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.
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; SCCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

**COURSE OUTLINE COMPONENTS**

**GOALS AND PURPOSES**

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**

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

INSTRUCTIONAL STRATEGIES

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

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

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

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

Thanks to BRENDA VELA and NAZELI ZELYAN for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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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.
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

<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
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| **A. ORIENTATION**              | 1. Describe the scope and purpose of the course.  
                                 | 2. Describe professionalism as it relates to the custodial building and grounds maintenance worker.  
                                 | 3. Describe duties of the custodial building and grounds maintenance worker.  
                                 | 4. Describe duties of the custodial building and grounds maintenance worker with regard to health and safety issues.  
                                 | 5. Describe terms used by the custodial worker.  
                                 | 6. Demonstrate proper flag etiquette for United States and California flags. | Career Ready Practice: 1, 2, 7, 8  
                                 | CTE Anchor: Communications: 2.4, 2.5  
                                 | Health and Safety: 6.2, 6.3  
                                 | Ethics and Legal Responsibilities: 8.5, 8.6  
                                 | CTE Pathway: A1.1, A3.3 |

(6 hours)

| **B. SAFETY REGULATIONS**       | 1. Describe workplace safety rules for chemical use.  
                                 | 2. Describe the OSHA regulations that pertain to building and grounds maintenance.  
                                 | 3. Describe the safety guidelines as listed on an MSDS form.  
                                 | 4. Explain the pH scale and its relevance to chemicals. | Career Ready Practice: 1, 2, 10  
                                 | CTE Anchor: Communications: 2.4, 2.5  
                                 | Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.7  
                                 | Ethics and Legal Responsibilities: 8.2  
                                 | CTE Pathway: A1.2 |

(3 hours)

| **C. SAFETY PROCEDURES**        | 1. Explain laws regarding personal safety listed in the handbook.  
                                 | 2. Identify various hazardous conditions.  
                                 | 3. Use a ladder safely.  
                                 | 4. Perform proper lifting techniques.  
                                 | 5. Demonstrate proper use of fire extinguishers. | Career Ready Practice: 1, 2, 10, 12 |

(79-75-50)
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|                               | 6. Demonstrate the ability to operate fire sprinkler valves and alarm systems and the building grounds worker (BGW) responsibilities in case of fire. | **CTE Anchor:** Communications: 2.3, 2.4, 2.5  
Career Planning and Management: 3.1  
Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7  
Technical Knowledge and Skills: 10.1  
**CTE Pathway:** A1.1, A1.2 |
|                               | 7. Describe the proper procedure for disposal of blood pathogens and hazardous waste. | |
|                               | 8. Describe procedures to ensure electrical safety. | |
|                               | 9. Pass the designated safety test with 100% accuracy. | |
|                               | **(7 hours)** | |
| **D. GROUNDS, YARD, AND LAWN CARE** | 1. Operate a power vacuum yard sweeper.  
2. Review methods of removing weeds from paved and unplanted areas.  
3. Review proper pruning methods for trees and plants.  
4. Operate a 21-inch rotary power lawnmower.  
5. Operate a power lawn edger.  
6. Operate a power weed cutter/trimmer.  
7. Operate a power yard blower.  
8. Demonstrate proper maintenance and care of tools and equipment. | **Career Ready Practice:** 1, 2, 4, 10  
**CTE Anchor:**  
Communications: 2.4, 2.5  
Health and Safety: 6.3, 6.4  
Demonstration and Application: 11.1, 11.4  
**CTE Pathway:** A1.2 |
|                               | **(6 hours)** | |
| **E. REGULAR HARD FLOOR MAINTENANCE** | 1. Identify various resilient and non-resilient floor compositions.  
2. Sweep floors using dust mop and floor brush.  
3. Identify various categories of floor cleaning chemicals.  
4. Identify and explain proper use and dilution of floor cleaning chemicals.  
5. Perform wet mop, damp mop, and spot mop cleaning of floors.  
6. Demonstrate spray buffing and burnishing of floors.  
7. Demonstrate proper care and use of tools.  
8. Identify other duties involved in the sweeping process. | **Career Ready Practice:** 1, 2, 10  
**CTE Anchor:**  
Communications: 2.3, 2.4, 2.5  
Health and Safety: 6.3, 6.4  
Demonstration and Application: 11.1, 11.4  
**CTE Pathway:** A1.2 |
<p>|                               | <strong>(8 hours)</strong> | |</p>
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| **F. FLOOR CARE (PROJECT CLEANING)**<br>Understand, apply, and evaluate the techniques for the project cleaning of hard floor surfaces with available supplies and equipment according to acceptable, approved standards. | 1. Describe and demonstrate proper chemical dilution ratios of floor stripping chemicals. 2. Demonstrate proper use of floor stripping chemicals. 3. Identify floor types as resilient, non-resilient, and wood. 4. Scrub and strip floors. 5. Apply floor finishes. 6. Perform spray buffing and high speed burnishing. 7. Describe wood floor screening and sealing of hard wood floors. | **Career Ready Practice:** 1, 2, 10  
**CTE Anchor:**  
Communications: 2.3, 2.4, 2.5  
Health and Safety: 6.2, 6.3, 6.7  
Technical Knowledge and Skills: 10.1  
**CTE Pathway:** A1.2 |
| (6 hours) | | |
| **G. CARPET MAINTENANCE**<br>Understand, apply, and evaluate the techniques for maintaining carpeting materials on a daily/weekly basis according to acceptable, approved standards. | 1. Identify carpet types. 2. Vacuum carpets. 3. Demonstrate proper chemical dilution ratios for carpet care. 4. Remove spots and stains. 5. Demonstrate proper care and use of tools. | **Career Ready Practice:** 1, 2, 4, 10  
**CTE Anchor:**  
Communications: 2.3, 2.4, 2.5  
Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.6, 6.7  
Technical Knowledge and Skills: 10.1  
Demonstration and Application: 11.1, 11.4  
**CTE Pathway:** A1.2 |
<p>| (3 hours) | | |</p>
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| **H. CARPET CARE (PROJECT CLEANING)** | 1. Identify and explain proper use of carpet cleaning chemicals.  
2. Identify and explain dilution of carpet cleaning chemicals.  
3. Demonstrate carpet cleaning methods, such as dry foam, rotary machine, soil extraction, bonnet method, and spray method.  
4. Demonstrate traffic lane cleaning.  
5. Demonstrate proper care and use of carpet cleaning equipment. | **Career Ready Practice:**  
1, 2, 4, 10  
**CTE Anchor:**  
Communications: 2.3, 2.4, 2.5  
Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.6, 6.7  
Technical Knowledge and Skills: 10.1  
**CTE Pathway:**  
A1.2 |

(3 hours)

| **I. DUSTING, WALL CARE, AND GLASS CLEANING** | 1. Explain the importance of dusting.  
2. Identify cloths, mops, and special tools used to perform routine dusting.  
3. Differentiate between dry and damp dusting.  
4. Determine how often dusting must be done.  
5. Perform low dusting.  
6. Perform high dusting.  
8. Spot wash walls and woodwork.  
9. Wash Venetian blinds and furniture.  
10. Clean interior and exterior glass. | **Career Ready Practice:**  
1, 2, 4, 10  
**CTE Anchor:**  
Communications: 2.3, 2.4, 2.5  
Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.6, 6.7  
Technical Knowledge and Skills: 10.1  
**CTE Pathway:**  
A1.2 |

(6 hours)

| **J. SANITARY FACILITIES** | 1. Identify and explain proper use of carpet cleaning chemicals.  
2. Describe the importance of infection control.  
3. Describe the restroom routine, listing order of performance.  
4. Describe and demonstrate the techniques for cleaning and disinfecting the following:  
   a. toilet bowls, urinals, and all restroom surfaces  
   b. sinks and drinking fountains  
   c. shower and locker rooms | **Career Ready Practice:**  
1, 2, 5, 7, 10  
**CTE Anchor:**  
Communications: 2.3, 2.4, 2.5 |
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|                                 | 5. Describe and demonstrate the techniques for deep cleaning restrooms, showers, and locker rooms. | Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.6, 6.7  
Technical Knowledge and Skills: 10.1  
**CTE Pathway:** A1.2 |
|                                 |                      |           |
| (6 hours)                       |                      |           |
| K. EMPLOYABILITY SKILLS        |                      |           |
|                                 | 1. Identify the traditional and internet sources for job openings in the building and grounds maintenance field.  
2. Describe and demonstrate the accurate completion of an employment application.  
3. Describe and demonstrate the writing of a cover letter and résumé.  
4. Describe and demonstrate the preparatory procedures for an effective interview.  
5. Role-play an interview.  
6. List the qualities needed to maintain employment.  
7. List the proper procedures for exiting a job.  
8. Describe customer service as a method of building permanent relationships between the organization and the customer.  
9. Describe entrepreneurial opportunities in the building and grounds maintenance field. | Career Ready Practice: 1, 2, 4, 7, 8, 10, 12  
CTE Anchor:  
Communications: 2.3, 2.4, 2.5  
Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7  
Problem Solving and Critical Thinking: 5.1, 5.2, 5.4  
Responsibility and Flexibility: 7.4  
Ethics and Legal Responsibilities: 8.4, 8.5  
Leadership and Teamwork: 9.1  
Technical Knowledge and Skills: 10.1  
**CTE Pathway:** A1.2, A3.3 |
SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS


MULTI-MEDIA


The Audiovisual Media Library produces publications and a web page on the LAUSD.net of videocassettes, films, videodiscs, and building level materials such as audiovisuais 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.


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

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.
Statement for Civil Rights

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