

Course Outline

Building and Construction Trades

REVISED: August/2017

Job Title

Locksmith

Career Pathway:

Residential and Commercial
Construction

Industry Sector:

Building and Construction Trades

O*NET-SOC CODE:

49-9094.00

CBEDS Title:

Residential and Commercial
Construction

CBEDS No.:

5502

71-45-50

Locksmithing/1

Credits: 15

Hours: 180

Course Description:

This competency-based course is the first in a sequence of two designed for locksmithing. It provides students with technical instruction and practical experience in basic locksmithing. Instruction includes an orientation, workplace safety, resource management, trade mathematics, precision measurement, safe and proper use of locksmithing tools and equipment, and employability skills. Emphasis is placed on key blank identification, code machines and code books, rekeying of and installation of locks, locksets, and auto locks as well as the assembly and disassembly of cylinder units, making keys from scratch, and masterkeying. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:

Student must have the physical ability to perform locksmith work, and must be eligible to obtain a police permit to practice locksmithing in California.

NOTE: For Perkins purposes this course has been designated as an **introductory/concentrator** course. Candidates for positions with public agencies are subject to background investigations.

This course cannot be repeated once a student receives a Certificate of Completion.



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-14

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

(continued)

COURSE OUTLINE COMPONENTS	LOCATION
INSTRUCTIONAL STRATEGIES	p. 16
Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom. Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.	
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover
The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level. Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.	
EVALUATION PROCEDURES	pp. 16-17
The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved. Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.	

ACKNOWLEDGMENTS

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

Building and Construction Trades Industry Sector

Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Building and Construction Trades academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Building and Construction Trades sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Building and Construction Trades sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Building and Construction Trades sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Building and Construction Trades sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Building and Construction Trades sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organization.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Building and Construction Trades sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Building and Construction Trades anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

Building and Construction Trades Pathway Standards

D. Residential and Commercial Construction Pathway

The Residential and Commercial Construction pathway provides learning opportunities for students interested in preparing for careers in construction and building design, performance, and sustainability. The standards focus on the manner in which residential and commercial structures are designed and built. The pathway includes instruction in the way in which these structures are built (Class B California License).

Sample occupations associated with this pathway:

- ◆ Plumber
- ◆ Electrician
- ◆ Building Inspector
- ◆ Estimator
- ◆ Carpenter

- D1.0 Recognize the impact of financial, technical, environmental, and labor trends on the past and future of the construction industry.
- D2.0 Apply the appropriate mathematical calculations used in the construction trades.
- D3.0 Interpret and apply information from technical drawings, schedules, and specifications used in the construction trades.
- D4.0 Demonstrate techniques for proper site preparation.
- D5.0 Demonstrate foundation layout techniques to include setting forms, placing reinforcements, and placing concrete according to construction drawings, specifications, and building codes.
- D6.0 Demonstrate carpentry techniques for the construction of a single-family residence.
- D7.0 Demonstrate proper installation techniques of interior finish materials and protective finishes.
- D8.0 Demonstrate the application of exterior finish materials and protective finishes in building construction.
- D9.0 Understand, integrate, and employ sustainable construction practices in the building trades.
- D10.0 Demonstrate skills necessary to complete a plumbing system in a single-family residence in accordance with accepted industry standards.
- D11.0 Demonstrate skills necessary to complete an electrical system in a single-family residence in accordance with accepted industry standards.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Locksmithing/1 Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
A. ORIENTATION AND SAFETY Understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.	1. Define the scope and purpose of the course. 2. Define the overall course content as a part of Linked Learning. 3. Define classroom policies and procedures. 4. Define classroom and workplace first aid and emergency procedures. 5. Define the different occupations in the Building Trades and Construction Industry Sector which have an impact on the role of the locksmiths. 6. Define the opportunities available for promoting gender equity and the representation of non-traditional populations in locksmithing. 7. Define the following legislative mandates and their impact on the locksmithing trade: a. Uniform Building Codes b. Americans with Disabilities Act c. State Fire Codes d. County Fire Codes e. City/ local Fire Codes f. State Life Safety Codes g. County Life Safety Codes h. City/local Life Safety Codes i. U.S. Title 24 j. U.S. Title 19 8. Define the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing locksmiths. 9. Define the impact of Environmental Protection Agency (EPA) legislation on the Building Trades and Construction Industry Sector practices. 10. Define and demonstrate the procedures for contacting proper authorities for the removal of hazardous materials based on the EPA standards. 11. Define and demonstrate the use of the Material Safety Data Sheet (MSDS) as it applies to the locksmithing trade. 12. Define the role of the Leadership in Energy and Environmental Design (LEED) Green Building Rating System™ in increasing the use of sustainable and green building practices in California.	Career Ready Practice: 1, 3, 6, 7, 12 CTE Anchor: Communications: 2.1, 2.2, 2.3 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.11, 6.12 Ethics and Legal Responsibility: 8.2, 8.3 Technical Knowledge and Skills: 10.1, 10.2 CTE Pathway: D1.1, D1.2, D1.3, D3.3, D3.7, D9.1, D9.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	13. Define the provisions of the California Title 24 Energy Efficiency Standards (a.k.a. 2008 California Green Building Standards Code) as they relate to the Building Trades and Construction Industry Sector. 14. Pass the safety test with 100% accuracy.	
B. RESOURCE MANAGEMENT Understand, apply, and evaluate resource management principles and techniques in the locksmithing business.	1. Define the following: a. resources b. management c. sustainability 2. Describe the management of the following resources in the locksmithing business: a. time b. materials c. personnel 3. List specific examples of effective management of the following in the locksmithing business: a. time b. materials c. personnel 4. Describe the benefits of effective resource management in the locksmithing business: a. profitability b. sustainability c. company growth 5. Describe the economic benefits and liabilities of managing resources in an environmentally responsible way.	Career Ready Practice: 1, 2, 3, 7, 8, 9, 12 CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4 Career Planning and Management: 3.4 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.4 Responsibility and Flexibility: 7.1, 7.2, 7.4, 7.6, 7.7 Ethics and Legal Responsibility: 8.1, 8.3, 8.4, 8.5, 8.7 Leadership and Team Work: 9.3, 9.6 CTE Pathway: D1.1, D1.2
C. TRADE MATHEMATICS Understand, apply, and evaluate the mathematical requirements in locksmithing.	1. Describe the practical applications of math in locksmithing. 2. Describe and demonstrate problem-solving techniques involving whole number problems, using arithmetic operations (addition, subtraction, multiplication, and division). 3. Describe and demonstrate problem-solving techniques involving various fraction problems using arithmetic operations. 4. Describe and demonstrate problem-solving techniques involving various decimal problems using addition, subtraction, multiplication, and division. 5. Describe and demonstrate techniques for changing fractions to decimals. 6. Describe and demonstrate techniques for changing decimals to fractions. 7. Describe the English system of measuring length. 8. Describe the English system of measuring weight.	Career Ready Practice: 1, 3, 5 CTE Anchor: Communications: 2.1, 2.3, 2.4 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3 CTE Pathway: D1.1, D2.1, D2.3

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)	9. Describe the English systems of measuring volume or capacity. 10. Describe the relationships between various English system linear units of measurement, such as inches, feet, yards, and miles. 11. Describe the relationships between various English system units of volume or capacity, such as cups, pints, quarts and gallons. 12. Describe and demonstrate problem-solving techniques for various English system measuring problems using arithmetic operations. 13. Describe and demonstrate measuring techniques for objects by using the English system measuring tools common to the trade. 14. Describe and demonstrate problem-solving techniques for geometric problems. 15. Describe and demonstrate problem-solving techniques for algebraic problems. 16. Describe and demonstrate problem-solving techniques using percentages. 17. Describe and demonstrate techniques for reading and interpreting graphs. 18. Describe and demonstrate techniques for using a calculator.	
D. TOOLS AND MACHINES Understand the safe and proper use, maintenance, and storage of basic locksmithing tools, supplementary materials, and key duplication machines.	1. Identify the required tools used in locksmithing. 2. Identify the texts and other supplementary materials used in locksmithing. 3. Identify the different types of key duplicating machines. 4. Identify the parts of the key duplicating machines. 5. Define the safety procedures necessary to use, maintain, and store locksmithing tools and materials as well as key duplicating machines.	Career Ready Practice: 1, 3, 5, 11 CTE Anchor: Communications: 2.1, 2.2, 2.3 Health and Safety: 6.12 Technical Knowledge and Skills: 10.1, 10.5 CTE Pathway: D1.1, D1.2
E. PRECISION MEASUREMENT Understand, apply, and evaluate precision measurement techniques.	1. Define and apply precision measurement mathematics. 2. Define the functions of the following precision measuring instruments: a. key micrometer b. dial caliper c. dial indicator 3. Define and demonstrate the measurement techniques of the various depths of cut of a key. 4. Take the measurements of various types of keys.	Career Ready Practice: 1, 3, 5 CTE Anchor: Communications: 2.1, 2.2, 2.3 Health and Safety: 6.12 Technical Knowledge and Skills: 10.1, 10.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		CTE Pathway: D1.1, D1.2
F. KEY BLANK IDENTIFICATION Understand and apply the techniques for identifying key blanks.	1. Identify the different types of keys. 2. Identify the different key parts. 3. Identify key blanks by manufacturer. 4. Identify key blanks by milling section. 5. Identify key blanks by make and number. 6. Define and demonstrate the efficient use of a key blank catalog.	Career Ready Practice: 1, 3, 5, 11 CTE Anchor: Communications: 2.1, 2.2, 2.3 Problem Solving and Critical Thinking: 5.1 Technical Knowledge and Skills: 10.1
(20 hours)		CTE Pathway: D1.1, D1.2
G. CODE MACHINES AND CODE BOOKS Understand, apply, and evaluate the cutting techniques for keys by using codes and code machines.	1. Define the ethical considerations involved in cutting keys by code. 2. Identify the different key codes. 3. Decipher key codes. 4. Define and demonstrate the use of the HPS and Reed code books. 5. Locate the codes for the different types of locks in the code books. 6. Define and demonstrate the following: a. the proper use of a punch and die key machine b. operation and maintenance of the HPC 1200CM Code machine c. cutting the following keys by code: i. pin tumbler ii. disc tumbler iii. automotive iv. lever	Career Ready Practice: 1, 3, 5, 11 CTE Anchor: Communications: 2.1, 2.2, 2.3 Problem Solving and Critical Thinking: 5.1, 5.2 Health and Safety: 6.1, 6.6, 6.12 Responsibility and Flexibility: 7.5 Ethics and Legal Responsibility: 8.1 Technical Knowledge and Skills: 10.1, 10.5
(20 hours)		CTE Pathway: D1.1, D1.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
H. LOCKSETS I Understand, apply, and evaluate the rekeying techniques for locksets. (20 hours)	1. Identify the different types of mortise locksets. 2. Rekey a mortise lock. 3. Define the handling and function change of a mortise lock. 4. Rekey a narrow style mortise lock. 5. Define the features of the different kinds of manufactured pre-assembled unit-type locks. 6. Service the different kinds of manufactured pre-assembled unit-type locks. 7. Rekey a preassembled unit lock. 8. Identify a Schlage interconnected lockset. 9. Rekey a Schlage H lock. 10. Identify a Corbin master ring cylinder. 11. Rekey a Corbin master ring cylinder. 12. Identify by manufacturer the different types of: a. Grade 1 locksets b. Grade 2 locksets 13. Define and demonstrate the disassembly and assembly of the different types of: a. Grade 1 locksets b. Grade 2 locksets 14. Define and demonstrate the troubleshooting, repair and servicing techniques for the different types of: a. Grade 1 locksets b. Grade 2 locksets 15. Rekey the different types of: a. Grade 1 locksets b. Grade 2 locksets	Career Ready Practice: 1, 3, 5 CTE Anchor: Communications: 2.1, 2.2, 2.3 Problem Solving and Critical Thinking: 5.1 Health and Safety: 6.1, 6.6, 6.12 Responsibility and Flexibility: 7.5 Ethics and Legal Responsibility: 8.1 Technical Knowledge and Skills: 10.1, 10.5 CTE Pathway: D1.1, D1.2
I. TYPES OF CYLINDERS Understand, apply, and evaluate the assembly and disassembly techniques for the different types of cylinder units.	1. Define the features and functions of warded cylinders. 2. Define and demonstrate the following: a. construction and operation of disc tumbler locks including master keying b. disassembly and assembly of disc tumbler locks from various manufacturers c. sight reading of key depths d. creation of keys for disc tumbler locks from various manufacturers e. troubleshooting and servicing of disc tumbler locks 3. Define the cylinder pinning theory. 4. Define and demonstrate the following: a. construction of pin tumbler cylinders b. operation of pin tumbler cylinders c. rekeying mortise cylinders from various manufacturers d. rekeying rim cylinders from various manufacturers e. rekeying knob cylinders from various manufacturers	Career Ready Practice: 1, 3, 5 CTE Anchor: Communications: 2.1, 2.2, 2.3 Problem Solving and Critical Thinking: 5.1, 5.2 Health and Safety: 6.1, 6.6, 6.12 Ethics and Legal Responsibility: 8.1 Technical Knowledge and Skills: 10.1, 10.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)		CTE Pathway: D1.1, D1.2
J. ORIGINATING FIRST KEYS Understand, apply, and evaluate the techniques for making a key from scratch.	1. Define the features of depth keys. 2. Define and demonstrate the techniques for hand filing keys. 3. Define the process of "reading" a disc tumbler lock. 4. Define and demonstrate the following: a. creating a first key using several methods b. creating impression keys of the different types of locks	Career Ready Practice: 1, 3, 5, 10 CTE Anchor: Communications: 2.1, 2.2, 2.3 Problem Solving and Critical Thinking: 5.1 Health and Safety: 6.1, 6.6, 6.12 Responsibility and Flexibility: 7.5 Ethics and Legal Responsibility: 8.1 Technical Knowledge and Skills: 10.1, 10.5
(10 hours)		CTE Pathway: D1.1, D1.2
K. LOCKSET INSTALLATIONS Understand, apply, and evaluate the installation techniques for locksets.	1. Define and demonstrate proper door preparation. 2. List the necessary tools and fixtures for installation. 3. Define and demonstrate the installation techniques for the following: a. mortise-type lockset with the different types of installation fixtures b. Adams Rite-type aluminum door lock c. preassembled unit lock d. cylindrical latch set using several types of installation kits e. bore-in deadbolt using several types of installation kits	Career Ready Practice: 1, 3, 5 CTE Anchor: Communications: 2.1, 2.2, 2.3 Problem Solving and Critical Thinking: 5.1 Health and Safety: 6.1, 6.6, 6.12 Ethics and Legal Responsibility: 8.1 Technical Knowledge and Skills: 10.1, 10.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(25 hours)		CTE Pathway: D1.1, D1.2, D2.3, D3.1, D3.2, D3.3
L. MASTERKEYING I Understand, apply, and evaluate advanced masterkeying techniques. (25 hours)	1. Define masterkeying terminology. 2. Define the contents of a masterkey chart. 3. Define the process of key stamping for levels one through three. 4. Define and demonstrate the following: a. masterkey system by progressing 3 chambers b. rekeying a two-story apartment building c. designing a masterkey system having a grand masterkey, two masterkeys, and 10 change keys under each masterkey 5. Define the importance of a cylinder pinning and reading pinning charts. 6. Define and demonstrate the following: a. reading and using a Key Biting Array (KBA) Matrix b. finding incidental masterkeys in a pinning chart c. generating a manual masterkey system for each of the first three levels of masterkeying d. generating a computerized masterkey system for each of the first three levels of masterkeying e. designing a complete masterkey system for any of the following: i. an elementary school ii. a factory iii. a small industrial complex f. maintaining an existing masterkey system g. proper recordkeeping for masterkeys	Career Ready Practice: 1, 3, 4, 5, 7, 10 CTE Anchor: Communications: 2.1, 2.2, 2.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.6, 6.12 Ethics and Legal Responsibility: 8.1 Technical Knowledge and Skills: 10.1, 10.5 CTE Pathway: D1.1, D1.2, D2.3, D3.1, D3.2, D3.3
M. AUTO LOCKS Understand, apply, and evaluate the rekeying techniques for automotive locks.	1. Define the ethical and legal considerations in automotive lock work. 2. Identify domestic auto cylinders. 3. Define the construction of the domestic auto cylinders. 4. Identify various automotive key blanks. 5. Identify foreign auto locks. 6. Define and demonstrate the following: a. duplication and origination of domestic and foreign automotive lock keys b. cylinder combination of the different types of automotive locks c. opening different types of domestic and foreign automotive door locks using car opening tools d. removing broken keys from domestic and foreign automotive locks e. troubleshooting and servicing of domestic and foreign automotive locks	Career Ready Practice: 1, 3, 5, 11 CTE Anchor: Communications: 2.1, 2.2, 2.3 Problem Solving and Critical Thinking: 5.1 Health and Safety: 6.1, 6.6, 6.12 Ethics and Legal Responsibility: 8.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)		Technical Knowledge and Skills: 10.1, 10.5 CTE Pathway: D1.1, D1.2
N. EMPLOYABILITY SKILLS Understand, apply, and evaluate the employability skills required in flooring installation.	- Summarize employer requirements for the following: - punctuality - attendance - attitude toward work - quality of work teamwork - responsibility - timeliness - communication skills - Identify potential employers through traditional and internet sources. - Define the role of social media in job search. - Design sample résumés and cover letters. - Define the importance of filling out a job application legibly, with accurate and complete information. - Complete sample job application forms correctly. - Define the importance of enthusiasm on a job. - Define the importance of appropriate appearance on a job. - Define the importance of the continuous upgrading of job skills. - Define customer service as a method of building permanent relationships between the organization and the customer. - Define and demonstrate appropriate interviewing techniques. - Identify the informational materials and resources needed to be successful in an interview. - Design sample follow-up letters. - Define and demonstrate appropriate follow-up procedures.	Career Ready Practice: 1, 2, 3, 5, 7, 8, 9, 11, 12 CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 Technology: 4.1 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7 Ethics and Legal Responsibility: 8.3, 8.4 Technical Knowledge and Skills: 10.1, 10.2 Demonstration & Application: 11.1, 11.2 CTE Pathway: D1.1, D1.2, D1.3
(3 hours)		

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTS AND SUPPLEMENTAL BOOKS

Blackall, Clarence H. Builder's Hardware: A Manual for Architects, Builders and House Furnishers. Kessinger Publishing Company, June 2007.

Ferrill, Michael A. Professional Procedures for Locksmiths. Locksmith Publishing Corporation, 2001.

Friend, Mick and Norman R. England. The Encyclopedia for Locksmiths. Authors OnLine, Ltd., March 2004.

Phillips, Bill. The Complete Book of Locks and Locksmithing. McGraw-Hill Professional Publishing, August 2005.

RESOURCES

Employer Advisory Board members

CTE Model Curriculum Standards

<http://www.cde.ca.gov/ci/ct/sf/documents/buildingconstruct.pdf>

Associated Locksmiths of America (ALOA)

www.aloa.org

California Locksmith Association (CLA)

www.cla4u.org

Professional Locksmith Workshop (PLW)

Security Locksmith Association (SLA)

www.bsc.ca.gov/default.htm

greenbuildingadvisor.com

thedailygreen.com

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Teacher-developed performance tests
- B. Teacher observation
- C. Oral test
- D. Essay on values and ethics
- E. Designated safety test
- F. Designated written test
- G. Milling section test

EVALUATION

SECTION A – Orientation and Safety – Pass the safety test with 100% accuracy.

SECTION B – Resource Management – Pass all assignments and exams on resource management with a minimum score of 80% or higher.

SECTION C – Trade Mathematics – Pass all assignments and exams on trade mathematics with a minimum score of 80% or higher.

SECTION D – Tools and Machines – Pass all assignments and exams on tools and machines with a minimum score of 80% or higher.

SECTION E – Precision Measurement – Pass all assignments and exams on precision measurement with a minimum score of 80% or higher.

SECTION F – Key Blank Identification – Pass all assignments and exams on key blank identification with a minimum score of 80% or higher.

SECTION G – Code Machines and Code Books – Pass all assignments and exams on code machines and code books with a minimum score of 80% or higher.

SECTION H – Locksets I – Pass all assignments and exams on locksets I with a minimum score of 80% or higher.

SECTION I – Types of Cylinders – Pass all assignments and exams on types of cylinders with a minimum score of 80% or higher.

SECTION J – Originating First Keys – Pass all assignments and exams on originating first keys with a minimum score of 80% or higher.

SECTION K – Lockset Installations – Pass all assignments and exams on lockset installations with a minimum score of 80% or higher.

SECTION L – Masterkeying I – Pass all assignments and exams on masterkeying I with a minimum score of 80% or higher.

SECTION M – Auto Locks – Pass all assignments and exams on auto locks with a minimum score of 80% or higher.

SECTION N – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color,
national origin, gender, or physical disability.
