th> <th>Bib.</th> </tr> </thead> <tbody> <tr> <td>KNOWLEDGE</td> <td>"Our Senses: What They Do For Us"</td> <td>8</td> <td>31</td> </tr> <tr> <td rowspan="2">NUMBERS</td> <td>"Safety in the Shop"</td> <td>8</td> <td>31</td> </tr> <tr> <td>"Safety in the Shop"</td> <td>10</td> <td>9</td> </tr> <tr> <td>APPLICATION</td> <td>"Listening with Your Senses"</td> <td>8</td> <td>19</td> </tr> <tr> <td>PHYSICAL</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Task-Related Competencies	Instructional Materials			Title	Media	Bib.	KNOWLEDGE	"Our Senses: What They Do For Us"	8	31	NUMBERS	"Safety in the Shop"	8	31	"Safety in the Shop"	10	9	APPLICATION	"Listening with Your Senses"	8	19	PHYSICAL				
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APPLICATION	"Listening with Your Senses"	8	19																											
PHYSICAL																														

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SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH19 TASK: Recognize safety color designations

Basic Information for Cooperative Teaching

Language of the Task

Quantitative Concepts

Danger

Emergency

Safety stripes

Decode - Fire Equipment

red

orange

yellow

green

blue

purple

black or white

Decode - Standard Accident

Prevention Signs

red

yellow

green

blue

Suggestions:

- Flash cards color coded to safety meaning.

Supportive Instructional Materials:

TASK: Develop and maintain safety consciousness

Code: DST - MH2D

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced	Involved		Productive	Employable	
		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. describe and assess the value of holding positive safety attitudes:                             <ol style="list-style-type: none"> <li>a. financial values</li> <li>b. self protection</li> <li>c. job appreciation values.</li> </ol> </li> <li>2. develop a safety consciousness awareness and attitude among others in a given industrial setting by:                             <ol style="list-style-type: none"> <li>a. teaching by example</li> <li>b. avoid warnings and threats</li> <li>c. avoid fear approaches</li> <li>d. use positive/negative instruction</li> <li>e. use vital correlations</li> <li>f. employ group dynamics</li> <li>g. enforce safety rules.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Teacher initiates a class discussion of the identified concepts at an appropriate time, i.e. following a shop incident involving safety-related misconduct.</li> <li>• Students view films, posters, and filmstrips.</li> <li>• Teacher makes contact with <u>each</u> student during the class period.</li> </ul>		
			Task-Related Competencies	Instructional Materials	
			Title	Media	Bib.
		KNOWLEDGE	Safety posters	16	
		A 9	"How to Have an Accident at Work"	8	32
		NUMBERS	"How to Have an Accident at Home"	8	32
		APPLICATION	"Safety in the Shop"	10	9
		C 8			
		PHYSICAL			

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Example Warning Fear Safety rules Codes Protection Values Enforce Respect Concern Self preservation	Estimate some of the costs of carelessness in loss of time, dollar expense, and personal discomfort.	<ul style="list-style-type: none"> <li>• Discuss values of positive attitudes toward safe procedures in shop. The product of unsafe procedures results in pain, loss of time, destruction of equipment and material.</li> </ul>
Supportive Instructional Materials:		

09

TASK: Operate safety equipment

Code: DST - MH21

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods			
Introduced Involved Productive Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:	<ul style="list-style-type: none"> <li>• Students simulate use and operation of fire extinguishers and safety equipment following a fireman's demonstration.</li> <li>• Students view films and filmstrips.</li> <li>• Para-professionals provide sustained involvement with students having difficulty with this task.</li> </ul>			
		1. identify common pieces of safety equipment: <ul style="list-style-type: none"> <li>a. fire extinguishers      d. lighting.</li> <li>b. containers</li> <li>c. exhaust systems</li> </ul> 2. recognize different types of fires: <ul style="list-style-type: none"> <li>a. Type A fire              c. Type C fire.</li> <li>b. Type B fire</li> </ul> 3. recognize and describe the application or use of different fire extinguishers: <ul style="list-style-type: none"> <li>a. water type      d. carbon dioxide</li> <li>b. soda-acid      e. dry chemical.</li> <li>c. foam</li> </ul> 4. demonstrate the procedures for maintaining and checking fire extinguishers.                     5. demonstrate the procedures for operating specific types of fire extinguishers.                     6. identify and describe the appropriate safety container for combustible material, inflammable liquids, and other material.                     7. identify and describe the importance and use of safety engineered exhaust systems.                     8. operate exhaust systems, following prescribed procedures.	Task-Related Competencies	Instructional Materials		
				Title	Media	Bib.
			KNOWLEDGE A 7,9	"Fire"	8	31
			NUMBERS	"Fire: What Makes It Burn"	8	31
			APPLICATION C 4,5,7,8	"Fires and Wires"	8	31
			PHYSICAL D 1, 2c, 3	"Maintaining a Safe Shop"	10	33

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SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH21 TASK: Operate safety equipment

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Type A fire Type B fire Type C fire Fire extinguishers Exhaust system Chemicals used in fire extinguishers: water soda-acid foam carbon dioxide dry chemical Combustion Spontaneous combustion Flammable		• Help custodian fill and check school fire extinguishers.
Supportive Instructional Materials:		

TASK: Report and/or record accidents

Code: DST - MH22

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify several basic reasons for reporting industrial accidents.</li> <li>2. recognize the types of reportable accidents:                             <ol style="list-style-type: none"> <li>a. damage to material or equipment</li> <li>b. near-injury to personnel</li> <li>c. minor injury</li> <li>d. disabling injury.</li> </ol> </li> <li>3. name the common and essential elements of an accident report form:                             <ol style="list-style-type: none"> <li>a. who</li> <li>b. what</li> <li>c. where</li> <li>d. when</li> <li>e. why.</li> </ol> </li> <li>4. accurately complete a hypothetical accident report in consultation with a supervisor.</li> </ol>	<ul style="list-style-type: none"> <li>o Students practice filling out reports for mock accident descriptions.</li> <li>o Students collect and review/discuss accident reporting forms from local businesses and industries.</li> </ul>		
			Task-Related Competencies	Instructional Materials	
			Title	Media	Bib.
		KNOWLEDGE A 1	Accident report forms	1	
		NUMBERS			
		APPLICATION C 3,5,6,8			
		PHYSICAL			

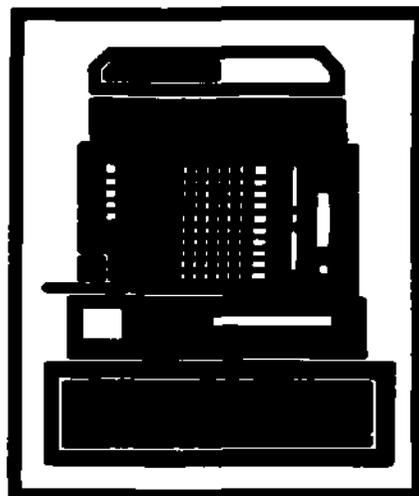
SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH22 TASK: Report and/or record accidents

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Splinter	<u>Time</u> of injury	<ul style="list-style-type: none"> <li>• Use school accident forms, let students help fill one out.</li> </ul>
Cut	Extent of injury	
Abrasion	Observe vital signs: breathing bleeding	
First aid		
Infection		
Burn		
Puncture		
Scratches		
Bruise		
Sprain		
Splinter		
Supportive Instructional Materials:		

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## RETAILING



### INSTRUCTIONAL TASK MODULES

- |      |  |      |  |
|------|--|------|--|
| RT01 | Write out sales checks                     | RT17 | Set-up point-of-purchase displays                          |
| RT02 | Handle cash sales transactions             | RT18 | Construct display floor coverings                          |
| RT03 | Handle layaway sales transactions          | RT19 | Construct display backgrounds                              |
| RT04 | Handle credit card transactions            | RT20 | Build mass displays  |
| RT05 | Bag and wrap merchandise                   | RT21 | Assist in preparing interior displays                      |
| RT06 | Operate a cash register                    | RT22 | Assist in preparing window displays                        |
| RT07 | Make change                                | RT23 | Decorate a flowering pot plant                             |
| RT08 | Receive checks for payment of merchandise  | RT24 | Identify common cut flowers                                |
| RT09 | Handle cash refunds to customers           | RT25 | Identify common flowering pot plants                       |
| RT10 | Balance cash fund and cash register        | RT26 | Receive and invoice garments                               |
| RT11 | Use props in displays                      | RT27 | Interpret alteration tags and markings                     |
| RT12 | Dress mannequins                           | RT28 | Lubricate vehicle chassis and change engine oil and filter |
| RT13 | Prepare point-of-purchase advertising      | RT29 | Mount, balance, and rotate tire                            |
| RT14 | Plan display signs and show cards          | RT30 | Install auto accessories                                   |
| RT15 | Prepare type-set signs and show cards      | RT31 | Wash and wax cars  |
| RT16 | Prepare hand-lettered signs and show cards |      |  |



SUBCLUSTER: RETAILING

Code: DST - RT01 TASK: Write out sales checks

Basic Information for Cooperative Teaching

Language of the Task

Quantitative Concepts

Sales check  
 Description of Merchandise  
 Department  
 Salesperson  
 Amount  
 Unit  
 Quantity  
 Sub-total  
 Total  
 Tax  
 Salescheck number  
 Style Number  
 C.O.D.  
 Layaway

Addition of amounts of purchases  
 Figuring tax, using a tax chart  
 Extensive product description:  
     color  
     style  
     size

Suggestions:

- Practice writing product description.
- Discuss language of the task.
- Stress importance of good communication skill.

Supportive Instructional Materials:

Saleschecks  
 Merchandise to practice

TASK: Handle cash sales transactions

Code: DST - RT02

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:  1. complete a sales receipt for a cash sale with the required information: a. indication of the type of sale b. date c. merchandise description d. merchandise price e. sales tax f. total sale amount.	<ul style="list-style-type: none"> <li>Teacher prepares and uses projects and exercises where the student completes sales receipts for different types of cash sales transactions.</li> <li>Teacher concentrates his effort with students having difficulty.</li> <li>Teacher encourages small peer group cooperation and interaction.</li> <li>Para-professionals provide sustained involvement with students having difficulty with this task.</li> </ul>		
			Task-Related Competencies	Instructional Materials	
				Title	Media
		KNOWLEDGE A 3,8,9  NUMBERS B 2,5,6  APPLICATION C 3,5,6,8  PHYSICAL D 1a,c,2a,3c, E	"Writing Up a Cash Sale"  Sales Receipts	20  1	15  1

SUBCLUSTER: RETAILING

Code: DST - RT02 TASK: Handle cash sales transactions

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Dates</p> <p>Cash sales</p> <p>Items cost</p> <p>Total sales</p> <p>Sales tax-federal tax</p> <p>Merchandise -size -style</p> <p>Salesperson's number</p>	<p>Addition - five column with decimal</p> <p>Compute sales tax using a chart.</p> <p>Add sales tax to total sales.</p> <p>Complete practice sale by counting back correct change for different amounts of cash, i.e. \$2.10 sale for \$5.00 \$10.00, \$20.00 received</p>	<p>● Have students practice computing sales tax from a chart.</p>
Supportive Instructional Materials:		
Sales tax chart		

TASK: Handles layaway sales transactions

Code: DST - RT03

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods			
Introduced Involved Productive Employable		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>complete a sales receipt for a layaway sale with the required information on the sales receipt:                             <ol style="list-style-type: none"> <li>indication of the type of sale</li> <li>date</li> <li>customer's name, address, and phone number</li> <li>merchandise description</li> <li>merchandise price</li> <li>sales tax</li> <li>total sale amount</li> <li>amount the customer wishes to pay down on the merchandise</li> <li>balance the customer owes on the merchandise.</li> </ol> </li> <li>complete a sales receipt for a payment on a layaway with the required information on the sales receipt:                             <ol style="list-style-type: none"> <li>indication of the type of transaction</li> <li>date</li> <li>customer's name, address, and telephone number</li> <li>amount received on account.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>Teacher uses prepared projects and exercises where the student completes sales receipts for layaway sales transactions and payments on layaways.</li> <li>Para-professionals provide sustained involvement with students having difficulty with this task.</li> <li>Teacher matches successful students who are interested in helping those having difficulty.</li> </ul>			
			Task-Related Competencies	Instructional Materials		
			Title	Media	Bib.	
		KNOWLEDGE A 3,8,9  NUMBERS B 2,5,6  APPLICATION C 3,5,6,8  PHYSICAL D 1a,c,2a,3c, g	"Writing Up Layaway Sales"  Sales Receipts	20  1	15  1	

SUBCLUSTER: RETAILING

Code: DST - RT03 TASK: Handles layaway sales transactions

Basic Information for Cooperative Teaching

Suggestions:

Language of the Task

Quantitative Concepts

Layaway

Computes sales tax

Hold room

Subtract dollar amounts

Regular payment

Addition of dollar amounts

Full purchase price

Recognize calendar dates for layaway.

Refund

Received on account

Supportive Instructional Materials:

TASK: Handle credit card transactions

Code: DST - RT04

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods																																																
Introduced involved Productive Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will  1. identify and describe the information required on a credit card transaction a. product description b. quantity c. customer number d. customer signature e. cost f. tax  2. demonstrate the procedure for handling credit card transactions a. obtain card from customer b. itemize purchases and tax on receipt form c. set cost digits on machine d. place card in roller machine e. place receipt in machine f. roll head over card g. remove receipt and card for purchaser to sign h. return card to purchaser i. place store copy of receipt in predetermined location  3. describe and demonstrate the methods/procedures for checking credit card validity a. check signature on card b. check expiration date on card c. call telephone number to verify credit rating	<ul style="list-style-type: none"> <li>• Teacher leads a small group discussion on interpreting information from the credit card.</li> <li>• Students and teacher role play various credit card transaction situations.</li> <li>• Students practice filling in a sample credit sale slip.</li> <li>• Students visit a store of their interest and record the steps in a credit transaction.</li> <li>• Teacher encourages small peer group cooperation and interaction.</li> </ul>																																																
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<b>PHYSICAL</b>																																																			
D 1a	"Market Game" - Benefic Press	3	3																																																

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SUBCLUSTER: RETAILING

Code: DST-RT04 TASK: Handle credit card transactions

Basic Information for Cooperative Teaching

Suggestions:

Language of the Task

Quantitative Concepts

Product description

Quantity

Cost

Tax

Parts of credit card machine  
head/handle  
roller  
plate  
cost digit selector

Copy and/or record numbers from a cash register, pump meter, adding machine, etc., accurately.

Read and interpret dates as they appear on credit cards:  
i.e. Expires end of 12 74

Read and interpret a tax chart.

Compute total cost of purchases accurately.

- Role play situations involving credit card transactions for sale of different types of products.
- Discuss: What is credit?
- Stress importance of good communication skills.

Supportive Instructional Materials:

Credit card forms and machine  
Credit cards

TASK: Bag and wrap merchandise

Code: DST - RT05

Student Name: \_\_\_\_\_

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:	<ul style="list-style-type: none"> <li>Teacher demonstrates folding merchandise and shows when and how tissue paper is used in bagging.</li> <li>Student practices folding merchandise.</li> <li>Teacher demonstrates gift wrapping while students are wrapping.</li> </ul>		
				1. wrap ready-to-wear merchandise in tissue paper before bagging. 2. bag merchandise in the appropriate size bag. 3. gift wrap packages with speed using the following procedures: <ol style="list-style-type: none"> <li>choose appropriate and attractive wrapping paper for the package</li> <li>practise economy in wrapping</li> <li>observe safety practices.</li> </ol>			
				Task-Related Competencies	Instructional Materials		
					Title	Media	Bib.
				KNOWLEDGE A 2,5,6,8	<u>Materials Handling</u>	13	9
				NUMBERS B 2a,b	Wrapping materials	1	
				APPLICATION C 2,4,5,8			
				PHYSICAL D 1a,d,2a,b, 3c,g			

SUBCLUSTER: RETAILING

Code: DST - RT05 TASK: Bag and wrap merchandise

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Gift wrapping Occasion Industrial wrapping Wrapping for mailing	Tying bows Estimating size of paper needed for a particular package. Color matching of ribbon and paper	<ul style="list-style-type: none"> <li>• Have students measure paper for given boxes.</li> <li>• Have students select ribbon for paper which complement the paper.</li> </ul>

Supportive Instructional Materials:

Card  
 Ribbon  
 Newspaper

TASK: Operate a cash register

Code: DST - RT06

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will :</p> <ol style="list-style-type: none"> <li>replace receipt and sales journal tapes in the cash register.</li> <li>lock and unlock the cash register.</li> <li>identify the cash register parts used in register operation:                             <ol style="list-style-type: none"> <li>amount keys</li> <li>correction lever</li> <li>control keys</li> <li>cash slab</li> <li>cash drawer</li> <li>detail window</li> <li>sales journal tape</li> <li>cash register receipt.</li> </ol> </li> <li>read and reset cash register totals.</li> </ol>	<ul style="list-style-type: none"> <li>Teacher demonstrates - replacing cash register tapes.</li> <li>Students practice operating the cash register using exercises prepared by the teacher, exercises take the student step by step through different register operations, after which the student resets register total and removes sales journal tape.</li> <li>Teacher matches successful students who are interested in helping those having difficulty.</li> </ul>		
			Task-Related Competencies	Instructional Materials	
			Title	Media	Bib.
		KNOWLEDGE A 2,3,6,8	"Changing Cash Register Tapes" (TEACHER PROJECT)	20	15
		NUMBERS B 2,3,5	Cash Register operator's manual	14	
		APPLICATION C 5,8			
		PHYSICAL D 1a,b,c,2a, b,3c,r			

**SUBCLUSTER: RETAILING**

Code: DST - RT06 TASK: Operate a cash register

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>See the Retailing instructor for a list of terms related to the operation of a specific model of cash register.</p> <p>All denominations of paper money and coins</p>	<p>Recognizing amounts of money</p> <p>Recognize and copy numbers</p> <p>Counting back change</p>	<ul style="list-style-type: none"><li>• Stress the importance of good communication skills.</li><li>• Emphasize the need for accuracy.</li></ul>

**Supportive Instructional Materials:**

Picture of cash register with part names identified.

TASK: Make change

Code: DST - RT07

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced	Involvement		Instructional Materials		
Productive	Employable	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. make change following a prescribed procedure:                             <ol style="list-style-type: none"> <li>a. call back the amount of the sale and the amount tendered by the customer</li> <li>b. place the amount tendered by the customer on the cash slab</li> <li>c. build change starting with the amount of the sale until the amount tendered by the customer is reached</li> <li>d. count back the change aloud as you place it in the customer's hand</li> <li>e. place the amount tendered by the customer in the cash drawer and close the drawer.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Teacher-prepared student project.</li> <li>• Students and teacher role play and practice making change.</li> <li>• Students self-instructional workbook materials are reviewed.</li> <li>• Teacher matches successful students who are interested in helping those having difficulty.</li> </ul>		
			Task-Related Competencies	Title	Media
		<b>KNOWLEDGE</b> A 3,9	"Making Change"	20	15
		<b>NUMBERS</b> B 2,3	"NCR Safeguarding Money"	14	14
			"NCR Handling Money"	14	14
		<b>APPLICATION</b> C 2,5,8	Real Money for cash fund	1	
		<b>PHYSICAL</b> D 1a,c,2a,h, 3c,8			

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SUBCLUSTER: RETAILING

Code: DST - RT07 TASK: Make change

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Penny 1 cent  Nickels 5 cents  Dime 10 cents  Quarter 25 cents  Half-dollar 50 cents  Bill one dollar five dollar ten dollar twenty dollar  Foreign money	Count change accurately.  Multiply $3 \times 5 = 15$ (3-5 dollar bills = \$ 15.00)	<ul style="list-style-type: none"> <li>• Role play making change</li> <li>• Consider identifying counterfeit money.</li> <li>• Check the use of identification through the use of a light.</li> </ul>

Supportive Instructional Materials:

Money

TASK: Receive checks for payment of merchandise

Code: DST - RT08

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will :  1. distinguish between an acceptable and an unacceptable check by examining the following parts of the check: a. date b. to whom the check is payable c. amount of check in figure d. amount of check written e. signature f. bank coding on check	<ul style="list-style-type: none"> <li>• Student is presented checks in role playing situation and must decide if the check is acceptable.</li> <li>• Students review self-instructional workbook materials.</li> <li>• Teacher matches successful students who are interested in helping those having difficulty.</li> </ul>		
			Task-Related Competencies	Instructional Materials	
			Title	Media	Bib.
		KNOWLEDGE A 3,9	"NCR Cashing Checks"	14	14
		NUMBERS 2 a	Real checks	1	
		APPLICATION C 2,5,6			
		PHYSICAL D 1a,d,2a,b, 3c,g			

**SUBCLUSTER: RETAILING**

Code: DST - RT08 TASK: Receive checks for payment of merchandise

**Basic Information for Cooperative Teaching**

**Language of the Task**

**Quantitative Concepts**

Signature-legal instrument

Read and copy numbers.

Bad check

Recognize numerical equivalents and vice versa.

Endorsements

Payee

Blank

Endorsement in full

Payor

Restrictive

Drawee

Drawer

Forgery

Alteration

Certified check

Cashier check

Bank money order

Traveler's checks

Postal money orders

**Suggestions:**

- Review and discuss samples of different types of checks and different types of endorsement.

**Supportive Instructional Materials:**

TASK: Handles cash refunds to customers

Code: nst - RT09

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods			
		Task-Related Competencies	Instructional Materials		
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will :</p> <p>1. complete a credit receipt for a cash refund with the correct information on the credit receipt:</p> <p>a. customers name and address</p> <p>b. date</p> <p>c. indicator on slip that money is being refunded</p> <p>d. description of merchandise being returned or reason for refund</p> <p>e. price of merchandise</p> <p>f. sale tax (if applicable)</p> <p>g. total amount of refund or money to be paid out</p> <p>h. customer's signature.</p>	<ul style="list-style-type: none"> <li>Teacher-prepared projects and activities where the student completes credit receipts for customer refunds.</li> <li>Teacher concentrates his effort with students having difficulty.</li> <li>Teacher encourages small peer group cooperation and interaction.</li> <li>Para-professionals provide sustained involvement with students having difficulty with this task.</li> </ul>	Title	Media	Bib.
Involved			<p>Productive</p> <p>Employable</p>	<p><b>KNOWLEDGE</b> A 3,8,9</p> <p><b>NUMBERS</b> B 2,3</p> <p><b>APPLICATION</b> C 2,3,8</p> <p><b>PHYSICAL</b> D 1a, d, 2a, b, 3c, 8</p>	<p>"Refunding the Customer's Money"</p> <p>Sales Receipts</p>

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SUBCLUSTER: RETAILING

Code: DST- RT09 TASK: Handle cash refunds to customers

Basic Information for Cooperative Teaching

Suggestions:

Language of the Task

Quantitative Concepts

- Be sure to discuss with the vocational instructor the return/refund procedures used by local stores before discussing this task with the students.

Paid out

Addition

Credit

Subtraction

Cash refund

Multiplication

Service charge

Changing a percent to a decimal

Adjustment office

Supportive Instructional Materials:

TASK: Balance cash fund and cash register totals

Code: DST - RF10

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods			
Introduced Involved Productive Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:  1. determine if the cash in the cash register is over, short, or in balance after a day's sales activities: a. totals cash in cash drawer b. adds paid outs to cash total c. compares cash total plus paid outs with register total and determines amount of cash average or shortage.	<ul style="list-style-type: none"> <li>Teacher explains cash balance forms.</li> <li>Students work out cash balance exercises.</li> </ul>			
			Task-Related Competencies	Instructional Materials		
				Title	Media	Bib.
			KNOWLEDGE A 3,8,9  NUMBERS B 2,3,4  APPLICATION C 1,2,3,8  PHYSICAL D 1a,c,d,2a, b,c,g	"Merchandising Mathematics"  Cash balance forms	14  1	12  1

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SUBCLUSTER: RETAILING

Code: DST - RT10 TASK: Balance cash fund and cash register totals

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Paid out	Add dollar amounts	
Received on account	Subtract dollar amounts	
Day's sales		
Short		
Over		
Balance		

Supportive Instructional Materials:

Cash balance exercises available from classroom instructor.

TASK: Use props in displays

Code: DST- RT11

Student Name: \_\_\_\_\_

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods				
93	Introduced	Involved	Productive	Employable	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <p>1. identify and use functional and decorative props used in merchandise displays:</p> <p>a. props</p> <p>1) panels</p> <p>2) screens</p> <p>3) pedestals</p> <p>4) tables</p> <p>5) cubes</p> <p>6) columns</p> <p>7) platforms</p> <p>b. stands and easels</p> <p>c. human forms</p> <p>1) mannequins</p> <p>2) bust forms</p> <p>3) coat forms</p> <p>4) sweater forms</p> <p>5) etc.</p> <p>d. papers, fabrics, and ribbons</p> <p>e. artificial flowers and trees</p> <p>f. paints</p> <p>g. show card and sign supplies.</p>	<ul style="list-style-type: none"> <li>Teacher conducts a field trip to a local shopping area where students identify props that are used in displays. Discuss with a displayman how they were constructed.</li> <li>Students working in teams develop and set-up seasonal merchandise displays in showcases throughout the school.</li> <li>Para-professionals provide sustained involvement with students having difficulty with this task.</li> <li>Teacher concentrates his effort with students having difficulty.</li> <li>Students view filmstrip/record.</li> </ul>			
						Task-Related Competencies		Instructional Materials	
		Title		Media	Bib.				
KNOWLEDGE A 2,9		"Advertising and Displaying Merchandise"		14	12				
NUMBERS B 4a,b,d		"Display World"		14	4				
		"Stop Shrinkage"		5	16				
		"Fiber and Fabrics"		14	13				
		"Advertising"		14	13				
APPLICATION C 2,4,7,8		"Supermarket Display"		14	13				
		"Stocking, Marking, and Displaying"		14	13				
		"Principles of Merchandise Display"		14	13				
PHYSICAL D 1a,c,d,e,2b,d									

SUBCLUSTER: RETAILING

Code: DST - RT11 TASK: Use props in displays

Basic Information for Cooperative Teaching

Language of the Task

Quantitative Concepts

Mannequin Ribbons  
 artificial flowers  
 Easel artificial trees  
 Panels  
 Pedestals  
 Cubes  
 Columns  
 Millinery heads  
 Forms  
 paper-mache  
 chicken wire  
 Paper  
 no seam paper  
 gift wrap  
 tissue-crepe  
 Fabric  
 felt  
 burlap  
 satin

Measure distances  
 Relative sizes  
 larger-smaller  
 largest-smallest  
 heavy-light  
 Recognize shapes such as round,  
 square, etc.

Suggestions:

- Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.
- Drill deaf student extensively on language of the task.
- Using a display prop catalog have student identify props and discuss what they are used for.

Supportive Instructional Materials:

Display prop catalog from Distributive Education teacher.

TASK: Dresses mannequins

Code: DST - RT12

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods			
Introduced Involved Productive Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: <ol style="list-style-type: none"> <li>take a mannequin apart and put it back together.</li> <li>dress a mannequin without damaging the mannequin or the clothing.</li> </ol>	<ul style="list-style-type: none"> <li>Teacher provides demonstration of the proper way to handle mannequins to prevent damage to mannequins and clothing.</li> <li>Students visit with a displayman on the job and discuss use of the mannequin as a display prop.</li> <li>Teacher matches successful students who are interested in helping those having difficulty.</li> <li>Para-professionals provide sustained involvement with students having difficulty with this task.</li> </ul>			
			Task-Related Competencies KNOWLEDGE A 2,9  NUMBERS  APPLICATION C 2,8  PHYSICAL D 1a,b,d,f,2b,c,3c,f,g	Instructional Materials Title Mannequin and clothes		Media 1

SUBCLUSTER: RETAILING

Code: DST - RT12 TASK: Dresses mannequins

Basic Information for Cooperative Teaching

Language of the Task

Quantitative Concepts

Mannequin

Wig

Torso

Handle with care

Major investment

Full body

Millinery heads

Discuss the cost of mannequins.

Consider the amount of space needed to move the mannequin about.

Suggestions:

- Discuss the need for proper storage of the mannequins.

Supportive Instructional Materials:

TASK: Prepare point-of-purchase advertising

Code: DST - RT13

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:  1. identify different types of point-of-purchase props: a. posters b. counter cards c. back drops d. price cards e. cutouts f. stands g. racks h. barrels i. dump.  2. select and use the appropriate tools for preparing show cards: a. markers (felt tip, etc.) b. layout tools c. prefab. manufacturer's materials d. knife/scissors e. sign machine.	<ul style="list-style-type: none"> <li>Students collect display materials and set up POP displays in classroom with appropriate advertising.</li> <li>Students participate in field trip where they must identify point-of-purchase displays in various stores and the display advertisements.</li> <li>Teacher makes contact with <u>each</u> student during the class period.</li> </ul>		
			Task-Related Competencies	Instructional Materials	
			Title	Media	Bib.
		KNOWLEDGE A 6,7  NUMBERS   APPLICATION C 5,8  PHYSICAL D 1a,b,c,d,f, 2a,b,3a,b			

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**SUBCLUSTER: RETAILING**

Code: DST - RT13 TASK: Prepare point-of-purchase advertising

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Point of purchase Counter cards Back drops Price cards Cutouts Racks Factory pack	Size relationships of display to cash register or counter area.  Size relationship of show card to the display.	<ul style="list-style-type: none"> <li>• Build small displays in the room.</li> <li>• Drill deaf student extensively on language of the task.</li> <li>• Assist student in improving judgement and decision making skills.</li> </ul>

**Supportive Instructional Materials:**

small items to display (empty boxes)

TASK: Plans display signs and show cards

Code: DST- RT14

Student Name: \_\_\_\_\_

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods					
66	Introduced	Involved	Productive	Employable	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. plan showcard for a merchandise display that contains the following information:                             <ol style="list-style-type: none"> <li>a. product price</li> <li>b. brand name</li> <li>c. store department</li> <li>d. selling copy.</li> </ol> </li> <li>2. lay out the showcard using basic procedures;                             <ol style="list-style-type: none"> <li>a. prepare a rough sketch.</li> <li>b. employ:                                     <ol style="list-style-type: none"> <li>1) wide margins</li> <li>2) well-balanced copy</li> <li>3) size of letters</li> <li>4) readable colors</li> <li>5) correct spelling.</li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Students draw rough layouts for signs and showcards from merchandise described in catalogs and magazines.</li> <li>• Teacher matches successful students who are interested in helping those having difficulty.</li> <li>• Teacher concentrates his effort with students having difficulty.</li> </ul>				
										Task-Related Competencies
						Title	Media	Bib.		
					<p><b>KNOWLEDGE</b> A 2,3,8,9</p> <p><b>NUMBERS</b> B 2,4a</p> <p><b>APPLICATION</b> C 2,4,5,8</p> <p><b>PHYSICAL</b> D 1a,b,c,d,2a,b,3c,g</p>	"Advertising and Displaying Merchandise"			14	12

SUBCLUSTER: RETAILING

Code: DST-RT14 TASK: Plan display signs and showcards

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Rough layout Design Working plan Promotion Sizeboard Letters Ink Paints		
Supportive Instructional Materials:		

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TASK: Prepare type-set signs and show cards

Code: DST - RT15

Student Name: \_\_\_\_\_

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:			<ol style="list-style-type: none"> <li>1. operates the type-set sign machine.</li> <li>2. lay-out the show card using correct spelling of all words.</li> <li>3. lay-out an eye appealing and attention getting show card,</li> <li>4. run off a show card on the sign machine suitable for a point of purchase display.</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher demonstrates operation of the sign machine.</li> <li>• Students view slide presentation on operation of the sign machine.</li> </ul>		
	<ol style="list-style-type: none"> <li>1. operates the type-set sign machine.</li> <li>2. lay-out the show card using correct spelling of all words.</li> <li>3. lay-out an eye appealing and attention getting show card,</li> <li>4. run off a show card on the sign machine suitable for a point of purchase display.</li> </ol>						
				Task-Related Competencies	Instructional Materials		
					Title	Media	Bib.
				<b>KNOWLEDGE</b> A 2,3,8,9	Sign machine	1	
				<b>NUMBERS</b> B 2,4a,b,e	"Inking and Running Copies on the Sign Machine"	14	15
				<b>APPLICATION</b> C 2,3,4,8	"Creating Type-set Signs"	14	15
				<b>PHYSICAL</b> D 1a,b,d,2a,b,3c,r	"Sign Machine Operation" (Teacher-prepared)	11	15

SUBCLUSTER: RETAILING

Code: DST - RT15 TASK: Prepare type-set signs and show cards

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Type-set (different types)</p> <ol style="list-style-type: none"> <li>1. styles</li> <li>2. sizes</li> </ol> <p>Layout</p> <p>Show card</p> <p>Eye appeal</p>	<p>Type sizes</p> <p>Paper stock sizes</p> <p>Common sign sizes</p>	<ul style="list-style-type: none"> <li>• Seek information from the vocational instructor concerning the type-set size machine and its operation.</li> <li>• The input of the vocational instructor is essential in planning this unit.</li> <li>• Student should check the spelling of all words used on their show card with a dictionary.</li> </ul>
<p>Supportive Instructional Materials:</p> <p>Dictionary</p>		

TASK: Prepare hand lettered signs and show cards

Code: DST - RT16

Student Name: \_\_\_\_\_

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods			
Introduced Involved Productive Employable				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:  1. select pictures and materials from catalogs or magazines.  2. prepare a display on paper using the cut-outs.  3. prepare hand lettered show cards for merchandise displays.	<ul style="list-style-type: none"> <li>● Students participate in a teacher-prepared student project--student constructs a display on paper using catalog and magazine cut-outs and creates a hand lettered show card for the display.</li> <li>● Para-professionals provide sustained involvement with students having difficulty with this task.</li> <li>● Teacher concentrates his effort with students having difficulty.</li> <li>● Teacher matches successful students who are interested in helping those having difficulty.</li> </ul>			
					Title	Media	Bib.	
				KNOWLEDGE A 3,8	"Hand Lettering Signs in Display"	20	15	
				NUMBERS B 4a,5	"Advertising and Display Merchandise"	14	12	
				APPLICATION D 1a,b,c,d,2a, b,3c,g				
				PHYSICAL				

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**SUBCLUSTER: RETAILING**

Code: DST - RT16 TASK: Prepare hand lettered signs and show cards

Basic Information for Cooperative Teaching		Quantitative Concepts	Suggestions:
Language of the Task			
Display cards	Size board	Ability to see (visualize) size differences and proportion.	<ul style="list-style-type: none"> <li>● Practice hand lettering.</li> <li>● Emphasize and practice using the dictionary to insure that words on signs are spelled correctly.</li> </ul>
Information items	Show card		
size	Matt board	Observe, handle, weigh, and "Mike" the sign boards.	
price			
style	Ply	Consider the need for large signs using 40" x 60" (14 and 22 ply) board.	
Contrast			
Color			
Shape			
Legible			
Large			
Bold			
Variety			
Background			
Printing machine			
Clean			
Supportive Instructional Materials:			
Cardboard	22" x 28" (6 or 8 ply) board-list or samples of color choices		
Dictionary	28" x 44" (14 ply) board-list or samples of color choices matt board		
Felt Markers	Micrometer		

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TASK: Set up point-of-purchase display

Code: DST - RT17

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods																								
Introduced Involved Productive Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:  1. identify and describe the various typical display locations: a. inside front door b. draft of front door c. end of cross aisles d. end of right aisle e. opposite service counters f. check out area g. near center of regular displays.  2. describe the techniques for locating POP display: a. locate at eye level b. locate at an angle to store traffic flow.  3. identify and select the different types of POP display materials: a. shelf strips b. signs c. banners d. pennants e. streamers.  4. demonstrate the appropriate selection of POP display materials: a. materials should be handy dispensers of each item b. materials should display item attractively	<ul style="list-style-type: none"> <li>Students set up displays in the classroom.</li> <li>Students participate in field trip to local supermarkets and department stores to evaluate and examine point of purchase displays.</li> <li>Teacher matches successful students who are interested in helping those having difficulty.</li> <li>Teacher concentrates his effort with students having difficulty.</li> </ul>																								
			<table border="1"> <thead> <tr> <th rowspan="2">Task-Related Competencies</th> <th colspan="3">Instructional Materials</th> </tr> <tr> <th>Title</th> <th>Media</th> <th>Bib.</th> </tr> </thead> <tbody> <tr> <td>KNOWLEDGE A 6,7</td> <td>"Getting Merchandise Ready for Sale"</td> <td>14</td> <td>9</td> </tr> <tr> <td>NUMBERS</td> <td>"Retail Salesmanship"</td> <td>14</td> <td>13</td> </tr> <tr> <td>APPLICATION C 5,8</td> <td>"Advertising and Displaying Merchandise"</td> <td>14</td> <td>12</td> </tr> <tr> <td>PHYSICAL D 1a,b,c,d,f, 2a,b,3a,b</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Task-Related Competencies	Instructional Materials			Title	Media	Bib.	KNOWLEDGE A 6,7	"Getting Merchandise Ready for Sale"	14	9	NUMBERS	"Retail Salesmanship"	14	13	APPLICATION C 5,8	"Advertising and Displaying Merchandise"	14	12	PHYSICAL D 1a,b,c,d,f, 2a,b,3a,b				
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PHYSICAL D 1a,b,c,d,f, 2a,b,3a,b																											

SUBCLUSTER: RETAILING

Code: DST - RT17 TASK: Set up point-of-purchase displays

Basic Information for Cooperative Teaching

Suggestions:

Language of the Task

Quantitative Concepts

Point of purchase	Bonus
Window display	Pennant
Entrance	Sign
Right of entrance/aisle	colored-paper
End of aisle	wood
	felt
Opposite service center	Display-stands
Check out	
Cash register	
Front of counter	
First shelf	
Tilted	
Eye level	
Shelf strips	
Props	

Students work on estimating distances precisely measured by the teacher.

Students and teacher estimate distances then measure.

Consider distances up, down, to the right, to the left, back, forward, etc.

- Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.
- Assist student in improving judgement and decision making skills.
- Discuss-"Why I bought that doggie in the window!"
- Try a "walk about" toward and through a shopping center, discuss point of purchase displays.

Supportive Instructional Materials:

Assortment of display stands, easels, etc. - all labeled.

TASK: Set up point-of-purchase displays

Code: DST - RT17 cont.

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods			
Introduced Involved Productive Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:				
		c. materials should be easily assembled d. materials should be movable e. materials should be unique, different, clever, original f. materials should be suitable to size of the store.				
			Task-Related Competencies	Instructional Materials		
				Title	Media	Bib.
			KNOWLEDGE			
			NUMBERS			
			APPLICATION			
			PHYSICAL			

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SUBCLUSTER:

Code: \_\_\_\_ - \_\_\_\_ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Supportive Instructional Materials:		

801

TASK: Construct display floor coverings

Code: DST - RT18

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods			
Introduced Involved Productive Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:  1. construct floor covering for a display using appropriate materials: a. scatter flakes b. grass mats.	<ul style="list-style-type: none"> <li>Teacher and students construct a sample board of materials that could be used for floor covering materials in merchandise displays.</li> <li>Teacher matches successful students who are interested in helping those having difficulty.</li> <li>Teacher encourages small peer group cooperation and interaction.</li> </ul>			
			Task-Related Competencies  KNOWLEDGE A 9  NUMBERS B 4a  APPLICATION C 5,3  PHYSICAL D 1a,b,d,e, 2b,d,3a,g	Instructional Materials  Title  "Merchandise Display"		Media  14

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SUBCLUSTER: RETAILING

Code: DST - RT18 TASK: Construct display floor coverings

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Tie together Authentic Stencil form Base form	Measure accurately the length, width, and depth of the display case.  Use and interpret a tape or yardstick.	• Consider the effect of: a touch of green, a toy, a roller skate, sun glasses, etc. to focus the attention on specific parts of the display.

Supportive Instructional Materials:

110

TASK: Construct display backgrounds

Code: DST - RT19

Student Name: \_\_\_\_\_

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods							
Introduced Involved Productive Employable				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:  1. construct backgrounds for displays using appropriate materials: a. fabric of various colors and textures b. colored corrugated cardboard c. rolls of various colored paper.	<ul style="list-style-type: none"> <li>Teachers and students construct a sample board of materials that could be used for background materials in displays.</li> <li>Students discuss and analyze the use of specific background materials for a given display items.</li> <li>Para-professionals provide sustained involvement with students having difficulty with this task.</li> </ul>							
									Task-Related Competencies		Instructional Materials	
											Title	Media
				KNOWLEDGE A 9  NUMBERS B 4a  APPLICATION C 5,8  PHYSICAL D 1a,b,d,e,2b, d,3a,g	"Merchandise Display"	14	13					

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SUBCLUSTER: RETAILING

Code: DST - RT19 TASK: Construct display backgrounds

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Background Three-dimensional Perspective Textured Depth of color Focal point	Measure accurately the size of the display background area.	<ul style="list-style-type: none"><li>• Discuss contemporary trends in display backgrounds such as open concept with the Distributive Education teacher</li></ul>
Supportive Instructional Materials:		

112

TASK: Build mass display

Code: DST - RT20

Student Name: \_\_\_\_\_

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods																												
Introduced	Involved	Productive	Employable																														
				<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify and describe different mass display arrangements:                             <ol style="list-style-type: none"> <li>a. pyramid</li> <li>b. step arrangement</li> <li>c. repetition.</li> </ol> </li> <li>2. demonstrate the basic procedures/techniques for assembling mass displays:                             <ol style="list-style-type: none"> <li>a. remove all items from display area</li> <li>b. clean display area</li> <li>c. assemble multiples of items to be displayed</li> <li>d. layout basic outline of mass display with products</li> <li>e. fill in and complete mass display pattern</li> <li>f. make final adjustment positioning and in location of products</li> <li>g. remove excess materials and clean up display location.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Trip to different stores to view different types of mass displays.</li> <li>• Develop mass display evaluation points/criteria.</li> <li>• Demonstration on bending, lifting, etc.</li> <li>• Build displays using real merchandise.</li> </ul>																												
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113

SUBCLUSTER: RETAILING

Code: DST - RT20 TASK: Build mass display

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Mass Pyramid Repetition Panel Tilted board Dominance Balance formal informal Proportion Overlap	Work with objects in space: Radiation Pyramid Interference Stairstep Repetition Zigzag	
Supportive Instructional Materials:		

114

TASK: Assist in preparing interior displays

Code: DST - RT21

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. describe the typical interior display locations:                             <ol style="list-style-type: none"> <li>a. checkout/cash register</li> <li>b. entrance/exit</li> <li>c. aisle areas</li> <li>d. counter.</li> </ol> </li> <li>2. describe the different types of interior displays:                             <ol style="list-style-type: none"> <li>a. open displays</li> <li>b. closed displays</li> <li>c. built-up displays</li> <li>d. shadow box</li> <li>e. counter/ledge.</li> </ol> </li> <li>3. demonstrate the basic procedures/techniques for setting up display:                             <ol style="list-style-type: none"> <li>a. position larger background props and fixtures</li> <li>b. position merchandise on mannequins or forms</li> <li>c. place in related accessories</li> <li>d. locate decorative accessories</li> <li>e. place the show card</li> <li>f. check final positioning of all elements and components</li> <li>g. check regularly on maintenance of display location.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Students participate in a field trip to local stores to view interior displays.</li> <li>• Students work in teams setting up and evaluating a display in the classroom.</li> <li>• Teacher provides a demonstration on safety for bending, reaching, and climbing.</li> <li>• Teacher matches successful students who are interested in helping those having difficulty.</li> </ul>		
			Task-Related Competencies	Instructional Materials	
			Title	Media	Bib.
		KNOWLEDGE A 2,6,7,9  NUMBER  APPLICATION C 5  PHYSICAL D 1a,b,d,f,2a, b,3a,b,c,e, f	"Merchandise Display"	14	14

SUBCLUSTER: RETAILING

Code: DST - RT21 TASK: Assist in preparing interior displays

Basic Information for Cooperative Teaching

Language of the Task

Quantitative Concepts

Location

Lighting  
 flourescent  
 incandescent

Impulse buying

Coordinate

Objectives

Boost Sales

Direct traffic

Promote

Eye catcher

Center of aisle

Visible

open  
 closed  
 top of counter  
 special construction

Suggestions:

- Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.
- Assist student in improving judgement and decision making skills.

Supportive Instructional Materials:

116

TASK: Assist in preparing window displays

Code: DST - RT22

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods																																		
Introduced Involved Productive Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:  1. describe the different types of window displays: a. full background b. partial background c. open background.  2. identify and describe the different types of promotional window displays: a. pre-season windows b. runner windows c. end-of-season windows d. special event windows e. miscellaneous windows f. feature windows.  3. describe the components of windows displays: a. props b. merchandise units c. merchandise accessories d. background materials e. floor covering f. show cards/price ticket.  4. complete a basic procedure for installing window displays: a. screen off window b. remove all merchandise c. remove all props and fixtures d. wash and clean interior glass e. check bulbs and lighting	<ul style="list-style-type: none"> <li>Students organize a field trip to visit stores for observation of window displays, and to view displays being assembled by a displayman.</li> <li>Students make shoe box window displays, using catalog for figure cut-outs.</li> <li>Teacher concentrates his effort with students having difficulty.</li> <li>Para-professionals provide sustained involvement with students having difficulty with this task.</li> </ul>																																		
			<table border="1"> <thead> <tr> <th rowspan="2">Task-Related Competencies</th> <th colspan="3">Instructional Materials</th> </tr> <tr> <th>Title</th> <th>Media</th> <th>Bib.</th> </tr> </thead> <tbody> <tr> <td><b>KNOWLEDGE</b> A 2,5,9</td> <td>"Advertising and Displaying"</td> <td>14</td> <td>12</td> </tr> <tr> <td><b>NUMBERS</b> B 4a</td> <td>"Display World"</td> <td>14</td> <td>4</td> </tr> <tr> <td></td> <td>"Personal Development"</td> <td>14</td> <td>13</td> </tr> <tr> <td><b>APPLICATION</b> C 5,8</td> <td>"Stocking, Marking, and Displaying"</td> <td>14</td> <td>13</td> </tr> <tr> <td></td> <td>"Merchandise Display"</td> <td>14</td> <td>14</td> </tr> <tr> <td><b>PHYSICAL</b> D 1a,d,2b,3a, b,c,d,e,f,g</td> <td><u>Display and Promotion</u></td> <td>13</td> <td>9</td> </tr> <tr> <td></td> <td>"Creating a Merchandise Display"</td> <td>20</td> <td>15</td> </tr> </tbody> </table>	Task-Related Competencies	Instructional Materials			Title	Media	Bib.	<b>KNOWLEDGE</b> A 2,5,9	"Advertising and Displaying"	14	12	<b>NUMBERS</b> B 4a	"Display World"	14	4		"Personal Development"	14	13	<b>APPLICATION</b> C 5,8	"Stocking, Marking, and Displaying"	14	13		"Merchandise Display"	14	14	<b>PHYSICAL</b> D 1a,d,2b,3a, b,c,d,e,f,g	<u>Display and Promotion</u>	13	9		"Creating a Merchandise Display"	20
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117

SUBCLUSTER: RETAILING

Code: DST - RT22 TASK: Assist in preparing window displays

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Props</p> <p>Show card</p> <p>Background</p> <p>Price tickets</p> <p>Fixtures</p> <p>Merchandise</p> <p>Full background</p> <p>Partial background</p> <p>Open background</p> <p>Pre-season</p> <p>End-of-season</p>	<p>Measure window dimensions</p> <p>Measure flow surface</p> <p>Measure depth of display area.</p>	<p>● Students can build a small display in room to simulate a window display. This may feature some projects or products they or other students have made.</p> <p>● Assist student in improving judgment and decision making skills.</p>

Supportive Instructional Materials:

Have students work with draping clothing.  
 merchandise  
 stencils  
 magazines

TASK: Assist in preparing window displays

Code: DST - RT22 cont.

Student Name: \_\_\_\_\_

611

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced	Involved	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ul style="list-style-type: none"> <li>f. place and locate new props and fixtures</li> <li>g. add new merchandise to display</li> <li>h. add accessory merchandise</li> <li>i. place show cards and individual tickets in position</li> <li>j. perform final inspection.</li> </ul>			
Task-Related Competencies		Instructional Materials			
			Title	Media	Bib.
		KNOWLEDGE			
		NUMBERS			
		APPLICATION			
		PHYSICAL			

**SUBCLUSTER:**

Code: \_\_\_ - \_\_\_ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Supportive Instructional Materials:		

TASK: Decorate a flowering pot plant

Code: DST - RT23

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
121	Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. select the appropriate bow and ribbon for decorating a flowering pot plant.</li> <li>2. tie an appropriate bow and wire it to a wooden pick.</li> <li>3. wrap the pot in foil and place the bow pick at the pot edge.</li> </ol>	<ul style="list-style-type: none"> <li>• Students prepare plants for floral sale during holidays.</li> <li>• Teacher provides a basic demonstration on decoration of a flowering pot plant.</li> <li>• Para-professionals provide sustained involvement with students having difficulty with this task.</li> <li>• Teacher encourages small peer group cooperation and interaction.</li> </ul>		
	Involved				
	Productive				
	Employable				
		Task-Related Competencies	Instructional Materials		
			Title	Media	Bib.
		KNOWLEDGE			
		NUMBERS			
		APPLICATION			
		PHYSICAL			

SUBCLUSTER: RETAILING

Code: DST - RT23 TASK: Decorate a flowering pot plant

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Bow Ribbon Pot plant Pick Foil Wrap Decorate		<ul style="list-style-type: none"><li>• Check with vocational Greenhouse/ Floriculture instructor to deter- mine supportive need.</li></ul>
Supportive Instructional Materials:		

Code: DST - RT24      TASK: Identify common cut flowers

Student Name: \_\_\_\_\_

123

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods																					
Introduced	Involved	Productive	Employable																							
				<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>visually identify the following common cut flowers:                             <table border="0"> <tr> <td>a. Hybrid tea rose</td> <td>j. Snapdragon</td> </tr> <tr> <td>b. Floribunda rose</td> <td>k. Aster</td> </tr> <tr> <td>c. Standard chrysanthemum</td> <td>l. Stock</td> </tr> <tr> <td>d. Pompom chrysanthemum</td> <td>m. Orchid</td> </tr> <tr> <td>e. Fugii chrysanthemum</td> <td>n. Gardenia</td> </tr> <tr> <td>f. Disbud chrysanthymem</td> <td>o. Tulip</td> </tr> <tr> <td>g. Regular carnation</td> <td>p. Iris</td> </tr> <tr> <td>h. Miniature carnation</td> <td>q. Easter lily</td> </tr> <tr> <td>i. Gladiolus</td> <td>r. Daffodil.</td> </tr> </table> </li> <li>describe typical uses for each of the flowers indicated.</li> <li>identify the predominant color(s) of each flower.</li> <li>describe the keeping quality of each flower.</li> <li>identify the season for each flower.</li> <li>identify the typical method of pricing each type of flower:                             <ol style="list-style-type: none"> <li>by dozen</li> <li>by the stem or bud</li> <li>by bunches.</li> </ol> </li> </ol>	a. Hybrid tea rose	j. Snapdragon	b. Floribunda rose	k. Aster	c. Standard chrysanthemum	l. Stock	d. Pompom chrysanthemum	m. Orchid	e. Fugii chrysanthemum	n. Gardenia	f. Disbud chrysanthymem	o. Tulip	g. Regular carnation	p. Iris	h. Miniature carnation	q. Easter lily	i. Gladiolus	r. Daffodil.	<ul style="list-style-type: none"> <li>Students review a series of teacher-made slides depicting examples of cut flowers.</li> <li>Student will learn to identify and describe the application of cut flowers through the performance of arranging tasks, also.</li> <li>Students organize a field trip to a local florist exchange.</li> <li>Students review illustrated texts and workbooks.</li> </ul>			
a. Hybrid tea rose	j. Snapdragon																									
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					<b>Title</b>	<b>Media</b>	<b>Bib.</b>																			
					Series of slides (teacher-prepared)	11																				
					<u>Retail Flower Shop Operation and Management</u>	13	34																			
					<u>Exotica III</u>	13	35																			
					<u>The Color Dictionary of Flowers and Plants</u>	13	36																			

SUBCLUSTER: RETAILING

Code: DST - RT24 TASK: Identify common cut flowers

Basic Information for Cooperative Teaching		Quantitative Concepts	Suggestions:
Language of the Task			
Rose	Disbud	Be able to count, measure in inches.	<ul style="list-style-type: none"> <li>Learn the flowers as they are in season or demand.</li> </ul>
Chrysanthemum	Predominant		
Carnation			
Gladifolia			
Snapdragon			
Aster			
Stock			
Orchid			
Gardenia			
Tulip			
Iris			
Easter lily			
Daffodil			
Miniature			

Supportive Instructional Materials:

124

TASK: Identify common flowering pot plants

Code: DST - RT25

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced	Involved	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>visually identify the following common flowering pot plants:                             <ol style="list-style-type: none"> <li>Poinsettia</li> <li>Azalea</li> <li>Easter lily</li> <li>Chrysanthemum</li> <li>Ceranium</li> <li>Hydrangia</li> <li>African violet</li> <li>Wax begonia</li> <li>Gloxinia</li> <li>Cyclamen.</li> </ol> </li> <li>describe the typical method of pricing each of these plants.</li> <li>identify the predominant colors of each of these plants.</li> <li>identify the season for each of these plants.</li> </ol>	<ul style="list-style-type: none"> <li>Students organize a field trip to a local greenhouse.</li> <li>Students will learn to identify the flowering pot plants through the performance of arranging task also.</li> <li>Students review a series of teacher-made slides.</li> <li>Students review illustrated workbook exercise.</li> </ul>		
			Productive	Employable	Task-Related Competencies
	Title	Media			Bib.
		KNOWLEDGE	Series of slides (teacher-made)	11	34
		A 9			
		NUMBERS	<u>Retail Flower Shop Operation and Management</u>	13	34
		B 2b			
		APPLICATION			
		C 2a, 4			
		PHYSICAL			
		D 1a,d,f			
		2a			
		3c			

125

SUBCLUSTER: RETAILING

Code: DST - RT25 TASK: Identify common flowering pot plants

Basic Information for Cooperative Teaching

Suggestions:

Language of the Task

Quantitative Concepts

Poinsettia

Multiplication

Azalea

Addition

Easter lily

Pricing:

Chrysanthemum

if one is 78¢, how much are two

Geranium

by size of container

Hydrangia

by dozen or half dozen

African violet

by weight

Wax begonia

Gloxinia

Cyclamen

Colors - predominant

Supportive Instructional Materials:

126

TASK: Receive and invoice garments

Code: DST - RT26

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods			
Introduced	Involved		Instructional Materials			
Productive	Employable		Task-Related Competencies	Title	Media	Bib.
		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>obtain and record customer invoice information:                             <ol style="list-style-type: none"> <li>name</li> <li>pick-up date</li> <li>stain information</li> <li>address</li> <li>phone number.</li> </ol> </li> <li>properly dispose of original and carbon copies of invoices.</li> <li>demonstrate a proper attitude and appearance during contacts with customers.</li> <li>receive and properly invoice garments for processing:                             <ol style="list-style-type: none"> <li>check garment pockets.</li> <li>check for special trim or buttons</li> <li>check desired pick-up date.</li> </ol> </li> </ol>	<p>● Students perform the identified task skills as part of a student-operated clothing service operation.</p> <p>● Teacher and/or resource person provides demonstration of procedures for receiving and invoicing.</p> <p>● Teacher encourages small peer group cooperation and interaction.</p> <p>● Para-professionals provide sustained involvement with students having difficulty with this task.</p>	<p><u>Clothing Assistant</u></p>	13	18
			<p>KNOWLEDGE A 8,9</p> <p>NUMBERS B 3,5,4a,b</p> <p>APPLICATION C 1,3,4,5,6</p> <p>PHYSICAL D 1a,c,d,f 2b 3a,c,g</p>			

127

SUBCLUSTER: RETAILING

Code: DST - RT26 TASK: Receive and invoice garments

Basic Information for Cooperative Teaching

Language of the Task	Quantitative Concepts
Invoice	Count and record numbers of garments in an order accurately.
Customer	Check the invoice against the order accurately.
Address	Record and recognize dates and times for pick-up.
Stain	
Spots	
Construction of seams	
Buttons	
Darts	
Lace	
Snaps	
Hooks and eyes	
Zippers	

Suggestions:

- Bring clothing labels to class. Learn to recognize essential words and what they mean in relation to clothing service.
- Role play "Boss for the day", how to treat customers and how to greet customers.
- Note: If students' speech is not good in "receiving", this may not be an appropriate task as this may cause the customer to be uncomfortable and go elsewhere.

Supportive Instructional Materials:

TASK: Interpret alteration tags and markings

Code: DST - RT27

Student Name: \_\_\_\_\_

129

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods					
Introduced	Involvement		Instructional Methods					
Productive	Employable	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>identify and describe all general information found on alteration tags:                             <ol style="list-style-type: none"> <li>alteration areas/dimensions</li> <li>promised date</li> <li>order number</li> <li>type, style, or make of garment.</li> </ol> </li> <li>identify the standard alteration marking symbols:                             <ol style="list-style-type: none"> <li>shortening mark</li> <li>lengthening mark</li> <li>one side alteration only</li> <li>stretch by pressing</li> <li>padding by sheets</li> <li>shifting mark</li> <li>space to be altered</li> <li>take in one side only</li> <li>let out space between</li> <li>shrink by pressing.</li> </ol> </li> <li>draw selected standard alteration marking symbols for given alterations as determined by local need.</li> </ol>	<ul style="list-style-type: none"> <li>Teacher prepares an activity/quiz worksheet on identification of markings.</li> <li>Students draw marking symbols for specific given alterations.</li> <li>Teacher matches successful and interested students with those having difficulty.</li> </ul>					
			Task-Related Competencies		Instructional Materials			
					Title		Media	Bib.
		KNOWLEDGE						
		NUMBERS						
		APPLICATION C 5,6						
		PHYSICAL						

SUBCLUSTER: RETAILING

Code: DST - RT27 TASK: Interpret alteration tags and markings

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Alteration ticket</p> <p>Order number</p> <p>Garment</p> <p>Symbols</p> <p>Additional language of the task regarding tag information and markings may be obtained from local employers.</p>		<ul style="list-style-type: none"> <li>• Show students what an alteration ticket looks like and explain that each alteration establishment has its own set of samples, and show what standard symbols look like.</li> <li>• Visit an alteration department with students.</li> </ul>
Supportive Instructional Materials:		

130

TASK: Lubricate vehicle chassis and change engine oil and filter

Code: DST - RT28

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods																																																		
Introduced	Involved		Productive	Employable																																																	
		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>describe and demonstrate the operation of a hoist or floor jack.</li> <li>identify and describe the applications of different types of greases.</li> <li>lubricate the chassis and body components of a vehicle following a prescribed procedure.</li> <li>describe and demonstrate the operation of a lubrication gun.</li> <li>drain and replace engine crankcase oil.</li> <li>remove, select, and replace engine oil filters, following a prescribed procedure.</li> <li>remove, repack, and replace the front wheel bearings of a vehicle, following a prescribed procedure.</li> </ol>	<ul style="list-style-type: none"> <li>Students view procedures as demonstrated by instructor on front end mock-up.</li> <li>Teacher demonstrates vehicle lubrication procedures with transparencies:                             <ol style="list-style-type: none"> <li>front wheel bearing</li> <li>lubrication system</li> <li>front end steering components</li> </ol> </li> <li>Teacher matches successful and interested students with those who are having difficulty.</li> <li>Advanced student works individually with students on a specialized servicing job.</li> <li>Para-professional works individually with students having difficulty with this task.</li> </ul>																																																		
			<table border="1"> <thead> <tr> <th rowspan="2">Task-Related Competencies</th> <th colspan="3">Instructional Materials</th> </tr> <tr> <th>Title</th> <th>Media</th> <th>Bib.</th> </tr> </thead> <tbody> <tr> <td><b>KNOWLEDGE</b></td> <td></td> <td></td> <td></td> </tr> <tr> <td>A 7,9</td> <td>Teacher-made transparencies</td> <td>12</td> <td></td> </tr> <tr> <td><b>NUMBERS</b></td> <td></td> <td></td> <td></td> </tr> <tr> <td>B 4c, 5</td> <td>Front end mock-up</td> <td>2</td> <td></td> </tr> <tr> <td rowspan="4"><b>APPLICATION</b></td> <td>"Engine Lubrication System"</td> <td>12</td> <td rowspan="4">19</td> </tr> <tr> <td>"Front Wheel Bearings"</td> <td>12</td> </tr> <tr> <td>"Steering System"</td> <td>12</td> </tr> <tr> <td>"Oil Filter Replacement"</td> <td>12</td> </tr> <tr> <td><b>PHYSICAL</b></td> <td></td> <td></td> <td></td> </tr> <tr> <td>D 1a,d</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2e</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3a,b,c,d,e</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Task-Related Competencies	Instructional Materials			Title	Media	Bib.	<b>KNOWLEDGE</b>				A 7,9	Teacher-made transparencies	12		<b>NUMBERS</b>				B 4c, 5	Front end mock-up	2		<b>APPLICATION</b>	"Engine Lubrication System"	12	19	"Front Wheel Bearings"	12	"Steering System"	12	"Oil Filter Replacement"	12	<b>PHYSICAL</b>				D 1a,d				2e				3a,b,c,d,e				
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SUBCLUSTER: RETAILING

Code: DST - RT28 TASK: Lubricate vehicle chassis and change engine oil and filter

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Engine oil	Determine parts for vehicle using parts reference.  Determine weight and type of oil from chart.  Determine the amount of oil for an oil change.  Use appropriate measuring utensils to measure that amount of liquid.	<ul style="list-style-type: none"> <li>● Drill deaf student extensively on language of the task.</li> <li>● Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).</li> <li>● Emphasize the importance of maintaining proper oil level, eliminating oil leaks, replacing the filter, and having all grease fittings properly lubricated.</li> </ul>
Filter		
Chassis		
Zerk fitting		
Front end		
Tie rod end		
Center link		
Pitman arm		
Idle arm		
Ball joints		
Chassis lub.		
Wheel bearings		

Supportive Instructional Materials:

Borrow equipment for vocational education department

TASK: Mount, balance, and rotate tires

Code: DST - RT29

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods																																										
Introduced	Involves		Instructional Materials																																										
Productive	Employable		Title	Media	Bib.																																								
		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify and describe the different sizes and types of lug nuts.</li> <li>2. demonstrate a degree of skill in operating specific pieces of equipment for mounting, balancing, and rotating tires.</li> <li>3. identify and describe the tire rotation sequence.</li> <li>4. remove and replace vehicle wheels, exhibiting a degree of skill.</li> <li>5. mount and dismount tires, exhibiting a degree of skill.</li> <li>6. balance tires by the static and dynamic processes, exhibiting a degree of skill.</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher or resource person (service station attendant) demonstrates the procedures and techniques for balancing and rotating tires.</li> <li>• Students view charts and filmstrip/record.</li> <li>• Students work in small groups or teams rotating and balancing a set of tires.</li> <li>• Provide many tactile and hearing experiences for the blind student to reinforce task knowledges/skills.</li> <li>• Give the blind student ample time for accumulating finger knowledge. Instructor must aid student in moving fingers for gathering information.</li> <li>• Service station attendant visits class and discusses how to read tire wear.</li> </ul>																																										
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SUBCLUSTER: RETAILING

Code: DST - RT29 TASK: Mount, balance, and rotate tires

Basic Information for Cooperative Teaching

Suggestions:

Language of the Task

Quantitative Concepts

Static Impact wrench

Dynamic Wear

Mount Belted

Tire Radial

Bead

Machine

Rotate

Lug nuts

Torque spec.

Rim

Stem

Wheel weights

Adapter

Wheel weight tool

Discuss static and dynamic balance of tire.

Relate meaning of rotation of tires (radial and bias)

Review the concept of balance - equal weights.

- Informally encourage voluntary buddy system for assisting deaf or blind students (individualize without calling attention to the individual).
- Drill deaf student extensively on language of the task.
- Field trip to tire store and watch workmen mount and balance tire.
- Stress the importance of tires being properly mounted (no leaks), balanced (no wheel vibration), rotated (extended wear).

Supportive Instructional Materials:

TASK: Install auto accessories

Code: DST - RT30

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced Involved Productive Employable		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. recognize faulty auto accessories and low fluid levels.</li> <li>2. determine part numbers, sizes, models of parts to be replaced from part.</li> <li>3. locate and determine part numbers, sizes, and models by using parts manual.</li> <li>4. remove and replace defective or faulty accessory parts following prescribed procedures.</li> <li>5. install, check, and adjust accessory following a prescribed procedure:                             <ol style="list-style-type: none"> <li>a. windshield wipers</li> <li>b. aerials</li> <li>c. air cleaners</li> <li>d. gas filters.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Teacher demonstrates the installation procedures for each specific accessory.</li> <li>• Students review and discuss illustrated texts, workbooks, service manuals, and visual materials related to the task.</li> <li>• Students handle and discuss the parts and components of the auto accessories to become familiar with each name and function.</li> <li>• Advanced student works individually with students on a specialized servicing job.</li> <li>• Teacher designs and directs a series of performance tests for individual students on servicing auto accessories.</li> </ul>		
			Task-Related Competencies	Instructional Materials	
			Title	Media	Bib.
		KNOWLEDGE A 2,3,5,6,9  NUMBERS B 2a,b, 4e,f,g, 5  APPLICATION C 3,4,5,6,7,8  PHYSICAL D 1, 2a,b 3a,b,c,e.f g	Manufacturer's specification sheets	14	

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SUBCLUSTER: RETAILING

Code: DST - RT30 TASK: Install auto accessories

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Windshield wipers Air cleaners Battery terminals Oil filter Windshield solvent Air breather Fan belts Latch adjustment Mirrors Various lights and bulbs Seat belts Fuses	Recognize sizes and types of accessories: Windshield wiper blade Fan belt Light bulb and fuse Oil filters	<ul style="list-style-type: none"> <li>● Stress employer, attendant, customer relations.</li> <li>● When attendants get tools for auto repair, he also gets fender covers, shop towels, seat covers, for cleanliness.</li> <li>● Remember to keep things clean for customer's satisfaction.</li> <li>● For any task sheet, have former students come back to talk to present students.</li> <li>● Emphasize the importance of neatness.</li> <li>● Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).</li> </ul>

Supportive Instructional Materials:

TASK: Wash and wax cars

Code: DST - RT31

Student Name: \_\_\_\_\_

Student Progress		Behavioral Task Knowledges/Task Skills	Instructional Methods			
Introduced Involved Productive Employable		<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>select the appropriate supplies for washing and waxing vehicles.</li> <li>demonstrate a degree of skill in washing vehicles by hand method and by using a high pressure spray unit.</li> <li>identify by name and clean specific areas or body components of a vehicle.</li> <li>operate specific pieces of equipment for assisting in cleaning and/or waxing a vehicle.</li> <li>follow a prescribed manufacturer's procedure in applying and removing waxes and simonizes, exhibiting a degree of skill.</li> </ol>	<ul style="list-style-type: none"> <li>Students view AVIDesk series on Car Wash Helpers.</li> <li>Class lab assignment will involve scheduling, washing, and waxing cars daily.</li> <li>Students competent in this task provide instruction to school organizations planning car washes.</li> </ul>			
			Task-Related Competencies	Instructional Materials		Media
		KNOWLEDGE A 1,7,9 NUMBERS B 5,6,8 APPLICATION C 4,6,8 PHYSICAL D 1a,b,d,f 2b 3a,c,g	Title "Car Wash Helpers"		5	1

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SUBCLUSTER: RETAILING

Code: DST - RT31 TASK: Wash and wax cars

Basic Information for Cooperative Teaching

Suggestions:

Language of the Task

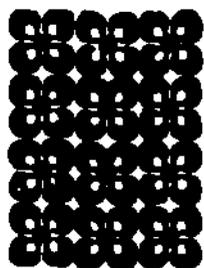
Quantitative Concepts

Rag  
Wax  
Wash  
Vehicle description  
Water  
Soap  
Chamois  
Towels  
Water  
Hose  
Pail  
Sponge

Amounts of material needed:  
gallons of water  
ounces of soap  
ounces of wax  
  
Approximate the times/costs which  
would be reasonable.

- Sponsor a class car wash so that students can organize the event, practice the procedures required, and develop a financial system.

Supportive Instructional Materials:



# **INSTRUCTIONAL MATERIALS BIBLIOGRAPHY**

# INSTRUCTIONAL MATERIALS BIBLIOGRAPHY

## DISTRIBUTION CLUSTER

<u>Bib. Ref. No.</u>	<u>Company Name/Address</u>	<u>Title</u>
1.	Avid Corporation P.O. Box 4263 East Providence, R.I. 02914	"Safety at Work" "Weights and Measures"
2.	Bell Telephone Company local Bell Telephone Office (or) 1922 Cass Detroit, M.I. 48226	Free materials and films Teletrainer Simulator
3.	Benefic Press 10300 W. Roosevelt Rd. Westchester, Ill. 60153	Market Game
4.	Display Publishing Company 407 Gilbert Avenue Cincinnati, Ohio 45202	"Display World" (free)
5.	Fairchild Publications inc. Books and Visuals Division 7 East 12th Street New York, NY 10003	"Distribution and Distribution Careers"
6.	General Telephone Company Owosso, MI	Free materials and films on the Telephone
7.	Household Finance Corp. local office	"Credit and Money Matters"
8.	Humble Oil and Refining Co. P.O. Box 2180 Houston, Texas 77001	"The Humble Way" (free)
9.	McGraw-Hill Book Company Gregg Division 330 West 42nd Street New York, NY 10036	<u>Display and Promotion</u> <u>Materials Handling</u> <u>Physical Distribution</u> <u>Receiving, Checking, and</u> <u>Marking</u> "Know Your Merchandise" "Getting Merchandise Ready for Sale" "Retail Salesmanship" "Marketing Projects"

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|-----|--|--|
| 10. | Quaker Oats Company<br>Chicago, Ill.   | D.E. Booklets  |
| 11. | Scholastic Book Service<br>50 West 44th Street<br>New York, NY 10000                                       | "Consumer Credit Series"   |
| 12. | South-Western Publishing Co.<br>5101 Madison Road<br>Cincinnati, OH. 45227                                 | "Merchandising Mathematics"<br>"Checker/Cashier"<br>"Advertising and Displaying<br>Merchandise"  |
| 13. | University of Texas<br>Instructional Materials<br>Services<br>Division of Extension<br>Austin, Texas 78712 | "Merchandise Display"<br>"Advertising"<br>"Fiber and Fabrics"<br>"Basic Retail Credit"<br>"Principles of Merchandise<br>Display"<br>"Supermarket Display"<br>"Personal Development"<br>"Receiving, Checking, and<br>Marking"<br>"Stocking, Marking, and<br>Displaying"<br>"Sales Promotion"<br>"Basic Selling" |
| 14. | The National Cash Register Co.<br>NCR Education Center<br>Sugar Camp<br>Dayton, OH 45409                   | "NCR Safeguarding Money"<br>"NCR Handling Money"<br>"NCR Cashing Checks"   |
| 15. | Julie McIntyre<br>Averill Career Opportunities<br>Center<br>2102 Weiss<br>Saginaw, MI 48605                | "Creating a Merchandise Display"<br>"Making Change"<br>"Writing Up a Cash Sale"<br>"Writing Up Layaway Sales"<br>"Writing Up Charge Sales"<br>"Refunding the Customer's Money"<br>"Inking and Running Copies on<br>the Sign Machine"<br>"Creating Typeset Signs"<br>"Sign Machine Operation"                   |
| 16. | Merchandise Film Production<br>419 Park Avenue South<br>New York, NY 10016                                 | "Stop Shrinkage"   |
| 17. | National Educational Media<br>15250 Ventura Boulevard<br>Sherman Oaks, CA 91403                            | "Telephone Manners"  |

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|-----|--|---|
| 18. | Home Economics Instructional<br>Materials Center<br>Texas Tech University<br>Department of Home Economics<br>Education<br>Lubbock, Texas | <u>Clothing Assistant</u>   |
| 19. | DCA Educational Products, Inc.<br>4865 Stenton Avenue<br>Philadelphia, Pa 19144  | "Eye Protection"<br>"Hand Saw Nomenclature"<br>"Engine Lubrication System"<br>"Front Wheel Bearings"<br>"Steering System"<br>"Oil Filter Replacement"<br>"Wheels and Tires Group X"<br>"Listening With Your Senses" |
| 20. | Delco-Remy Corporation<br>Division of GMC<br>Anderson, Indiana   | Delco-Remy charts on tires  |
| 21. | Chrysler Corporation<br>Department of Public Relations<br>P.O. Box 1919<br>Detroit, Michigan   | "Radial Tires"  |
| 22. | Goodheart-Wilcox   | <u>Modern Carpentry</u>   |
| 23. | American Technical Society<br>848 East 58th Street<br>Chicago, Illinois 60637  | "Lumber Handling and Piling"  |
| 24. | Encyclopedia Britannica<br>Educational Corporation<br>425 N. Michigan Avenue<br>Chicago, Illinois 60601                                  | "Lumber for Houses"   |
| 25. | Serina Press<br>70 Kennedy Square<br>Alexandria, VA 22305  | "Carpentry Part 1 - Measuring,<br>Marking, and Leveling Tools"  |
| 26. | Visual Instruction Productions<br>295 West Fourth Street<br>New York, N.Y. 10014   | "How to Use Measuring Tools"<br>"Saw Operations"  |
| 27. | Stanley Tools<br>600 Myrtle Street<br>New Britain, Conn 06050  | Stanley tool charts   |
| 28. | U.S. Steel Corp.   | "Knowing Is Not Enough"   |
| 29. | Bausch and Lomb<br>SOPD Division<br>Bausch Street<br>Rochester, New York 14609   | "It's Up to You"  |

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|-----|--|--|
| 30. | National Safety Council  | safety posters   |
| 31. | University of Michigan<br>A-V Education Center<br>416 Fourth Street<br>Ann Arbor, Michigan   | "Our Senses: What They Do For Us"<br>"Safety in the Shop"<br>"Fire"<br>"Fire: What Makes It Burn"<br>"Fires and Wires" |
| 32. | Michigan State University<br>Instructional Media Center<br>East Lansing, Michigan 48823      | "How to Have an Accident at Work"<br>"How to Have an Accident at Home"   |
| 33. | Scott Education Division<br>Holyoke, Mass 01040  | "Maintaining a Safe Shop"  |
| 34. | Pennsylvania State University<br>Department of Agricultural Ed.<br>University Park, Pa 16802 | <u>Retail Flower Shop Operations and Management</u>  |
| 35. | Roehrs Company<br>Book Division<br>Box 125<br>East Rutherford, N.J. 07073                    | <u>Exotica III</u>   |
| 36. | Crown Publishers Inc.<br>419 Park Avenue South<br>New York, N.Y. 10016                       | <u>The Color Dictionary of Flowers and Plants</u>  |



# APPENDIX

- INSTRUCTIONAL MATERIALS CODE
- TASK-RELATED COMPETENCIES CODE

# INSTRUCTIONAL MATERIALS CODE

## MEDIA CODE/INDEX

### Probable Learning Sensations

<u>Code</u>	<u>Media</u>	<u>Vis.</u>	<u>Aud.</u>	<u>Tac.</u>	<u>Kin.</u>	<u>Ole.</u>	<u>Sav.</u>
1	Demonstration with real objects/materials	x	x	x	x	x	x
2	3-D models - Mockups	x	x	x	x	x	x
3	Games - Simulators	x	x	x	x	x	x
4	Sound/Slide Programs	x	x				
5	Filmstrip - Cassette/Record	x	x				
6	TV - Broadcast, Closed Circuit	x	x				
7	Video and/or Audio Recorder	x	x				
8	Film, 16mm - BW/Color, Sound	x	x				
9	Film loop, 8mm	x					
10	Filmstrip	x					
11	Slides	x					
12	Overhead transparencies	x					
13	Books, Magazines, Texts, Booklets	x					
14	Pamphlets, Brochures, Manuals, Workbooks	x					
15	Newspapers, Cartoons	x					
16	2-D Displays, Charts, Graphs, Posters	x					
17	Drawings, Photographs, Schematics, Maps	x					
18	Opaque Projectuals	x					
19	Telephone, Intercom		x				
20	Other, specify						

## BIBLIOGRAPHY REFERENCE

... complete ordering information for each of the commercially or teacher-produced instructional materials may be obtained by checking this reference number in the Instructional Materials Bibliography located in the back of the Cluster Guide.

## TASK-RELATED COMPETENCIES

The task-related competencies are a summation of the specific skills, understandings, and/or attitudes that are necessary to satisfactorily accomplish the instructional tasks found in the ten cluster guides. The following listing is used for interpreting the Task-Related Competency code numbers found on each task sheet. A more detailed description of each of the identified competencies can be found either in the Program Guide or the Project Handbook.

### A. SKILLS BASED ON KNOWLEDGE

1. Name one or more items
2. Request supplies and/or equipment
3. Check for accuracy and, if necessary, require correction of self and/or others
4. Discriminate sound cues, recognize normal sound as opposed to abnormal sound
5. Identify color
6. Identify form, size, shape, texture
7. Sequencing - Respond by pre-determined plan
8. Write identifying information of persons, places, and/or objects, serial no., weight, and/or types of products on slips or tags, etc.
9. Obtain information through sight, shape, size, distance, motion, color, and other unique characteristics
10. Discriminate olfactory cues

### B. CONCEPT OF NUMBERS BASED ON KNOWLEDGE

1. Ordinal
2. Cardinal
  - a. read numbers and/or copy
  - b. count and/or record
3. Make change (money)
4. Measure
  - a. distance
  - b. weights - volume - balance
  - c. liquids - solids
  - d. time (measurement of)
  - e. degrees of circle
  - f. temperature, pressure and humidity
  - g. torque
  - h. electricity
  - i. vertical-horizontal
5. Perform simple addition and/or subtraction
6. Perform simple multiplication and/or division

## TASK-RELATED COMPETENCIES, continued. . .

### C. COMPREHENSION AND PERFORMANCE

1. Forms
  - a. write
  - b. file, post and/or mail
2. Match
  - a. duplicate
  - b. sort
3. Check lists and/or fill out report forms
4. Time awareness
5. Follow verbal symbol and/or written direction
6. Recognize words (not numbers) or ability to read and/or write
7. Depth perception
8. Ability to select most appropriate solution
9. Concept of distance

### D. SKILLS BASED ON PHYSICAL ABILITIES

1. Fine Coordination
  - a. coordinate eyes and hands or fingers accurately
  - b. make precise movement
  - c. move fingers to manipulate objects
  - d. move hands skillfully - placing and turning motion
  - e. coordinate hand and foot
  - f. feeling - perceiving objects and materials as to size, shape, temperature, moisture content, or texture by means of touch
2. Strength (lifting, carrying, pushing, and/or pulling)
  - a. sedentary work, 10# occasionally lifting and/or carrying small items such as tools, etc.
  - b. light work, 20#, requires a significant amount of standing or walking
  - c. medium work, lifting 50#, frequent lifting and carrying objects weighing 25#
  - d. heavy work, frequent lifting and/or carrying up to 50#
  - e. very heavy work - lifting objects in excess 100#, lifting and/or carrying objects weighing 50# or more
3. Gross Coordination (climbing and/or balancing)
  - a. maintain body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery or moving surfaces
  - b. ascend and descend ladders, stairs, scaffolding, ramps, poles, ropes, using feet and legs and/or hands and arms
  - c. reaching - extending hands and arms in any directions
  - d. crawling - moving on knees or hands and feet
  - e. kneeling - bend legs at knees to rest on knee or knees
  - f. stooping - bend downward and forward by bending legs and spine
  - g. bending - downward and forward by bending at the waist