

# Course Outline

Building and Construction Trades

REVISED: August/2017

**Job Title**

Tile and Marble Setters

**Career Pathway:**

Residential and Commercial Construction

**Industry Sector:**

Building and Construction Trades

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

47-2044.00

**CBEDS Title:**

Residential and Commercial Construction

**CBEDS No.:**

5502

**71-55-80**

## Tile Technician/1: Tile

**Credits:** 5

**Hours:** 90

**Course Description:**

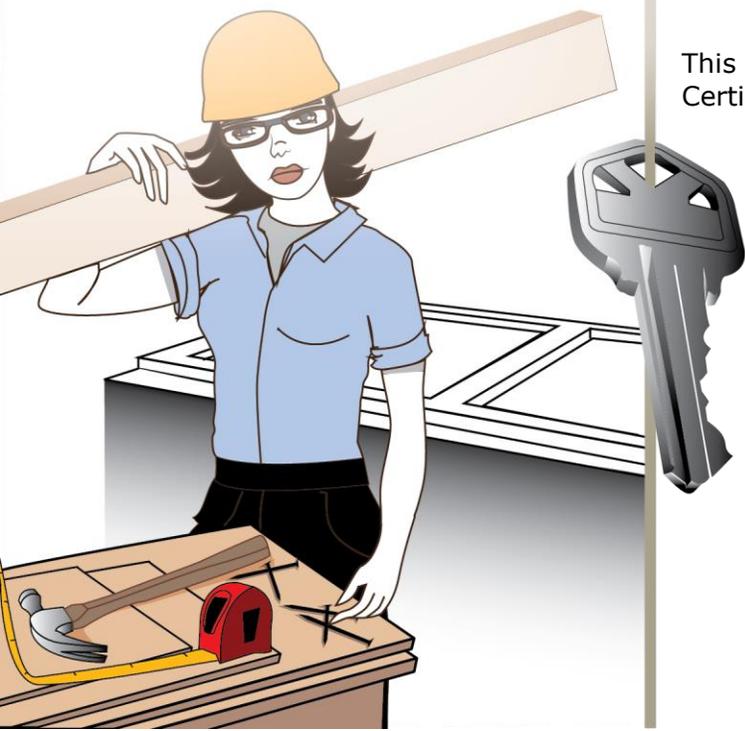
This competency-based course is the first in a sequence of three courses designed for Tile, Marble and Granite installation. It provides students with technical instruction and practical experience for the installation of tile using sustainable and green technology. Focus in this competency-based course is on the installation. Instruction also includes an orientation, workplace safety, trade mathematics, and employability 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:**

Minimum math level of 9.0 as measured by the TABE 9/10 and the ability to lift heavy objects.

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

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

**COURSE OUTLINE COMPONENTS**

**LOCATION**

**INSTRUCTIONAL STRATEGIES**

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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 takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

**UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT**

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 7-12

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**

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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***

Thanks to PAUL PIDOUX, and MARCELA BAKER 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**

## ***Building and Construction Trades Industry Sector***

### ***Knowledge and Performance Anchor Standards***

#### **1.0 Academics**

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

#### **2.0 Communications**

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

#### **3.0 Career Planning and Management**

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

#### **4.0 Technology**

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

#### **5.0 Problem Solving and Critical Thinking**

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

#### **6.0 Health and Safety**

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

#### **7.0 Responsibility and Flexibility**

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

#### **8.0 Ethics and Legal Responsibilities**

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

#### **9.0 Leadership and Teamwork**

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

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

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

#### **11.0 Demonstration and Application**

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

## ***Building and Construction Trades Pathway Standards***

### **D. Residential and Commercial Construction Pathway**

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

Sample occupations associated with this pathway:

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

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

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

**COMPETENCY-BASED COMPONENTS**  
**for the Tile Technician/1: Tile Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION AND SAFETY</p> <p>Understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.</p>	<ol style="list-style-type: none"> <li>1. Describe the scope and purpose of the course.</li> <li>2. Describe the overall course content as a part of the Linked Learning Initiative.</li> <li>3. Describe classroom policies and procedures.</li> <li>4. Identify classroom and workplace first aid and emergency procedures.</li> <li>5. Describe the different occupations in the Building Trades and Construction Industry Sector which have an impact on the role of flooring technicians.</li> <li>6. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations in flooring installation.</li> <li>7. Describe the impact of Environmental Protection Agency (EPA) legislation on the Building Trades and Construction Industry Sector practices.</li> <li>8. Describe and demonstrate the procedures for contacting proper authorities for the removal of hazardous materials based on the EPA standards.</li> <li>9. Describe and demonstrate the use of the Material Safety Data Sheet (MSDS) as it applies to the flooring installation trade.</li> <li>10. Describe the role of the Leadership in Energy and Environmental Design (LEED) Green Building Rating System™ in increasing the use of sustainable and green building practices in California.</li> <li>11. Describe the City of Los Angeles Building and Safety Codes and their applications to the flooring installation trade.</li> <li>12. Describe the provisions of the California Title 24 Energy Efficiency Standards (a.k.a. 2008 California Green Building Standards Code) as they relate to the Building Trades and Construction Industry Sector.</li> <li>13. Describe the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing flooring technicians.</li> <li>14. Describe how each of the following insures a safe workplace:               <ol style="list-style-type: none"> <li>a. employees' rights as they apply to job safety</li> <li>b. employees' obligations as they apply to safety</li> <li>c. role of the Division of Workers' Compensation (DWC)</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 3, 6, 7, 9, 10, 12</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.3, 2.4, 2.5 Career Planning and Management: 3.4, 3.5, 3.6, 3.7 Problem Solving and Critical Thinking: 5.1, 5.4 Health and Safety: 6.1, 6.2, 6.5, 6.6 Responsibility and Flexibility: 7.8 Ethics and Legal Responsibilities: 8.2, 8.3 Leadership and Teamwork: 9.5, 9.6 Technical Knowledge and Skills: 10.1, 10.2</p> <p><b>CTE Pathway:</b> D1.2, D9.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ul style="list-style-type: none"> <li>d. safety requirements in buildings during construction</li> <li>e. safe use of scaffolding and ladder requirements</li> <li>f. basic laws regarding construction elevators</li> <li>g. safety laws applying to electrical tools</li> </ul> 15. Pass the safety exam with 100% accuracy.	
<b>B. RESOURCE MANAGEMENT</b>  Understand, apply, and evaluate resource management principles and techniques in the wall and floor tile installation business.	<ol style="list-style-type: none"> <li>1. Define the following:               <ul style="list-style-type: none"> <li>a. resources</li> <li>b. management</li> <li>c. sustainability</li> </ul> </li> <li>2. Describe the management of the following resources in the wall and floor tile installation business:               <ul style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ul> </li> <li>3. List specific examples of effective management of the following in the wall and floor tile installation business:               <ul style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ul> </li> <li>4. Describe the benefits of effective resource management in the wall and floor installation business:               <ul style="list-style-type: none"> <li>a. profitability</li> <li>b. sustainability</li> <li>c. company growth</li> </ul> </li> <li>5. Describe the economic benefits and liabilities of managing resources in an environmentally responsible way.</li> </ol>	<b>Career Ready Practice:</b> 1, 3, 7, 8, 9  <b>CTE Anchor:</b> Communications: 2.1, 2.3, 2.4, 2.5 Career Planning and Management: 3.4, 3.5, 3.6 Problem Solving and Critical Thinking: 5.1, 5.4 Health and Safety: 6.1, 6.2 Responsibility and Flexibility: 7.1, 7.6, 7.8 Ethics and Legal Responsibilities: 8.2, 8.3 Leadership and Teamwork: 9.5 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.4  <b>CTE Pathway:</b> D1.1, D7.6, D9.1
(1 hour)	<ol style="list-style-type: none"> <li>1. Describe the practical applications of math in wall and flooring installation.</li> <li>2. Describe and demonstrate problem-solving techniques involving whole number problems, using arithmetic operations (addition, subtraction, multiplication, and division).</li> </ol>	<b>Career Ready Practice:</b> 1, 3, 5
<b>C. TRADE MATHEMATICS</b>  Understand, apply, and evaluate the mathematical requirements in wall and flooring installation.		

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(8 hours)	<ol style="list-style-type: none"> <li>3. Describe and demonstrate problem-solving techniques involving various fraction problems using arithmetic operations.</li> <li>4. Describe and demonstrate problem-solving techniques involving various decimal problems using addition, subtraction, multiplication, and division.</li> <li>5. Describe and demonstrate techniques for changing fractions to decimals.</li> <li>6. Describe and demonstrate techniques for changing decimals to fractions.</li> <li>7. Describe the English system of measuring length.</li> <li>8. Describe the English system of measuring weight.</li> <li>9. Describe the English system of measuring volume or capacity.</li> <li>10. Describe and demonstrate problem-solving techniques for various English system measuring problems using arithmetic operations.</li> <li>11. Describe and demonstrate measuring techniques for objects by using the English system measuring tools common to the trade.</li> <li>12. Describe and demonstrate problem-solving techniques for geometric problems.</li> <li>13. Describe and demonstrate problem-solving techniques for algebraic problems.</li> <li>14. Describe and demonstrate problem-solving techniques using percentages.</li> <li>15. Describe and demonstrate techniques for reading and interpreting graphs.</li> <li>16. Describe and demonstrate techniques for using a calculator.</li> </ol>	<p><b>CTE Anchor:</b> Critical Thinking and Problem Solving: 5.2, 5.4</p> <p><b>CTE Pathway:</b> D2.1, D2.3</p>
<p>D. WATERPROOFING</p> <p>Understand, apply and evaluate the techniques, tools and materials for waterproofing.</p> <p>(20 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify and discuss different types of waterproofing systems.</li> <li>2. Identify and discuss different types of drains.</li> <li>3. Discuss pre-slope under waterproofing.</li> <li>4. Discuss and demonstrate installation of the following waterproofing systems: <ol style="list-style-type: none"> <li>a. Hot mop.</li> <li>b. High performance coatings</li> <li>c. Vinyl or other synthetic membranes.</li> <li>d. Waterproofing thin set and glue.</li> </ol> </li> <li>5. Discuss and demonstrate the procedures to install the following circumstances: <ol style="list-style-type: none"> <li>a. Height and extent of waterproofing</li> <li>b. Tying into drains</li> <li>c. Sealers</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 3, 4, 5, 10</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> D7.5, D7.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>E. CERAMIC WALL AND FLOOR TILING</p> <p>Understand, apply, and evaluate the techniques, tools, and materials for the installation of wall tile and flooring tile.</p>	<ol style="list-style-type: none"> <li>1. Identify the different types of: <ol style="list-style-type: none"> <li>a. tools used with ceramic tile</li> <li>b. ceramic tiles</li> <li>c. floor and wall tiles</li> <li>d. thinset mortar and organic mastic</li> <li>e. specialty products <ol style="list-style-type: none"> <li>i. waterproofing membrane</li> <li>ii. fiberglass reinforcing tape</li> <li>iii. embossing leveler</li> </ol> </li> <li>f. floor preparation materials <ol style="list-style-type: none"> <li>i. patching compounds</li> <li>ii. backer board screws</li> <li>iii. subflooring: cement backer board and fiber-cement board</li> </ol> </li> </ol> </li> <li>2. Differentiate commercial tile floor coverings from residential types.</li> <li>3. Differentiate LEED-approved floor tiling from standard types.</li> <li>4. Define and demonstrate the safe and proper use of: <ol style="list-style-type: none"> <li>a. tools used with tiling material</li> <li>b. adhesives: organic mastic for wall tiles</li> <li>c. thinset mortar for floor and wall tiles</li> <li>d. specialty products <ol style="list-style-type: none"> <li>i. sanded grouting and unsanded grout</li> <li>ii. tile surface guard sealer</li> <li>iii. waterproofing felt</li> <li>iv. snap cutter</li> <li>v. hole saw</li> </ol> </li> <li>e. floor preparation materials <ol style="list-style-type: none"> <li>i. patching compounds</li> <li>ii. nails and backer board screws</li> <li>iii. subflooring</li> </ol> </li> </ol> </li> <li>5. Define and demonstrate the following installation techniques for ceramic tile: <ol style="list-style-type: none"> <li>a. sweeping, scraping, sanding, and chipping dirt and irregularities from the base surface filling cracks with cement patching compound to form a smooth, clean foundation</li> <li>b. applying blocks, strips, or sheets of shock-absorbing, sound deadening, or decorative covering to floors</li> <li>c. measuring and cutting tile according to blueprints</li> <li>d. measuring and cutting covering materials (such as wall and floor tile) and foundation material according to blueprints</li> <li>e. laying out center lines, guidelines, and border lines on foundation with chalk line and dividers to the true walls</li> <li>f. spreading cement of foundation material with notched trowel</li> <li>g. laying tiling on cement, wood, or existing materials following guidelines to keep tile courses straight and butt edges of blocks to match patterns and execute designs</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 3, 5, 10</p> <p><b>CTE Anchor:</b> Health and Safety: 6.2, 6.3 Technical Knowledge and Skills: 10.2, 10.3, 10.4</p> <p><b>CTE Pathway:</b> D1.2, D3.1, D3.2, D3.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(30 hours)	<ul style="list-style-type: none"> <li>h. multipurpose rooms and kitchen/dining rooms may require special layout techniques</li> <li>i. cutting backer board: measure and lay out each end of the cut with a felt-tip pen or with a carbide scoring tool</li> <li>j. cutting tile: irregular surfaces such as pipes, drain, and corners</li> <li>k. determine proper surfaces sealing method to be used with material installed</li> <li>l. applying liquid cleaner to tile</li> <li>m. cleaning newly installed tile, floor and walls to remove any thinset or adhesive, marks or debris</li> <li>n. replacing appliances, furnishings, or fixtures, and special moldings and thresholds according to blueprint or customer specifications</li> </ul>	
<p>F. PORCELAIN WALL AND FLOOR TILING</p> <p>Understand, apply, and evaluate the techniques, tools, and materials for residential and wall and commercial floor tiling installation.</p>	<ul style="list-style-type: none"> <li>1. Identify the different types of: <ul style="list-style-type: none"> <li>a. tools used with commercial and residential tiling installation</li> <li>b. porcelain tile and patterned tiling</li> <li>c. seaming tapes for backer board</li> <li>d. thinset and organic mastic</li> <li>e. specialty products <ul style="list-style-type: none"> <li>i. v-cap</li> <li>ii. countertop trim</li> <li>iii. PVC membrane</li> <li>iv. Embossing leveler</li> <li>v. porcelain door reducers</li> <li>vi. moldings</li> <li>vii. tiles</li> </ul> </li> </ul> </li> <li>2. Differentiate commercial tiles from residential types.</li> <li>3. Differentiate LEED-approved tiles from standard types.</li> <li>4. Define and demonstrate the safe and proper use of the following: <ul style="list-style-type: none"> <li>a. tools used with commercial and residential tiling installation</li> <li>b. fiberglass reinforcing tape</li> <li>c. adhesives and thinset mortar</li> <li>d. specialty products <ul style="list-style-type: none"> <li>i. PVC membrane</li> <li>ii. embossing leveler</li> <li>iii. v-cap</li> <li>iv. countertop trim</li> <li>v. porcelain door reducers</li> <li>vi. l-sink trim</li> <li>vii. moldings</li> <li>viii. surface penetrating sealer</li> </ul> </li> </ul> </li> <li>5. Define the importance of using appropriate tile for floors and walls and methods with specific tile types.</li> </ul>	<p><b>Career Ready Practice:</b> 1, 3, 4, 5, 10, 12</p> <p><b>CTE Anchor:</b> Health and Safety: 6.2, 6.3, 6.4 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> D1.2, D7.1, D7.6, D9.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(25 hours)	<ol style="list-style-type: none"> <li>6. Define the methods and adhesives used in installing tile in bathroom installations.</li> <li>7. Define and demonstrate the following floor preparation techniques:               <ol style="list-style-type: none"> <li>a. pulling up old tile</li> <li>b. patching</li> <li>c. scraping</li> </ol> </li> <li>8. Define and demonstrate the following tile installation techniques:               <ol style="list-style-type: none"> <li>a. cutting tile according to area size</li> <li>b. measuring and cutting tile according to drawing or blueprint</li> <li>c. joining sections of tile together using appropriate size and method</li> <li>d. establishing layout in line in proper direction</li> <li>e. spreading the first section of mortar to room size</li> <li>f. cleaning up and replacing all furnishings</li> </ol> </li> </ol>	
<p>G. EMPLOYABILITY SKILLS</p> <p>Understand, apply, and evaluate the employability skills required in flooring installation.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> <li>1. Summarize employer requirements for the following:               <ol style="list-style-type: none"> <li>a. punctuality</li> <li>b. attendance</li> <li>c. attitude toward work</li> <li>d. quality of work</li> <li>e. teamwork</li> <li>f. responsibility</li> <li>g. timeliness</li> <li>h. reliability</li> <li>i. communication skills</li> </ol> </li> <li>2. Identify potential employers through traditional and internet sources.</li> <li>3. Define the role of social media in job search.</li> <li>4. Design sample résumés and cover letters.</li> <li>5. Create a portfolio of work on the job/classroom projects.</li> <li>6. Define the importance of filling out a job application legibly, with accurate and complete information.</li> <li>7. Complete sample job application forms correctly.</li> <li>8. Define the importance of enthusiasm on a job.</li> <li>9. Define the importance of appropriate appearance on a job.</li> <li>10. Define the importance of the continuous upgrading of job skills.</li> <li>11. Define customer service as a method of building permanent relationships between the organization and the customer.</li> <li>12. Define and demonstrate appropriate interviewing techniques.</li> <li>13. Identify the informational materials and resources needed to be successful in an interview.</li> <li>14. Design sample follow-up letters.</li> <li>15. Define and demonstrate appropriate follow-up procedures.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 7, 8, 9, 11</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.3 Career Planning and Management: 3.1, 3.2, 3.3, 3.4 Responsibility and Flexibility: 7.4, 7.7 Ethics and Legal Responsibilities: 8.4</p> <p><b>CTE Pathway:</b> D1.1</p>



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

### **TEXTS AND SUPPLEMENTAL BOOKS**

The Home Depot. Tiling 1-2-3. Meredith Publishing, 2014.

Black & Decker. Ceramic & Stone Wall & Flooring. Creative Publishing, 2012.

Foster, Viv. Mosaic Tiling. Barron's Publishing, 2006.

### **RESOURCES**

Employer Advisory Board members

Anchor Standards

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

[tiling.net](http://tiling.net)

[mosaicandglass.com](http://mosaicandglass.com)

[tilinginstaller.com](http://tilinginstaller.com)

[marbleandstone.com](http://marbleandstone.com)

[marblesetting.com](http://marblesetting.com)

[www.installertools.com](http://www.installertools.com)

[www.bsc.ca.gov/default.htm](http://www.bsc.ca.gov/default.htm)

[greenbuildingadvisor.com](http://greenbuildingadvisor.com)

[the.dailygreen.com](http://the.dailygreen.com)

### **COMPETENCY CHECKLIST**

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

### **METHODS AND PROCEDURES**

- A. Shop instruction and application
- B. Lecture and discussion
- C. Demonstration and observation
- D. Multimedia presentations
- E. Individual and group projects
- F. Independent reading
- G. Layout and prep assignments
- H. Workplace simulations
- I. Field trips
- J. Individualized instruction

### **EVALUATION**

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

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

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

SECTION D – Waterproofing – Pass all assignments and exams on waterproofing with a minimum score of 80% or higher.

SECTION E – Ceramic Wall and Floor Tiling – Pass all assignments and exams on ceramic wall and floor tiling with a minimum score of 80% or higher.

SECTION F – Porcelain Wall and Floor Tiling – Pass all assignments and exams on porcelain wall and floor tiling with a minimum score of 80% or higher.

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

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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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