

# Course Outline

Marketing, Sales, and Service

REVISED: August/2020

**Job Title**

Building and Grounds Worker

**Career Pathway:**

Entrepreneurship/Self-Employment

**Industry Sector:**

Marketing, Sales, and Service

**O\*NET-SOC CODE:**

37-2011.00

**CBEDS Title:**

Small Business Services

**CBEDS No.:**

4132

**79-75-50**

## Building and Grounds Worker (Fundamentals)

**Credits:** 5

**Hours:** 60

**Course Description:**

This competency-based course prepares trainees for entry-level employment as school custodians, upgrades skills, and prepares employees for promotion. 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:**

None.

**NOTE:** For Perkins purposes this course has been designated as an **introductory** course.

It is recommended that students in the Maintenance Supervisor program complete the following courses in the given sequence: Building and Grounds Worker (Fundamentals) (79-75-50), Maintenance Supervisor: Heating and Ventilation (79-75-75), Maintenance Supervisor: Scheduling Practices (79-75-80), and Maintenance Supervisor: Supervisory Practices (79-75-85).

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. 7-12

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)**

<b>COURSE OUTLINE COMPONENTS</b>	<b>LOCATION</b>
<p><b>INSTRUCTIONAL STRATEGIES</b></p> <p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>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.</p>	p. 14
<p><b>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</b></p> <p>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.</p> <p>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.</p>	Cover pp. 7-12
<p><b>EVALUATION PROCEDURES</b></p> <p>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.</p> <p>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.</p>	p. 14
<p><b>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</b></p> <p>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.</p>	Cover

## ***ACKNOWLEDGMENTS***

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# **CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

## ***Marketing, Sales, and Services 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 Marketing, Sales, and Services academic alignment matrix for identification of standards

### **2.0 Communications**

Acquire and accurately use Marketing, Sales, and Services 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 Marketing, Sales, and Services 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 Marketing, Sales, and Services 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 Marketing, Sales, and Services 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 Marketing, Sales, and Services 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 DECA career technical student organization

### **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Marketing, Sales, and Services 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 Marketing, Sales, and Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the DECA career technical student organization.

## ***Marketing, Sales, and Services Pathway Standards***

### **C. Entrepreneurship/Self-Employment Pathway**

Develop knowledge and skills common to entrepreneurs and entrepreneurship, including the human characteristics vital for entrepreneurial thinking in a twenty-first century global world. Entrepreneurial thinking may be applied to all industry sectors. The performance indicators provide business knowledge and skills required for entrepreneurs, as well as intangible skills and knowledge such as creativity and innovation skills.

#### **Sample occupations associated with this pathway:**

- ◆ Business Owner
- ◆ Consultant
- ◆ Insurance Broker
- ◆ Meeting/Event Planner
- ◆ Travel Agent

- C1.0 Define the role the entrepreneur plays in the free-enterprise system.
- C2.0 Analyze the development of successful personal entrepreneurial traits.
- C3.0 Understand the basic aspects of entrepreneurship.
- C4.0 Develop creative and innovative thinking skills that apply to entrepreneurship and the products/services created.
- C5.0 Evaluate leadership styles and management functions for the small business.
- C6.0 Demonstrate an understanding of the elements and purpose of business and strategic planning in entrepreneurship.
- C7.0 Identify strategies for business startup and growth.
- C8.0 Understand financial planning, reports, and projections.
- C9.0 Understand effective marketing of a small business.
- C10.0 Identify and evaluate technology used by entrepreneurs.
- C11.0 Understand the role of human resources in a successful small business.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Building and Grounds Worker (Fundamentals) Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION</p> <p>Understand, apply, and evaluate classroom and workplace policies procedures.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the scope and purpose of the course.</li> <li>2. Describe professionalism as it relates to the custodial building and grounds maintenance worker.</li> <li>3. Describe duties of the custodial building and grounds maintenance worker.</li> <li>4. Describe duties of the custodial building and grounds maintenance worker with regard to health and safety issues.</li> <li>5. Describe terms used by the custodial worker.</li> <li>6. Demonstrate the ability to deal with problematic individuals.</li> <li>7. Demonstrate initiative.</li> <li>8. Understand the importance of work ethic, punctuality, commitment and flexibility.</li> <li>9. Understand HIPPA</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 7, 8</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Problem Solving and Critical Thinking: 5.1 Health and Safety: 6.3 Ethics and Legal Responsibilities: 8.4, 8.5, 8.6 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> C5.1, C11.4</p>
<p>B. SAFETY REGULATIONS</p> <p>Understand, apply, and evaluate safety rules pertaining to chemicals, Occupational Safety and Health Administration (OSHA) and the Material Safety Data Sheets (MSDS).</p>	<ol style="list-style-type: none"> <li>1. Describe workplace safety rules for chemical use.</li> <li>2. Describe OSHA 10 training and regulations that pertain to building and grounds maintenance.</li> <li>3. Describe the safety guidelines as listed on Safety Data Sheets (SDS).</li> <li>4. Explain the pH scale and its relevance to chemicals.</li> <li>5. Understand Life Safety: egress, protocol environment of care</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 10</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3 5.4 Health and Safety: 6.1, 6.3, 6.4, 6.5, 6.7 Ethics and Legal Responsibilities: 8.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)		Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> C11.2
C. SAFETY PROCEDURES  Understand, apply, and evaluate workplace safety procedures.	<ol style="list-style-type: none"> <li>1. Explain laws regarding personal safety listed in the handbook, including those identified in the Joint Commission Standards and the use of Personal Protective Equipment (PPE).</li> <li>2. Identify various hazardous conditions.</li> <li>3. Use a ladder safely.</li> <li>4. Perform proper lifting techniques.</li> <li>5. Demonstrate proper use of fire extinguishers and check monthly expiration date/maintenance check.</li> <li>6. Demonstrate the ability to operate fire sprinkler valves and alarm systems and the building grounds worker (BGW) responsibilities in case of fire.</li> <li>7. Describe the proper procedure for disposal of blood pathogens, infectious waste disposal, and hazardous waste.</li> <li>8. Describe procedures to ensure electrical safety.</li> <li>9. Pass the designated safety test with 100% accuracy.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5, 10, 12  <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Problem Solving and Critical Thinking 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.4, 6.5, 6.6, 6.7 Ethics and Legal Responsibilities 8.1, 8.2, Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> C11.2
D. GROUNDS, YARD, AND LAWN CARE  Understand, apply, and evaluate the techniques for operating various types of power yard and lawn equipment according to acceptable, approved standards.	<ol style="list-style-type: none"> <li>1. Operate a power vacuum yard sweeper.</li> <li>2. Review methods of removing weeds from paved and unplanted areas.</li> <li>3. Review proper pruning methods for trees and plants.</li> <li>4. Operate a 21-inch rotary power lawnmower.</li> <li>5. Operate a power lawn edger.</li> <li>6. Operate a power weed cutter/trimmer.</li> <li>7. Operate a power yard blower.</li> <li>8. Demonstrate proper maintenance and care of tools and equipment.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5, 10  <b>CTE Anchor:</b> Communications: 2.4, 2.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)		Health and Safety: 6.3, 6.4, 6.5, 6.6, 6.7 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> C11.1, C11.2
E. REGULAR HARD FLOOR MAINTENANCE  Understand, apply, and evaluate the techniques for the daily/weekly maintenance of floor surfaces according to acceptable, approved standards.	<ol style="list-style-type: none"> <li>1. Identify various resilient and non-resilient floor compositions.</li> <li>2. Sweep floors using dust mop and floor brush.</li> <li>3. Identify various categories of floor cleaning chemicals.</li> <li>4. Identify and explain proper use and dilution of floor cleaning chemicals applying basic math fraction conversions.</li> <li>5. Perform wet mop, damp mop, and spot mop cleaning of floors.</li> <li>6. Demonstrate spray buffing and burnishing of floors.</li> <li>7. Demonstrate proper care and use of tools.</li> <li>8. Demonstrate proper grout filling/removal.</li> <li>9. Demonstrate wood floor screening, stripping, waxing and sealing.</li> <li>10. Identify other duties involved in the sweeping process.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5, 10  <b>CTE Anchor:</b> Communications: 2.4, 2.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.4, 6.5, 6.6, 6.7 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> C11.2
F. FLOOR CARE (PROJECT CLEANING)  Understand, apply, and evaluate the techniques for the project cleaning of hard floor surfaces with available supplies and equipment according to acceptable, approved standards.	<ol style="list-style-type: none"> <li>1. Describe and demonstrate proper chemical dilution ratios of floor stripping chemicals applying basic fraction conversions.</li> <li>2. Demonstrate proper use of floor stripping chemicals.</li> <li>3. Identify floor types as resilient, non-resilient, and wood.</li> <li>4. Scrub and strip floors.</li> <li>5. Apply floor finishes.</li> <li>6. Perform spray buffing and high speed burnishing.</li> <li>7. Describe wood floor screening, stripping, waxing, and sealing of hard wood floors.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5, 10  <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.5, 6.6, 6.7

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)		Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> C11.2
<b>G. CARPET MAINTENANCE</b>  Understand, apply, and evaluate the techniques for maintaining carpeting materials on a daily/weekly basis according to acceptable, approved standards.	<ol style="list-style-type: none"> <li>1. Identify carpet types.</li> <li>2. Vacuum carpets.</li> <li>3. Demonstrate proper chemical dilution ratios for carpet care applying basic math.</li> <li>4. Remove spots and stains.</li> <li>5. Demonstrate proper care and use of tools.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5, 10  <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.4, 6.5, 6.6, 6.7 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> C11.2
<b>H. CARPET CARE (PROJECT CLEANING)</b>  Understand, apply, and evaluate the techniques for cleaning carpets with available equipment according to acceptable, approved standards.	<ol style="list-style-type: none"> <li>1. Identify and explain proper use of carpet cleaning chemicals.</li> <li>2. Identify and explain dilution of carpet cleaning chemicals.</li> <li>3. Demonstrate carpet cleaning methods, such as dry foam, rotary machine, soil extraction, bonnet method, and spray method.</li> <li>4. Demonstrate traffic lane cleaning.</li> <li>5. Demonstrate proper care and use of carpet cleaning equipment.</li> <li>6. Identify and demonstrate the use of Eco-friendly products.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5, 10  <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.3, 6.4, 6.5, 6.6, 6.7

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)		Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> C11.2
I. DUSTING, WALL CARE, AND GLASS CLEANING  Understand, apply, and evaluate the techniques for dusting furniture, washing walls, and cleaning glass according to acceptable, approved standards.	<ol style="list-style-type: none"> <li>1. Explain the importance of dusting.</li> <li>2. Identify cloths, mops, and special tools used to perform routine dusting.</li> <li>3. Differentiate between dry and damp dusting.</li> <li>4. Determine how often dusting must be done.</li> <li>5. Perform low dusting.</li> <li>6. Perform high dusting.</li> <li>7. Demonstrate hand method of wall washing.</li> <li>8. Spot wash walls and woodwork.</li> <li>9. Wash Venetian blinds and furniture.</li> <li>10. Clean interior and exterior glass.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5, 10  <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.4, 6.5, 6.6, 6.7 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> C11.2
J. SANITARY FACILITIES  Understand, apply, and evaluate the techniques for cleaning and disinfecting restrooms, restroom fixtures, and other sanitary facilities according to acceptable, approved standards.	<ol style="list-style-type: none"> <li>1. Identify and explain proper use of carpet cleaning chemicals.</li> <li>2. Describe the importance of infection control.</li> <li>3. Describe the restroom routine, listing order of performance.</li> <li>4. Describe and demonstrate the techniques for cleaning and disinfecting the following:               <ol style="list-style-type: none"> <li>a. toilet bowls, urinals, and all restroom surfaces</li> <li>b. sinks and drinking fountains</li> <li>c. shower and locker rooms</li> </ol> </li> <li>5. Describe and demonstrate the techniques for deep cleaning restrooms, showers, and locker rooms.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5, 10  <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.4, 6.5, 6.6, 6.7

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)		Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> C11.2
K. EMPLOYABILITY SKILLS  Understand, apply, and evaluate the techniques for acquiring and maintaining employment.	<ol style="list-style-type: none"> <li>1. Understand the importance of digital literacy as it applies to locating, evaluating and developing clear written information using various digital programs.</li> <li>2. Identify the traditional and internet sources for job openings in the building and grounds maintenance field.</li> <li>3. Describe and demonstrate the accurate completion of an employment application.</li> <li>4. Describe and demonstrate the writing of a cover letter and résumé.</li> <li>5. Describe and demonstrate the preparatory procedures for an effective interview.</li> <li>6. Role-play an interview.</li> <li>7. List the qualities needed to maintain employment, including dismissal policies:               <ol style="list-style-type: none"> <li>a. petty theft</li> <li>b. sexual harassment</li> </ol> </li> <li>8. List the proper procedures for exiting a job.</li> <li>9. Describe customer service as a method of building permanent relationships between the organization and the customer.</li> <li>10. Describe entrepreneurial opportunities in the building and grounds maintenance field, considering financial planning.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 5, 6, 7, 8, 10, 12  <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Responsibility and Flexibility: 7.1, 7.2, 7.4, 7.6 Ethics and Legal Responsibilities: 8.3, 8.4, 8.5 Leadership and Teamwork: 9.1 Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> C11.1, 11.5
(6 hours)		

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Friedman, Edwin B. Housekeeping Handbook for Institutions, Business and Industry. NY: Fredrick Fell Publishers, Inc., Latest Edition.

Los Angeles Unified School District. Maintenance and Operations Branch Custodial Manual.

Los Angeles Unified School District. Personal Safety Handbook.

Sack, Thomas F. A Complete Guide to Building and Plant Maintenance. Prentice Hall, Latest Edition.

### **MULTI-MEDIA**

“Back Lifting Program.” (video) Los Angeles Unified School District.

The Audiovisual Media Library produces publications and a web page on the LAUSD.net of videocassettes, films, videodiscs, and building level materials such as audiovisuals and software which schools may wish to consider for purchase. For videocassettes, compact discs, DVDs, video streaming, call LAUSD Senior Audiovisual Media Technician: 213-207-2231.

“Floor Stripping Procedures.” Maintenance/Operations Branch, Los Angeles Unified School District.

Videos from Environmental Health and Safety Branch, Business Services Division, Los Angeles Unified School District.

### **VIDEOS**

Maintenance & Operations Branch, LAUSD

Ladder Safety (video)

Wood Floor Care (video)

Restroom Cleaning (video)

Landscaping

Carpet Care

Resilient Floor Care

Environmental Health and Safety Branch, LAUSD

It Only Takes a Second (video)

Nursing Branch, LAUSD

Bloodborne Pathogens (video)

### **RESOURCES**

Employer Advisory Board members

CDE Model Curriculum Standards for Marketing, Sales, and Services

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

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Demonstration/observation
- B. Individualized instruction
- C. Multimedia presentations
- D. Small group instruction

### **EVALUATION**

SECTION A – Orientation– Pass all assignments and exams on orientation with a minimum score of 80% or higher.

SECTION B – Safety Regulations– Pass all assignments and exams on safety regulations with a minimum score of 80% or higher.

SECTION C – Safety Procedures – Pass the designated safety test with a score of 100%.

SECTION D – Ground, Yard, and Lawn Care– Pass all assignments and exams on grounds, yard, and lawn care with a minimum score of 80% or higher.

SECTION E – Regular Hard Floor Maintenance– Pass all assignments and exams on regular hard-floor maintenance with a minimum score of 80% or higher.

SECTION F – Floor Care (Project Cleaning) – Pass all assignments and exams on floor care (project cleaning) with a minimum score of 80% or higher.

SECTION G – Carpet Maintenance – Pass all assignments and exams on carpet maintenance with a minimum score of 80% or higher.

SECTION H – Carpet Care (Project Cleaning) – Pass all assignments and exams on carpet care (project cleaning) with a minimum score of 80% or higher.

SECTION I – Dusting, Wall Care, and Glass Cleaning – Pass all assignments and exams on dusting, wall care, and glass cleaning with a minimum score of 80% or higher.

SECTION J – Sanitary Facilities – Pass all assignments and exams on sanitary facilities with a minimum score of 80% or higher.

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

## ***Standards for Career Ready Practice***

### **1. Apply appropriate technical skills and academic knowledge.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

### **2. Communicate clearly, effectively, and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

### **3. Develop an education and career plan aligned with personal goals.**

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

### **4. Apply technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

### **5. Utilize critical thinking to make sense of problems and persevere in solving them**

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

### **6. Practice personal health and understand financial literacy.**

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

### **7. Act as a responsible citizen in the workplace and the community.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

**8. Model integrity, ethical leadership, and effective management.**

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

**9. Work productively in teams while integrating cultural and global competence.**

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

**10. Demonstrate creativity and innovation.**

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

**11. Employ valid and reliable research strategies.**

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

**12. Understand the environmental, societal, and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.



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## Statement for Civil Rights

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

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