

Course Outline

Transportation

REVISED: January/2023

Job Title

Package Handler

Career Pathway:

Operations

Industry Sector:

Transportation

O*NET-SOC CODE:

53-7064.00

CBEDS Title:

Warehouse Operations

CBEDS No.:

5687

79-90-97

Package Handler

Credits: 5

Hours: 60

Course Description:

This competency-based course prepares students for entry-level positions as Package Handler for the United Parcel Service. Instruction includes an orientation and safety, work ethics: sexual harassment prevention, OSHA 10, driving safely and work-related injuries, introduction to the industrial worker, building the wall, the perfect 10 and rollers, heritage of the american worker, sustaining employment, financial literacy, resume and interview skills. 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.

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

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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. 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

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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 considers 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.

pp. 7-13

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

p. 15

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

Transportation 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 Transportation academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Transportation 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 Transportation 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 Transportation 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 Transportation 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 Transportation 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 Transportation 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 Transportation anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organization.

Transportation Pathway Standards

A. Operations Pathway

The Operations pathway prepares students for postsecondary employment and education in a variety of career opportunities in the transportation industry, including but not limited to harbors, ports, warehousing, marine applications, airplanes, trains, vehicles, and specialty equipment.

Sample occupations associated with this pathway:

- ◆ Warehouse Worker/Dispatcher
- ◆ Production, Planning, and Expediting Clerk
- ◆ Storage, Warehouse, and Distribution Manager
- ◆ Container Crane Operator
- ◆ Inspectors and Planners

- A1.0 Evaluate and assess all aspects of facilities and facility planning for efficient and effective processing/handling of people, goods, and services in the transportation industry (housing, storage, maintenance, parts).
- A2.0 Describe and identify tools, techniques, and systems used to plan, staff, lead, and organize human resources as it relates to the transportation sector.
- A3.0 Demonstrate an understanding of the concepts and processes needed to move, store/house, locate, and/or transfer people, goods, and services.
- A4.0 Demonstrate an understanding of business fundamentals, uses and application of technologies, communications, and basic management functions.
- A5.0 Analyze and evaluate the design advantages and disadvantages of transportation-industry systems and the effects of those systems on people and the environment.
- A6.0 Demonstrate safety practices pertaining to the transportation industry, including requirements of the Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Air Quality Management Districts (AQMDs), and other regulatory agencies.
- A7.0 Describe and identify the infrastructures required and used in the transportation industry.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Package Handler Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION & SAFETY</p> <p>Understand classroom and workplace policies, safety procedures.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Describe the scope and purpose of this course. 2. Describe and explain classroom policies, grading, and procedures. 3. Describe and explore the career pathways/occupations which have an impact in the role of package handlers. 4. Discuss the opportunities available for promoting gender equity and the representation of non-traditional populations in transportation industry. 5. Explain and recognize the importance of teamwork, accountability, responsibility, respecting individual and cultural differences and diversity in the workplace. 6. Explain and describe the importance of proper personal safety equipment required for all package handlers. 7. Explain the impact of Environmental Protection Agency (EPA) legislation on transportation industry sector practices in protecting and preserving the environment. 8. Describe and demonstrate the procedures for contacting proper authorities for the removal of hazardous materials based on the EPA standards. 9. Describe the Safety Data Sheet (SDS) as it applies to the transportation industry. 10. Describe and identify classroom first aid, school safety regulations, and emergency procedures based on the American Red Cross (ARC) standards. 11. Describe and identify the safe use and location of shop equipment and storage areas. 12. Discuss America’s Job Center of California (AJCC) role related to the course. 13. Pass the safety exam with 100% accuracy. 	<p>Career Ready Practice: 1, 2, 3, 7, 8, 9, 10, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1 Career Planning and Management: 3.3 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 Responsibility and Flexibility 7.2, 7.3 Ethics and Legal Responsibilities: 8.2, 8.5 Leadership and Teamwork: 9.3, 9.6 Technical Knowledge and Skills: 10.2, 10.4</p> <p>CTE Pathway: A1.1, A1.3, A2.6, A3.3, A3.6, A5.1, A6.1, A6.3, A6.4, A6.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. WORK ETHICS: SEXUAL HARASSMENT PREVENTION</p> <p>Learn the prevention and, when necessary, the reporting of sexual harassment.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Define sexual harassment. 2. Read, explain, and discuss Title 29 of the Federal Regulations. 3. Read, explain, and discuss Title VII of the Civil Rights Act. 4. Discuss the California State Education Code regulations relating to sexual harassment. 5. Discuss the Los Angeles Unified School District policy relating to sexual harassment. 6. Define and describe the following types of sexual harassment as defined by state and federal laws: <ol style="list-style-type: none"> a. verbal b. non-verbal c. physical 7. Discuss the explain different ways to properly handle harassment to include ethical behavior and cultural differences in the workplace. 8. Discuss the filing process for a harassment complaint. 9. Complete pre-test on <i>Sexual Harassment, Myths of Facts</i>. 10. View and discuss the <i>Sexual Harassment, Myths or Facts</i> video 11. Complete post-test on <i>Sexual Harassment, Myths or Facts</i>. 12. Pass a sexual harassment prevention assessment with an 80% score or higher. 	<p>Career Ready Practice: 1, 2, 7, 8, 9</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3 Health and Safety: 6.2, 6.6 Responsibility and Flexibility: 7.7 Ethics and Legal responsibility: 8.2, 8.4 Leadership and Teamwork: 9.6</p> <p>CTE Pathway: A2.5, A6.4, A6.5</p>
<p>C. OSHA 10</p> <p>Understand, apply, and practice OSHA-10 principles and techniques related to the industry.</p> <p>OSHA 10 Construction or General Industries</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Interpret and demonstrate OSHA-10 policies procedures, and regulations for the workplace environment. 2. Describe the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws and regulations. 3. Discuss general safety rules and health procedures. 4. Discuss health hazards: <ol style="list-style-type: none"> a. hazard communication b. hazardous materials 5. Discuss the basics of electrical safety. 6. Discuss and identify the importance of fall protection. 7. Discuss the basics to personal protective equipment. 8. Discuss basic safety on ladders, stairways, dock boards, and scaffolds. 9. Pass the 10 hours OSHA in general industries. 	<p>Career Ready Practice: 1, 2, 10, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1 Health and Safety: 6.2, 6.3, 6.4,6.5, 6.6, 6.7 Technology Knowledge and Skills: 10.2, 10.4 Demonstration and Application: 11.1</p> <p>CTE Pathway A2.5, A3.3 A3.6, A6.3, A6.4, A6.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>D. DRIVING SAFELY AND WORK-RELATED INJURIES</p> <p>Learn about safety and proper procedures related to driving safety, lifting, and lowering, slips and falls, and package handling.</p>	<ol style="list-style-type: none"> 1. Explain and discuss Depth of Knowledge (DOK) and 5/8 keys as they relate to safety, lifting, lowering, slips and falls, and package handling. 2. Discuss aiming high in steering. 3. Discuss getting the big picture. 4. Explain keeping your eyes moving. 5. Explain what is meant by leaving yourself an out. 6. Explain how to make sure they see you. 7. Practice a scenario with the five seeing habits. 8. Discuss how to check mirrors and looking left and right at intersections. 9. Discuss leaving one car length of space in front. 10. Discuss the importance of pausing before moving with traffic. 11. Discuss the time speeds of 4-6 seconds for under 30 mph. 12. Discuss the time speeds of 6-8 seconds for 30 mph and over. 13. Discuss the lead time of 8-12 seconds, depth of vision. 14. Discuss scanning the steering wheels of parked cars for signs of life. 15. Describe and identify stale green lights and the decision point. 16. Discuss establishing eye to eye contact with motorists and pedestrians. 17. Discuss pulling from curb and looking over left shoulder. 18. Discuss the use of mirrors every 5-8 seconds. 19. Practice a scenario with the 10-point commentary. 20. Discuss the rules of backing up. 21. Identify and describe the eight keys to lifting and lowering: <ol style="list-style-type: none"> a. distance b. feet position c. knee bending d. testing e. firm gripping f. lifting g. feet movements h. usage of existing equipment 22. Demonstrate the eight keys to lifting and lowering to prevent work-related accident or injuries. 23. Practice a scenario with the eight keys to lifting and lowering. 24. Identify and describe the five keys to slips to falls: <ol style="list-style-type: none"> a. walking pace b. firm footing c. looking before stepping d. conveyor belt safety e. changing conditions 25. Demonstrate the five keys to slips and falls to prevent work-related injuries. 26. Practice a scenario with the five keys to slips to falls. 27. Discuss how to properly secure and insecure a conveyer belt. 28. Describe a yard-certified employee: <ol style="list-style-type: none"> a. specific yard authorization. 	<p>Career Ready Practice: 1, 2, 7, 10</p> <p>CTE Anchor: Academics 1.0 Communications: 2.1, 2.3 Health and Safety: 6.4,6.5, 6.6 Responsibility and Flexibility: 7.7 Demonstration and Application: 11.1</p> <p>CTE Pathway: A3.3, A6.4, A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(8 hours)	<ul style="list-style-type: none"> b. specific clothing and safety tools 29. Discuss when a person can lock out equipment. 30. Discuss the proper entrances and exits for all employees. 31. Explain all employees must remain in designated break areas. 32. Describe and identify the following driver and vehicle safety procedures while in the yard: <ul style="list-style-type: none"> a. obeying posted limits b. seat belt c. operable headlights, flashers, and reflective material d. ignition keys 33. Demonstrate and explain the procedures if a package is generating smoke and/or fumes in a facility. 34. Demonstrate and explain the procedure if a package is generating smoke and/or fumes on the road. 35. Demonstrate and explain the procedure if a package begins to leak and contents inside is unknown. 36. Describe hazardous and nonhazardous materials package handling. 37. Demonstrate and explain the procedures and/or Evacuation Plan for unforeseen circumstances (earthquake, fire, flood etc.). 38. Pass a driving work-related injury assessment with an 80% score or higher. 	
<p>E. INTRODUCTION TO THE INDUSTRIAL WORKER</p> <p>Learn about ergonomics, dynamic warmups, and the physical aspects of the job.</p> <p>(12 hours)</p>	<ul style="list-style-type: none"> 1. Define ergonomics and environmental safety in the workplace as it relates to the physical aspects of the job. 2. Explain the physical endurance and stamina related to the job. 3. Discuss and identify the physical abilities needed to complete the duties and responsibilities of a package handler. 4. Discuss the purpose of a dynamic warmup. 5. Explain how improper warmups affect the body. 6. Explain how proper clothing helps body movement. 7. Identify and demonstrate various types of dynamic warmups related to lifting, bending, and moving equipment and supplies 8. Practice various types of dynamic warmups related to lifting, bending, and moving equipment and supplies. 9. Discuss and demonstrate how proper lifting techniques prevent accidents and injuries. 10. Discuss how adjustments to movements may influence fatigue and risk exposure. 11. Describe the physical exercises to improve personal physical endurance and stamina. 12. Demonstrate and practice various exercises to improve personal physical endurance and stamina. 13. Pass an ergonomics assessment with an 80% score or higher. 	<p>Career Ready Practice: 1, 2, 6, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1 Health and Safety: 6.4, 6.5 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: A6.4, A6.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>F. BUILDING THE WALL, THE PERFECT 10, & ROLLERS</p> <p>Learn and practice building “the wall,” the perfect 10, rollers and understand the safety precautions related to the job.</p> <p>(12 hours)</p>	<ol style="list-style-type: none"> 1. Review ergonomics and environmental safety in the workplace as it relates to the physical aspects of the job. 2. Review the five keys of slips and falls. 3. Review and practice the eight keys of lifting and lowering. 4. Define “the wall.” 5. Discuss how spatial awareness skills are beneficial in building “the wall.” 6. Discuss the safety precautions before building “the wall.” 7. Discuss the importance of space and locating equipment prior to building “the wall.” 8. Discuss the foundation for building “the wall.” 9. Identify the placement of equipment for effective and efficient processing of packages. 10. Discuss handling different boxes based on size, weight, and other uncommon packages (rolls, bags, irregular boxes, etc.) 11. Discuss package placement for heavy vs. light packages. 12. Discuss the height dimensions of “the wall.” 13. Discuss the safety precautions during and after building “the wall.” 14. Discuss what is meant by “Perfect 10”. 15. Discuss setting a pace at work that is beneficial to both employee and employer. 16. Identify and describe how rollers work. 17. Describe how to manipulate packages on the rollers. 18. Discuss the safety precautions related to rollers. 19. Demonstrate how to properly manipulate packages on rollers. 20. Demonstrate how to build “the wall.” 21. Demonstrate safety preventive measures when building “the wall.” 22. Demonstrate safety procedures for various types of accidents and injuries. 23. Practice the use of rollers and building “the wall.” 24. Practice personal safety when lifting, bending, or moving different types of packages. 25. Pass safety precautions assessment with an 80% score or higher. 	<p>Career Ready Practice: 1, 2, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1 Health and Safety: 6.4, 6.5 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: A1.1, A1.3, A6.4</p>
<p>G. HERITAGE OF THE AMERICAN WORKER</p> <p>Understand the importance of labor history with unionism in relation to Teamster’s union.</p>	<ol style="list-style-type: none"> 1. Discuss the importance of the guild transition. 2. Explain the development of the Teamsters union. 3. Discuss the changing demographics in the labor movement. 4. Discuss the organizational structures of unions. 5. Discuss the rights and responsibilities of employers and employees. 6. Discuss the differences between union and nonunion worker’s career planning and personal interests as it relates to: <ol style="list-style-type: none"> a. wages b. health benefits 	<p>Career Ready Practice: 1,2, 3, 8, 9, 12</p> <p>CTE Anchor: Academics: 1.0 Communication: 2.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ul style="list-style-type: none"> c. training d. workplace environment and cultural differences 7. Discuss the process to join a union and the rights and duties of a union member. 8. Pass a labor history assessment with an 80% score or higher. 	Career Planning and management: 3.1, 3.6 Ethics and legal Responsibilities: 8.5 Leadership and Teamwork: 9.4 CTE Pathway: A2.5
H. SUSTAINING EMPLOYMENT Learn about personal and interpersonal skill development and the workplace environment.	<ol style="list-style-type: none"> 1. Define employability skills and how it relates to career planning and personal goals. 2. Explain how personal character traits impacts career success. 3. Describe the relationship between effective life skills and good work habits. 4. Describe the relationship between good work habits and effective time management skills. 5. Identify barriers to effective oral and written communications. 6. Demonstrate active listening through oral and written feedback. 7. Demonstrate proper etiquette in workplace communications. 8. Discuss the chain of command and understand the accountability and responsibility of fulfilling and maintaining workplace roles. 9. Define work ethic and explain the importance of ethical standards and social responsibility in the workplace environment. 10. Define personal hygiene and identify acceptable workplace attire. 11. Identify personal stressors and formulate strategies (time-management, goal setting, establishing priorities) to alleviate and control stress. 12. Identify and discuss behaviors and characteristics of an effective team. 13. Explain the central importance of mutual respect in workplace relations and the importance of diversity in the workplace. 14. Describe and demonstrate strategies for conflict resolution, effective management, and ethical leadership. 15. Discuss the impacts of one's actions as it relates to others and the workplace environment. 16. Discuss the short-term and long-term consequences of one's actions as it relates to others and the workplace environment. 17. Discuss and demonstrate cooperative working relationships and ethical behavior across gender and cultural groups within the workplace. 18. Discuss critical thinking and problem-solving skills when working as a team member. 	Career Ready Practice: 1, 2, 3, 7, 8, 9, 10, 12 CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.4 Career Planning and Management: 3.2 Responsibility and Flexibility: 7.2, 7.7 Ethics and Legal Responsibilities: 8.4, 8.5 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1 CTE Pathway: A2.1, A2.6

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)	19. Discuss how awareness of cultural differences encourages productive and positive interactions in the workplace. 20. Discuss how sustaining employment may lead to various career paths and opportunities. 21. Participate in a packing warehouse tour and become familiar with facilities work environment.	
I. FINANCIAL LITERACY, RESUME, & INTERVIEW SKILLS Understand, apply, evaluate various financial tools and resources and the employability skills required for entry level employment.	1. Discuss the importance and knowledge of financial literacy skills. 2. Identify and recognize financial management tools and resources for the following: <ol style="list-style-type: none"> planning & saving goals budgeting banking debt consumer rights and credit 3. Research employment opportunities with UPS. 4. Complete an online job application. 5. Review the role of online job searching platforms and career websites. 6. Discuss the importance of maintaining accurate records for the workplace and personal. 7. Create a professional resume, cover letter, and/or portfolio to include accurate spelling, grammar, and format. 8. Interview skills: <ol style="list-style-type: none"> do's and don'ts for job interviews how to dress for the job role play basic interview skills participate in mock oral interviews. 9. Create sample follow-up letters. 10. Understand the importance of continuous upgrading of job skills as it relates to: <ol style="list-style-type: none"> certification, licensure, and/or renewal professional organizations/events industry associations and/or organized labor 	Career Ready Practice: 1, 2, 3, 4, 7, 11 CTE Anchor: Academics: 1.0 Communications: 2.4 Career Planning and management: 3.4, 3.6 Technology: 4.5 Responsibility and Flexibility: 7.1 Demonstration and application: 11.2 CTE Pathway: A2.3, A2.8

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS/SUPPLEMENTAL BOOKS

United Parcel Service, UPS Cornerstone New Hire Training Manual, United Parcel Service, 2018

Medina, Leo., The Perform Storm, Global Logistics, Medina Education, 2019

Medina, Leo., A High Growth Industry, Global Logistics, Medina Education, 2019

U.S. Dept of Labor Occupational Safety & Health Organization., Introduction OSHA, US Dept of Labor OSHA, 2017

Ups Depth of Knowledge Study guide - NSPT

RESOURCES

Employer Advisory Board members

Occupational Safety and Health Administration (OSHA)

<https://www.osha.gov/>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Multimedia presentations
- C. Visual aids
- D. Projects
- E. Individualized instruction

EVALUATION

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

SECTION B – Work Ethics: Sexual Harassment Prevention - Pass all assignments and exams with a minimum score of 80% or higher.

SECTION C – OSHA 10 - Pass all assignments and exams with a minimum score of 80% or higher.

SECTION D – Driving Safety and Work-Related Injuries - Pass all assignments and exams with a minimum score of 80% or higher.

SECTION E – Introduction to the Industrial Worker - Pass all assignments and exams with a minimum score of 80% or higher.

SECTION F – Building the Wall, the Perfect 10, & Rollers - Pass all assignments and exams with a minimum score of 80% or higher.

SECTION G – Heritage of the American Worker - Pass all assignments and exams with a minimum score of 80% or higher.

SECTION H – Sustaining Employment - Pass all assignments and exams with a minimum score of 80% or higher.

SECTION I – Financial Literacy, Resume, & Interview Skills - Pass all assignments and exams 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.

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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