Job Title: Maintenance Supervisor

Career Pathway: Entrepreneurship/Self-Employment

Industry Sector: Marketing, Sales, and Service

O*NET-SOC CODE: 49-1011.00

CBEDS Title: Small Business Services

CBEDS No.: 4132

79-75-75

Maintenance Supervisor: Heating and Ventilation

Credits: 5

Hours: 60

Course Description:
This competency-based course prepares trainees to operate various heating, ventilation, and air conditioning equipment. Instruction includes principles and techniques of various low-pressure boiler operations, fuel systems, unit heating systems, ventilation systems, and air conditioning systems. 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 a concentrator/capstone 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 ALLOTED 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 NAZELI ZELYAN for developing and editing this course outline. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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Career Technical Education

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Division of Adult and Career Education

APPROVED:

JOE STARK
Executive Director
Division of Adult and Career Education
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.
# COMPETENCY-BASED COMPONENTS for the Maintenance Supervisor: Heating and Ventilation Course

## A. ORIENTATION

- **Identify the duties and responsibilities of a certified boiler operator.**

  (4 hours)

<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
<th>STANDARDS</th>
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<tbody>
<tr>
<td><strong>1.</strong> Describe this custodial class description.</td>
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<tr>
<td><strong>2.</strong> Identify various systems of heating, ventilating, and air conditioning found in the district.</td>
<td><strong>Career Ready Practice:</strong> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
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<td><strong>CTE Anchor:</strong></td>
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<tr>
<td><strong>Communications:</strong> 2.2, 2.3, 2.4, 2.5</td>
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<td><strong>Career Planning and Management:</strong> 3.4</td>
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<tr>
<td><strong>Technology:</strong> 4.1, 4.3, 4.4</td>
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<tr>
<td><strong>Problem Solving and Critical Thinking:</strong> 5.1, 5.3, 5.4</td>
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<tr>
<td><strong>Health and Safety:</strong> 6.2, 6.5</td>
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<td><strong>Responsibility and Flexibility:</strong> 7.2</td>
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<tr>
<td><strong>Ethics and Legal Responsibilities:</strong> 8.1, 8.5</td>
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<tr>
<td><strong>Technical Knowledge and Skills:</strong> 10.1, 10.5, 10.7</td>
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<tr>
<td><strong>CTE Pathway:</strong> C3.1, C3.2, C3.3, C3.4, C3.5, C3.6, C4.1, C5.1, C6.1, C6.3, C7.1, C9.1, C9.4, C9.5, C10.1</td>
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## B. SAFETY REGULATIONS

- **Identify regulatory compliance and codes.**

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<tr>
<td><strong>1.</strong> Identify Uniform Mechanical Code.</td>
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<td><strong>2.</strong> Identify Title 24 - California Energy Regulations.</td>
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<td><strong>3.</strong> Identify Indoor Air Quality - amount of outside air per student.</td>
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<td><strong>4.</strong> Identify SCAQMD (South Coast Air Quality Management District).</td>
<td><strong>Career Ready Practice:</strong> 1, 2, 5, 6, 11, 12</td>
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<td><strong>CTE Anchor:</strong></td>
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<td><strong>Communications:</strong> 2.2, 2.3, 2.4</td>
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<td>COMPETENCY AREAS AND STATEMENTS</td>
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<td>STANDARDS</td>
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<td>5. Identify Air Compressor Regulation 8.</td>
<td>Technology: 4.1, 4.3, 4.4</td>
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<td>6. Identify EPA Rule 608 of the Clean Air Act Regulation.</td>
<td>Problem Solving and Critical Thinking: 5.3</td>
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<td>7. Understand the conditions for renewal of permit.</td>
<td>Health and Safety: 6.2, 6.3, 6.6</td>
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<td>Responsibility and Flexibility: 7.2, 7.3</td>
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<td>Ethics and Legal Responsibilities: 8.5</td>
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<td>Technical Knowledge and Skills: 10.1, 10.2, 10.5, 10.7, 10.12</td>
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<td></td>
<td><strong>CTE Pathway:</strong> C1.2, C3.1, C3.3, C3.5, C6.1, C6.3, C6.5, C8.2, C9.4, C11.1, C11.2, C11.5</td>
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(4 hours)

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<tr>
<td>C. GAS-FIRED HEATING SYSTEMS</td>
<td>1. List components of steam water boiler and their specific functions.</td>
<td>Career Ready Practice: 1, 2, 3, 4, 9, 10, 12</td>
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<tr>
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<td>2. List components of hot water boiler and their specific functions.</td>
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<td>3. List components of gas-fired forced air unit and their specific functions.</td>
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<td><strong>CTE Anchor:</strong> Communications: 2.2, 2.3</td>
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<td>Technology: 4.1, 4.3, 4.4</td>
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<td>Health and Safety: 6.3</td>
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<td>Technical Knowledge and Skills: 10.1</td>
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<td><strong>CTE Pathway:</strong> C3.1, C3.4, C8.1, C8.2, C10.1, C10.2, C11.2</td>
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<tr>
<td><strong>D. AIR CONDITIONING (AC) SYSTEM</strong></td>
<td>Identify the components of air conditioning systems.</td>
<td>1. List components of AC systems and their specific functions.</td>
</tr>
<tr>
<td><strong>E. BOILER CONTROLS AND AIR CONDITIONING CONTROLS</strong></td>
<td>Identify accessory controls and fittings.</td>
<td>1. Demonstrate ability to draw boiler controls, gas trains, and outside air. 2. Demonstrate ability to draw air-conditioning controls.</td>
</tr>
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(4 hours)

**Career Ready Practice:**
1, 2, 3, 4, 9, 10, 12

**CTE Anchor:**
- Communications: 2.2, 2.3
- Technology: 4.1, 4.3, 4.4
- Problem Solving and Critical Thinking: 5.3, 5.4
- Health and Safety: 6.3
- Responsibility and Flexibility: 7.2, 7.3
- Ethics and Legal Responsibilities: 8.2
- Technical Knowledge and Skills: 10.1

**CTE Pathway:**
- C3.1, C3.4, C8.1, C8.2, C10.1, C10.2, C11.2

**Career Ready Practice:**
1, 4, 5, 6, 7, 8, 9, 10, 12

**CTE Anchor:**
- Problem Solving and Critical Thinking: 5.2
- Health and Safety: 6.3, 6.6, 6.7
- Responsibility and Flexibility: 7.4, 7.5, 7.6, 7.7
- Leadership and Teamwork: 9.7
- Technical Knowledge and Skills: 10.3
- Demonstration and Application: 11.1, 11.4
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<tr>
<td><strong>F. BOILER OPERATION AND AIR CONDITIONING OPERATION</strong>&lt;br&gt;Safely operate a boiler and air-conditioning system according to acceptable procedures.&lt;br&gt;(4 hours)</td>
<td>1. Demonstrate proper and safe firing procedures for gas-fired boilers and air-conditioning systems in a school site. 2. Demonstrate proper and safe shut down procedures for gas-fired and air-conditioning systems in a school site. 3. Demonstrate ability to check color of a flame for correct combustion.&lt;br&gt;(10 hours)</td>
<td>Career Ready Practice: 1, 4, 5, 6, 7, 8, 9, 10, 12&lt;br&gt;CTE Pathway:&lt;br&gt;C1.1, C3.1, C4.4, C4.2, C6.1, C6.3, C6.4, C6.5, C9.4, C10.1</td>
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<td>Career Ready Practice: 1, 4, 5, 6, 7, 8, 9, 10, 12&lt;br&gt;CTE Pathway:&lt;br&gt;C1.1, C3.1, C4.1, C4.2, C6.1, C6.3, C6.4, C6.5, C9.4, C10.1, C10.2</td>
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<tr>
<td><strong>G. TROUBLE-SHOOTING OPERATIONAL PROBLEMS</strong>&lt;br&gt;Identify and correct operational start up problems according to acceptable procedures.&lt;br&gt;(10 hours)</td>
<td>1. Demonstrate proper procedure for checking water level of boiler.&lt;br&gt;2. Demonstrate proper procedure for checking pilots to boiler.&lt;br&gt;3. Demonstrate proper procedure for checking burner switches to boiler.&lt;br&gt;4. Demonstrate proper procedure for checking power to boiler.&lt;br&gt;5. Demonstrate proper procedure for checking manual reset switch or valve to boiler.&lt;br&gt;6. Demonstrate proper procedure for checking earthquake valve to gas line.&lt;br&gt;7. Demonstrate proper procedure for checking water hammer.&lt;br&gt;8. Demonstrate proper procedure for checking smoke in the chimney.&lt;br&gt;(79-75-75)</td>
<td>Career Ready Practice: 1, 4, 5, 6, 7, 8, 9, 10, 12&lt;br&gt;CTE Anchor:&lt;br&gt;Problem Solving and Critical Thinking: 5.2&lt;br&gt;Health and Safety: 6.3, 6.6, 6.7&lt;br&gt;Responsibility and Flexibility: 7.4, 7.5, 7.6, 7.7&lt;br&gt;Leadership and Teamwork: 9.7&lt;br&gt;Technical Knowledge and Skills: 10.3&lt;br&gt;Demonstration and Application: 11.1, 11.3, 11.4</td>
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<td>9. Demonstrate proper procedure in detecting air conditioning problems.</td>
<td>Demonstration and Application: 11.1, 11.4</td>
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<td>10. Demonstrate proper procedure for checking airflow at supply register.</td>
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<td>11. Demonstrate proper procedure for checking temperature at supply and return air registers.</td>
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<td>12. Demonstrate proper procedure for checking thermostat set point.</td>
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<td>13. Demonstrate proper procedure for checking cold/hot water temperature at coil.</td>
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<tr>
<th>H. VARIOUS GAS PILOTS</th>
<th>1. Identify various types of pilots.</th>
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<tr>
<td></td>
<td>2. Identify various types of pilot gas valves.</td>
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<td>3. Demonstrate safe lighting procedures for standing pilots.</td>
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<td>4. Demonstrate safe lighting procedures for spark ignitors.</td>
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<td>4 hours</td>
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<th>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12</th>
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<tr>
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<td>CTE Anchor: Communications: 2.2, 2.3</td>
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<td>Health and Safety: 6.3, 6.6, 6.7</td>
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<td>Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.6, 7.7</td>
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<td>Ethics and Legal Responsibilities: 8.2</td>
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<td>Demonstration and Application: 11.1, 11.4</td>
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<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
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</table>
| I. COOLING PUMPS AND HEATING PUMPS | 1. Identify and demonstrate proper operations of heating pumps such as circulating pumps and vacuum pumps. | **Career Ready Practice:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12  
**CTE Anchor:**  
Communications: 2.2, 2.3  
Technology: 4.1, 4.3, 4.4  
Problem Solving and Critical Thinking: 5.3  
Health and Safety: 6.3  
Responsibility and Flexibility: 7.2, 7.3  
Ethics and Legal Responsibilities: 8.2  
Technical Knowledge and Skills: 10.1, 10.3  
**CTE Pathway:** C1.1, C3.1, C4.1, C6.1, C6.3, C6.5, C9.4, C10.1, C10.2 |
| (4 hours) |  |  |
| J. CONTROLLING TIME CLOCKS | 1. Identify and understand the difference between mechanical and electronic programmable time clocks.  
2. Identify what the Energy Management system is.  
3. Identify what the By-timer (6-hr or 12-hr timer) Holiday switch is. | **Career Ready Practice:** 1, 2, 5, 11, 12  
**CTE Anchor:**  
Communications: 2.2, 2.3, 2.4  
Technology: 4.1, 4.3, 4.4  
Problem Solving and Critical Thinking: 5.3  
Health and Safety: 6.2  
Responsibility and Flexibility: 7.2  
Ethics and Legal Responsibilities: 8.5  
Technical Knowledge and Skills: 10.1, 10.7 |
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<td>(4 hours)</td>
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<tr>
<td><strong>K.  HOUSEKEEPING AND INSPECTION</strong></td>
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| Identify proper boiler room cleaning according to acceptable procedures. | 1. Demonstrate proper boiler room cleaning methods.  
2. Identify location of fire extinguishers.  
3. Demonstrate proper use of fire extinguishers.  
4. Understand negatives of poor boiler room housekeeping. | **CTE Pathway:**  
C1.1, C3.1, C3.4, C4.1, C6.1, C6.4, C6.5, C8.1, C8.2, C9.4, C10.1, C10.2, C11.2  
**Career Ready Practice:**  
1, 2, 4, 5, 6, 7, 8, 9, 10, 12  
**CTE Anchor:**  
Communications:  
2.2, 2.3  
Technology:  
4.1, 4.3, 4.4  
Problem Solving and Critical Thinking:  
5.2, 5.3, 5.4  
Health and Safety:  
6.3, 6.6, 6.7  
Responsibility and Flexibility:  
7.2, 7.3, 7.4, 7.5, 7.6, 7.7  
Ethics and Legal Responsibilities:  
8.2  
Leadership and Teamwork:  
9.2  
Technical Knowledge and Skills:  
10.1, 10.3  
Demonstration and Application:  
11.1, 11.4  |
| (4 hours)                       |                      |           |
| **L. REVIEW AND EVALUATION** |                      |           |
| Review examination on competency areas. | 1. Demonstrate ability to pass an objective exam based on minimal competency areas.  
2. Demonstrate ability to fire and shut down gas-fired boilers according to acceptable procedures.  
3. Demonstrate ability to secure HVAC equipment in case of gas smell and fire. | **CTE Pathway:**  
C1.1, C3.1, C3.4, C4.1, C6.1, C6.3, C6.5, C8.1, C8.2, C9.4, C10.1, C10.2, C11.2  
**Career Ready Practice:**  
1, 4, 5, 6, 7, 8, 9, 10, 12  
**CTE Anchor:**  
Problem Solving and Critical Thinking:  
5.2  
Health and Safety:  
6.3, 6.6, 6.7  |
<table>
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<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
<th>STANDARDS</th>
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| (4 hours)                        |                      | Responsibility and Flexibility: 7.4, 7.5, 7.6, 7.7  
|                                  |                      | Leadership and Teamwork: 9.7  
|                                  |                      | Technical Knowledge and Skills: 10.3  
|                                  |                      | Demonstration and Application: 11.1, 11.4  
|                                  |                      | **CTE Pathway:**  
|                                  |                      | C1.1, C1.2, C1.3, C1.4, C2.1, C2.2, C3.1, C4.2, C5.4, C6.1, C6.3, C9.4, C9.5, C10.1, C11.2 |
SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS


RESOURCES

Employer Advisory Board members

CDE Model Curriculum Standards for Marketing, Sales, and Services

COMPETENCY CHECKLIST
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Lectures
B. Demonstration/observation
C. Boiler room practice
D. Field trips
E. Individualized 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 – Gas-Fired Heating System – Pass all assignments and exams on gas-fired heating system with a minimum score of 80% or higher.

SECTION D – Air Conditioning (AC) System – Pass all assignments and exams on air conditioning system with a minimum score of 80% or higher.

SECTION E – Boiler Controls and Air Conditioning Controls – Pass all assignments and exams on boiler controls and air conditioning controls with a minimum score of 80% or higher.

SECTION F – Boiler Operation and Air Conditioning Operation – Pass all assignments and exams on boiler operation and air conditioning operation with a minimum score of 80% or higher.

SECTION G – Trouble Shooting Operational Problems – Pass all assignments and exams on trouble shooting operational problems with a minimum score of 80% or higher.

SECTION H – Various Gas Pilots – Pass all assignments and exams on various gas pilots with a minimum score of 80% or higher.

SECTION I – Cooling Pumps and Heating Pumps – Pass all assignments and exams on cooling pumps and heating pumps with a minimum score of 80% or higher.

SECTION J – Controlling Time Clocks – Pass all assignments and exams on controlling time clocks with a minimum score of 80% or higher.

SECTION K – Housekeeping and Inspection – Pass all assignments and exams on housekeeping and inspection with a minimum score of 80% or higher.

SECTION L – Review and Evaluation – Pass all assignments and exams on review and evaluation 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.