

# Bridging the Employment Gap Series

## Retail

### Chart Aligning the Curriculum to the OALCF

#### Introduction

This **Retail** Curriculum was originally produced in 2008 as part of the **Bridging the Employment Gap** series of occupation-related manuals, and is aligned to the Essential Skills, as defined by Human Resources and Skills Development Canada (HRSDC). With the implementation in Ontario of the Ontario Adult Literacy Curriculum Framework (OALCF), Simcoe/Muskoka Literacy Network has now aligned all the curriculum manuals to the competencies, task groups, and complexity levels of the OALCF. While not all of the activities in this curriculum are tasks, in the truest definition, they have all been aligned for the benefit and convenience of practitioners and students who are using the curriculum.

The alignments were made using several assumptions and agreements:

- a) The curricula are used by a student-tutor pair or by a group of students with a practitioner (paid or volunteer).
- b) Competencies and task groups were selected based on the actual instructions to the practitioner **as written** for that activity. Suggested or optional steps and additional activities have not been aligned. If you include these optional steps or do the additional or suggested activities, additional competencies and/or changes to complexity levels may result.

In some cases, an instruction may be rather unclear. For example, an instruction may say to “use” one of the teaching aids or something from another resource; unless the instruction specifically states that the teaching aid would be given to or used with the student, we have assumed that it pertains to the practitioner only .

- c) If the instructions say to use an activity from another section of the curriculum or from another curriculum, then it will be aligned in that curriculum, and you will need to consult the alignment chart for that section or curriculum.
- d) Some of the activities are skill-building activities leading to a task or competency. Therefore, in some cases, a competency or task group has been selected based on the task or competency being developed.
- e) In some activities, there is a fairly substantial amount of presentation and/or demonstration by the practitioner, and the student needs to use this information in associated activities afterwards. In this case, competency A3 will be included in the chart for that activity.
- f) These curricula may be used with a tutor-student pair or in a group setting of several students and a practitioner. Throughout the curricula there are many activities where the practitioner asks simple questions of the students. Even though there may be more than one student present, the interchange needed to answer the questions is direct between the practitioner and the student answering. In this case, competency B1.1 has been selected.

If the activity instructions specify “Discuss” and it is clear that a more complex exchange of information and opinion is required, then B1.2 has been selected.

Please contact us if you have any comments or suggestions about this alignment chart.

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Literacy Network





## Retail - Safety

Competency	Find and Use information							Communicate Ideas & Information								Understand & Use Numbers									Use Digital Technology			Manage Learning			Engage With Others						
	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others			Write continuous text			Complete and create documents			Express oneself creativity	Manage Money			Manage Time			Use Measures			Manage Data			D .1	D .2	D .3	E .1	E .2	E .3	T	
Task Group #	A1. 1	A1. 2	A1. 3	A2. 1	A2. 2	A2. 3	A 3	B1. 1	B1. 2	B1. 3	B2. 1	B2. 2	B2. 3	B3. 1	B3. 2	B3. 3	B4	C1. 1	C1. 2	C1. 3	C2. 1	C2. 2	C2. 3	C3. 1	C3. 2	C3. 3	C4. 1	C4. 2	C4. 3	D .1	D .2	D .3	E .1	E .2	E .3	T	
Activity	1. Rights and responsibilities						●		●																												
	2. Everyone has a part to play						●		●																												
	3. The employer plays a part		●				●		●																												●
	4. Hazards						●		●																												
	5. Learn how to protect yourself				●		●		●																												
	6. Personal protective equipment				●		●		●																												
	7. Safe operating procedures	●			●				●																												●
	8. Emergency procedures	●			●				●					●																							●
	9. Protecting yourself	●				●	●		●																												
	10. Reporting injuries		●														●																				●
	11. Office safety							●																													
	Demo – Task 1	●						●																											●		
	Demo – Task 2	●						●							●																						
What I Have Learned & Skills Practiced					●									●																					●		

## Retail – Counting Money

Competency		Find and Use information						Communicate Ideas & Information								Understand & Use Numbers												Use Digital Technology			Manage Learning			Engage With Others				
Task Group	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others				Write continuous text			Complete and create documents			Express oneself creativity	Manage Money			Manage Time			Use Measures			Manage Data				D .1	D .2	D .3	E .1	E .2	E .3	F
Task Group #	A1. 1	A1. 2	A1. 3	A2. 1	A2. 2	A2. 3	A 3	B1. 1	B1. 2	B1. 3	B2. 1	B2. 2	B2. 3	B3. 1	B3. 2	B3. 3	B4	C1. 1	C1. 2	C1. 3	C2. 1	C2. 2	C2. 3	C3. 1	C3. 2	C3. 3	C4. 1	C4. 2	C4. 3	D .1	D .2	D .3	E .1	E .2	E .3	F		
Activity	<b>Experience Counts</b>																																					
	1. Discuss importance of money skills								●																													
	2. Discuss experience								●																													
	Demo – Task 1				●										●				●																			
	Demo – Task 2															●			●																			
	Demo – Task 3				●											●			●																			
	Demo – Task 4				●				●										●																			●
What I Have Learned & Skills Practiced					●										●																					●		
Activity	<b>Dollar-Mania</b>																																					
	3. Loonie identification				●				●																													
	4. Value of \$1								●										●																			
	5. Selecting loonies				●										●				●																			
	6. Writing dollar amounts										●																											
	7. Counting/writing dollar amounts														●				●																	●		



## Retail – Counting Money

Competency	Find and Use information							Communicate Ideas & Information								Understand & Use Numbers									Use Digital Technology			Manage Learning			Engage With Others						
	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others			Write continuous text			Complete and create documents			Express oneself creativity	Manage Money			Manage Time			Use Measures			Manage Data			D .1		D .2	D .3	E .1	E .2	E .3	ƒ
Task Group #	A1. 1	A1. 2	A1. 3	A2. 1	A2. 2	A2. 3	A 3	B1. 1	B1. 2	B1. 3	B2. 1	B2. 2	B2. 3	B3. 1	B3. 2	B3. 3	B4	C1. 1	C1. 2	C1. 3	C2. 1	C2. 2	C2. 3	C3. 1	C3. 2	C3. 3	C4. 1	C4. 2	C4. 3	D .1	D .2	D .3	E .1	E .2	E .3	ƒ	
Activity	18. Counting \$5's and loonies				●									●				●																			
	19. Counting \$5's, toonies and loonies				●			●										●																			
	20. More counting \$5's, toonies, loonies				●									●				●																			
	Demo – Task 1				●			●										●																			
	Demo – Task 2							●										●																			
	Demo – Task 3							●										●														●					
	What I Have Learned & Skills Practiced					●									●																						●
Activity	The Big Bucks																																				
	21. Identify \$10								●					●				●																			
	22. Substituting loonies, \$5's and \$10's								●									●																			
	23. Value of \$10				●			●										●																			
	24. Counting \$10's							●										●																			
	25. Counting \$5's and \$10's							●										●																			
	26. Using \$10's and \$5's							●										●																			
	27. Counting by 5's and 10's										●							●																			

## Retail – Counting Money

Competency	Find and Use information							Communicate Ideas & Information								Understand & Use Numbers									Use Digital Technology			Manage Learning			Engage With Others							
	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others			Write continuous text			Complete and create documents			Express oneself creatively	Manage Money			Manage Time			Use Measures			Manage Data			D .1		D .2	D .3	E .1	E .2	E .3	T	
Task Group #	A1. 1	A1. 2	A1. 3	A2. 1	A2. 2	A2. 3	A 3	B1. 1	B1. 2	B1. 3	B2. 1	B2. 2	B2. 3	B3. 1	B3. 2	B3. 3	B4	C1. 1	C1. 2	C1. 3	C2. 1	C2. 2	C2. 3	C3. 1	C3. 2	C3. 3	C4. 1	C4. 2	C4. 3	D .1	D .2	D .3	E .1	E .2	E .3	T		
Activity	28. Counting by 10's, 2's and 1's				●									●				●																				
	29. Grouping, counting, adding (deposit slip)				●									●				●																				
	30. \$20				●					●								●																				
	31. Ordering dollar bills and coins																		●									●										
	32. Store								●									●																			●	
	33. Role playing customer/cashier								●									●																			●	
	34. Money game				●					●																		●										●
	Demo – Task 1								●										●												●							
	Demo – Task 2				●										●				●													●						
	Demo – Task 3									●									●																			●
What I Have Learned & Skills Practiced					●									●																						●		
Activity	Every Penny Counts																																					
	35. Identifying cents/pennies				●				●					●																								
	36. Value of cent								●									●																				
	37. Writing cents								●										●													●						

## Retail – Counting Money

Competency	Find and Use information							Communicate Ideas & Information								Understand & Use Numbers									Use Digital Technology			Manage Learning			Engage With Others						
	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others			Write continuous text			Complete and create documents			Express oneself creatively	Manage Money			Manage Time			Use Measures			Manage Data			D .1		D .2	D .3	E .1	E .2	E .3	T
Task Group #	A1. 1	A1. 2	A1. 3	A2. 1	A2. 2	A2. 3	A 3	B1. 1	B1. 2	B1. 3	B2. 1	B2. 2	B2. 3	B3. 1	B3. 2	B3. 3	B4	C1. 1	C1. 2	C1. 3	C2. 1	C2. 2	C2. 3	C3. 1	C3. 2	C3. 3	C4. 1	C4. 2	C4. 3	D .1	D .2	D .3	E .1	E .2	E .3	T	
Activity	38. Comparing cents and dollars							●																													
	39. Counting pennies				●									●				●																			
	40. writing \$1.01							●						●																	●						
	41. Rolling pennies							●										●										●									
	Demo – Task 1													●				●																	●		
	Demo – Task 2				●										●			●																	●		
	What I Have Learned & Skills Practiced					●									●																					●	
Activity	Quarters																																				
	42. Reason for other coins							●																													
	43. Quarter							●									●																				
	44. Identify quarter				●			●						●			●																				
	45. Find the quarters				●			●						●			●																				
	46. Counting by 25							●						●			●																				
	47. Counting quarters and pennies				●			●						●			●														●						
	48. Grouping quarters for dollars				●			●						●			●																				



## Retail – Counting Money

Competency	Find and Use information							Communicate Ideas & Information								Understand & Use Numbers									Use Digital Technology			Manage Learning			Engage With Others								
	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others			Write continuous text			Complete and create documents			Express oneself creatively	Manage Money			Manage Time			Use Measures			Manage Data			D .1		D .2	D .3	E .1	E .2	E .3	T		
Task Group #	A1. 1	A1. 2	A1. 3	A2. 1	A2. 2	A2. 3	A 3	B1. 1	B1. 2	B1. 3	B2. 1	B2. 2	B2. 3	B3. 1	B3. 2	B3. 3	B4	C1. 1	C1. 2	C1. 3	C2. 1	C2. 2	C2. 3	C3. 1	C3. 2	C3. 3	C4. 1	C4. 2	C4. 3	D .1	D .2	D .3	E .1	E .2	E .3	T			
Activity	49. Counting quarters to value incomplete dollars				●			●						●				●																					
	50. Counting and rolling quarters							●										●																					
	Demo – Task 1				●									●				●																	●				
	Demo – Task 2														●				●												●					●			
	What I Have Learned & Skills Practiced					●									●																					●			
Activity	Nickels And Dimes																																						
	51. Dimes and nickels							●										●																					
	52. Dime: identify and value				●			●						●				●																					
	53. Counting coins							●						●				●												●									
	54. Counting by 10's							●						●														●											
	55. Identify and value nickel				●			●						●				●																					
	56. Counting nickels							●						●				●																		●			
	57. Quarter = 2 dimes 1 nickel				●			●						●				●																	●				
	58. Counting coins again							●							●				●																				
	59. Group and tally				●										●				●																				



## Retail – Counting Money

Competency	Find and Use information							Communicate Ideas & Information								Understand & Use Numbers												Use Digital Technology			Manage Learning			Engage With Others				
	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others			Write continuous text			Complete and create documents			Express oneself creativity	Manage Money			Manage Time			Use Measures			Manage Data			D .1	D .2	D .3	E .1	E .2	E .3	⌈		
Task Group #	A1. 1	A1. 2	A1. 3	A2. 1	A2. 2	A2. 3	A 3	B1. 1	B1. 2	B1. 3	B2. 1	B2. 2	B2. 3	B3. 1	B3. 2	B3. 3	B4	C1. 1	C1. 2	C1. 3	C2. 1	C2. 2	C2. 3	C3. 1	C3. 2	C3. 3	C4. 1	C4. 2	C4. 3	D .1	D .2	D .3	E .1	E .2	E .3	⌈		
Activity	72. Making change			●				●						●				●																				
	Demo – Task 1	●		●				●						●				●																				
	Demo – Task 2	●						●						●				●																				
	Demo – Task 3				●			●											●																			
	Demo – Task 4				●									●					●											●								●
	Demo – Task 5	●			●				●					●					●											●								
	Demo – Task 6				●					●									●																			●
	What I Have Learned & Skills Practiced					●								●																								

## Retail – Sorting By Size

Competency	Find and Use information							Communicate Ideas & Information								Understand & Use Numbers									Use Digital Technology			Manage Learning			Engage With Others									
	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others			Write continuous text			Complete and create documents			Express oneself creativity	Manage Money			Manage Time			Use Measures			Manage Data			D .1	D .2	D .3	E .1	E .2	E .3	T				
Task Group #	A1. 1	A1. 2	A1. 3	A2. 1	A2. 2	A2. 3	A 3	B1. 1	B1. 2	B1. 3	B2. 1	B2. 2	B2. 3	B3. 1	B3. 2	B3. 3	B4	C1. 1	C1. 2	C1. 3	C2. 1	C2. 2	C2. 3	C3. 1	C3. 2	C3. 3	C4. 1	C4. 2	C4. 3											
Activity	1. Size			●				●																																
	2. S, m, l, or numbers							●																																
	3. Small, medium, large				●			●																																
	4. Extra				●			●																																
	5. One size				●			●																																
	6. Sequence of sizes				●			●							●																									
	7. Store practice				●			●							●																									
	8. Sorting letters and numbers				●			●							●																									
	9. Sorting s, m, l, xl				●			●							●																									
	10. Odd/even				●			●																				●												
	11. Odd or even?				●			●							●													●												
	12. Common sizes				●			●																				●												
	13. Clothing size tags				●			●							●													●												
	14. Price tickets				●			●							●													●												
	15. English/French				●			●							●													●												

## Retail – Sorting By Size

Competency	Find and Use information						Communicate Ideas & Information								Understand & Use Numbers									Use Digital Technology			Manage Learning			Engage With Others							
	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others			Write continuous text			Complete and create documents		Express oneself creatively	Manage Money			Manage Time			Use Measures			Manage Data			D .1		D .2	D .3	E .1	E .2	E .3	F	
Task Group #	A1. 1	A1. 2	A1. 3	A2. 1	A2. 2	A2. 3	A 3	B1. 1	B1. 2	B1. 3	B2. 1	B2. 2	B2. 3	B3. 1	B3. 2	B3. 3	B4	C1. 1	C1. 2	C1. 3	C2. 1	C2. 2	C2. 3	C3. 1	C3. 2	C3. 3	C4. 1	C4. 2	C4. 3	D .1	D .2	D .3	E .1	E .2	E .3	F	
Activity	16. What's on a label			●			●	●																													
	17. Make the match			●				●						●																							
	18. Mismatch?								●																												
	19. How clothing is organized				●		●		●																		●			●							
	20. Sorting clothing by style & colour				●				●						●																						
	21. Which way?							●	●						●													●									
	22. Order the tags				●				●																										●		
	23. Put the clothing in order				●				●																										●		
	24. Folding and pilling				●				●																										●		
	25. Fill it up								●																												
	26. Pizza time								●																												
	Demo – Task 1				●					●					●																				●		
	Demo – Task 2				●										●																				●		
	Demo – Task 3				●				●																			●							●		
	Demo – Task 4				●										●						●														●		
What I Have Learned & Skills Practiced					●									●																					●		

## Retail – Matching UPC Symbols

Competency	Find and Use information						Communicate Ideas & Information								Understand & Use Numbers									Use Digital Technology			Manage Learning			Engage With Others										
	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others			Write continuous text			Complete and create documents		Express oneself creativity	Manage Money			Manage Time			Use Measures			Manage Data			D .1	D .2	D .3	E .1	E .2	E .3	T					
Task Group #	A1. 1	A1. 2	A1. 3	A2. 1	A2. 2	A2. 3	A 3	B1. 1	B1. 2	B1. 3	B2. 1	B2. 2	B2. 3	B3. 1	B3. 2	B3. 3	B4	C1. 1	C1. 2	C1. 3	C2. 1	C2. 2	C2. 3	C3. 1	C3. 2	C3. 3	C4. 1	C4. 2	C4. 3											
Activity	1. UPC numbers			●				●																																
	2. Examine code			●				●																																
	3. Locate UPC numbers			●				●																																
	4. Compare codes			●				●																			●													
	5. Remembering and copying							●						●														●						●						
	6. Copy UPC numbers			●				●						●																				●						
	7. Comparing the codes			●				●						●													●													
	8. Find that code!				●									●															●											
	9. Copy and match			●				●						●																										
	10. Find the product			●				●																																●
	11. Field trip						●		●										●																					
	Demo – Task 1			●										●																										
What I Have Learned & Skills Practiced				●									●																											

## Retail – Stocking Shelves

Competency	Find and Use information							Communicate Ideas & Information							Understand & Use Numbers									Use Digital Technology			Manage Learning			Engage With Others									
	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others			Write continuous text			Complete and create documents			Express oneself creatively	Manage Money			Manage Time			Use Measures			Manage Data				D .1	D .2	D .3	E .1	E .2	E .3	T		
Task Group #	A1. 1	A1. 2	A1. 3	A2. 1	A2. 2	A2. 3	A 3	B1. 1	B1. 2	B1. 3	B2. 1	B2. 2	B2. 3	B3. 1	B3. 2	B3. 3	B4	C1. 1	C1. 2	C1. 3	C2. 1	C2. 2	C2. 3	C3. 1	C3. 2	C3. 3	C4. 1	C4. 2	C4. 3										
Activity	1. Discuss shopping experience								●																														
	2. Fronting, facing and finessing				●		●	●																															
	3. Shelf labels				●		●	●																															
	4. Product differences				●		●	●																															
	5. How to face shelves				●		●	●																															
	6. English/French				●		●	●																															
	7. Position the shelf label				●		●	●																															
	8. How to fix it				●		●		●																														
	9. Field trip				●		●	●																															●
	Demo – Task 1				●		●								●																								
	What I Have Learned & Skills Practiced					●									●																						●		



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