

Course Outline

Transportation

REVISED: August/2017

Job Title:

Forklift Operator

Career Pathway:

Operations

Industry Sector:

Transportation

O*NET-SOC CODE:

53-7051.00

CBEDS Title:

Distribution and Logistics

CBEDS No.:

5673

79-90-80

Warehouse Operations: Forklift Operator

Credits: 40

Hours: 600

Course Description:

This competency-based course provides students with entry-level skills for the modern material-handling trades. Training includes warehousing, principles of space layout, processing and preparing receipt for storage, stock locator system, storekeeping, industrial safety; the uses and purposes of various types of material-handling equipment, such as gas and electric forklifts, straddle-arm stackers, transporters and tow motors. Also included is instruction in computer applications as used in the operation of industrial trucks, 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:

None.

NOTE: For Perkins purposes this course has been designated as an **introductory/concentrator/capstone** 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

pp. 7-16

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. 7-16

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

pp. 18-19

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

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 Warehouse Operations: Forklift Operator Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION/INTRODUCTION</p> <p>Understand scope of course, industrial truck occupations, historical development of warehousing, storekeeping, and uses of various material handling equipment.</p> <p>(15 hours)</p>	<ol style="list-style-type: none"> 1. Know the basic content of the course. 2. Describe classroom rules and procedures. 3. Describe scope and sequence of course. 4. Describe skills required for this course and for the control of equipment and materials. 5. Describe the uses and purposes of various types of material handling equipment. 6. Describe historical development of warehousing. 7. Outline career opportunities in the material handling equipment/warehousing occupations' field. 	<p>Career Ready Practice: 1, 3, 7</p> <p>CTE Anchor: Communications: 2.1, 2.3 Career Planning and Management: 3.5 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A2.3, A2.5, A7.4</p>
<p>B. SAFETY</p> <p>Understand the various safety hazards associated with material handling equipment and related equipment in the warehousing industry.</p>	<ol style="list-style-type: none"> 1. Identify warning and protective devices. 2. Explain forklift safety rules as required by CAL/OSHA. 3. Describe safety rules and regulations as required by employer. 4. Demonstrate industrial safety practices. 5. View and discuss Yale safety video. 6. Pass Yale forklift safety test with 100% accuracy. 7. View and discuss Toyota Operator Program in Safety (T.O.P.S.) video. 8. Pass T.O.P.S. safety test with 100% accuracy. 9. Pass preliminary safety test with 100% accuracy. 10. Pass industrial hazards safety test with 100% accuracy. 11. View and discuss High-Impact Forklift Operator Training video. 	<p>Career Ready Practice: 1, 3, 6, 7</p> <p>CTE Anchor: Communications: 2.1, 2.3 Problem Solving and Critical Thinking: 5.1 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Technical Knowledge and Skills: 10.1, 10.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)		<p>Health and Safety: 6.6, 6.7 Responsibility and Flexibility: 7.4, 7.5 Ethics and Legal Responsibilities: 8.1, 8.2 Technical Knowledge and Skills: 10.1, 10.2, 10.3</p> <p>CTE Pathway: A1.1, A1.3, A1.5, A3.6, A3.7, A3.8, A6.2, A6.3, A6.4, A6.6</p>
<p>E. IDENTIFICATION OF STORAGE AREAS</p> <p>Identify the various storage area and symbols. Create emergency storage areas and symbols.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Identify bulk locations. 2. Identify storage rack locations. 3. Identify bin locations. 4. Interpret identification symbols. 5. Identify available storage locations. 6. Identify hazardous materials storage locations from non-hazardous materials storage locations. 7. Pass warehouse quiz with 80% accuracy. 	<p>Career Ready Practice: 1, 3, 11, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3 Technology: 4.1 Health and Safety: 6.6, 6.7 Responsibility and Flexibility: 7.5 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: A1.1, A3.6, A6.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>F. PROCESSING AND PREPARING RECEIPTS FOR STORAGE</p> <p>Demonstrate the ability to accurately check all documents commonly used during warehouse receiving and processing.</p> <p>(20 hours)</p>	<ol style="list-style-type: none"> 1. Demonstrate the ability to accurately check delivery documents. 2. Compare purchase orders against delivery documents. 3. Determine quantity received. 4. Identify overage, shortage, and damage. 5. Identify procedures for contacting vendor in the event of an overage, shortage or damage. 6. Identify the procedures to expedite orders. 7. Identify the occasion when a “grief” letter is appropriate. 8. Write a sample “grief” letter. 9. Demonstrate receiving and processing merchandise with 100% accuracy. 	<p>Career Ready Practice: 1, 2, 3, 10, 11</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Technology: 4.1, 4.2, 4.3, 4.4 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3 Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.1, 8.5 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A2.2, A2.3, A2.4, A2.7, A3.5, A3.7</p>
<p>G. STOCK LOCATOR SYSTEM</p> <p>Understand the proper maintenance of stock locator records. Set up stock locations.</p>	<ol style="list-style-type: none"> 1. Develop a stock locator system. 2. Audit stock locator records. 3. Review data card information. 4. Operate a stock locator system. 5. Describe relocation procedures. 6. Outline when and how to consolidate storage items. 7. Determine future available space. 8. Determine when to reorder stock. 9. Describe the concept of minimums and maximums. 	<p>Career Ready Practice: 1, 3, 5, 10, 11</p> <p>CTE Anchor: Communications: 2.1, 2.3, 2.4 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.6, 6.7 Responsibility and Flexibility: 7.4, 7.5 Ethics and Legal Responsibilities: 8.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)		Technical Knowledge and Skills: 10.1, 10.2, 10.3 CTE Pathway: A1.1, A1.3, A2.2, A2.4, A3.5, A3.6, A3.7, A3.8, A6.3, A6.4
H. STORAGE OBJECTIVES: RECEIVING Understand operations necessary for efficient receiving and processing including hazardous and security items.	<ol style="list-style-type: none"> 1. Determine available space. 2. Determine amount of labor needed. 3. Determine and plan correct storage for accessibility. 4. Determine proper class of stock. 5. Identify if stock is knockdown or set-up for storage purposes. 6. Describe the procedure for supplies and equipment rotation. 7. Describe temperature control. 8. Identify improper receiving storage practices. 9. Analyze most economical way to utilize storage space and determine how to locate fast and slow moving items. 10. Identify hazardous items. 11. Identify security items. 12. Describe the proper procedures for receiving and processing hazardous items. 13. Describe and outline the proper procedures for receiving and processing security items. 14. Identify bulk stock items. 	Career Ready Practice: 1, 3, 5, 6, 10, 11 CTE Anchor: Communications: 2.1, 2.2, 2.3 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.4 Ethics and Legal Responsibilities: 8.1, Technical Knowledge and Skills: 10.1, 10.2 CTE Pathway: A1.1, A1.3, A2.2, A3.3, A3.7, A3.8, A6.1, A6.3, A6.6
I. CARE AND PRESERVATION OF SUPPLIES AND EQUIPMENT Understand the care and preservation of supplies equipment.	<ol style="list-style-type: none"> 1. Identify proper storage of combustible items. 2. Identify proper storage of textile goods. 3. Identify the effects of temperature and humidity of a variety of materials. 4. Identify possible temperature and humidity problems in storage. 5. Identify combustible items. 6. Know effect of corrosive influences. 	Career Ready Practice: 1, 3, 5, 6, 7, 10, 11, 12

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<ol style="list-style-type: none"> 7. Identify spontaneous combustion hazards. 8. Simulate clean-up of flammable liquids. 9. Know how to identify and read signs related to hazardous items. 10. Know how to handle unsafe materials. 	<p>CTE Anchor: Communications: 2.1, 2.2, 2.3 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.5, 6.6, 6.7 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: A1.1, A1.3, A2.2, A3.3, A3.6, A5.1, A6.1, A6.3, A6.6</p>
<p>J. SECURITY, HOUSEKEEPING, FIRE PREVENTION, AND EARTHQUAKE PREPAREDNESS</p> <p>Understand safety precautions and response procedures in case of fire, earthquake, and in the event of a hazardous materials accident.</p> <p>(20 hours)</p>	<ol style="list-style-type: none"> 1. Describe and outline the importance of adequate and proper housekeeping practices. 2. Integrate safety and good housekeeping practices into daily operation. 3. Prepare for weekly safety inspections of a warehouse. 4. Identify common hazardous materials. 5. Describe the precautions used when working with hazardous materials. 6. Rehearse emergency procedures for hazardous materials, fire operations, and fire extinguishers. 7. Demonstrate the use of fire suppression equipment. 8. View and discuss an "Emergency Preparedness, In Case of Earthquake" video. 9. Rehearse emergency procedures for earthquake preparedness. 10. Recognize high risk and security items. 11. Prepare routine schedule for security check. 12. Develop procedures for the systematic removal of waste materials. 	<p>Career Ready Practice: 1, 2, 3, 5, 6, 7, 10, 11, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.2, 6.5, 6.6, 6.7 Ethics and Legal Responsibilities: 8.1 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: A2.2, A2.4, A3.3, A6.1, A6.2, A6.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>K. CONTROL AND METHOD ORDER-PROCESSING</p> <p>Understand efficient methods for filling and processing invoices and orders. Know weights and measures. Identify terms and abbreviations.</p> <p>(30 hours)</p>	<ol style="list-style-type: none"> 1. Prepare control register. 2. Demonstrate simultaneous order filling. 3. Demonstrate progressive order filling. 4. Perform stock selection procedures. 5. Meet order deadlines. 6. Classify priority orders. 7. Prepare shipping orders. 8. Perform error free order processing. 9. Determine when orders are back ordered. 10. Demonstrate shipping freight orders. 11. Demonstrate shipping U.P.S. orders. 12. Maintain accurate records. 13. Identify and apply packing terminology. 14. Identify disbursing units. 15. Identify standard pack. 	<p>Career Ready Practice: 1, 2, 3, 5, 10, 11</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4 Problem Solving and Critical Thinking: 5.1 Health and Safety: 6.6, 6.7 Responsibility and Flexibility: 7.4 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: A2.2, A2.3, A2.4, A3.5, A3.6, A3.7, A3.8</p>
<p>L. BASIC PACKING PRINCIPLES AND REGULATIONS</p> <p>Demonstrate the ability to correctly pack, label, and prepare various items and orders for shipping.</p> <p>(20 hours)</p>	<ol style="list-style-type: none"> 1. Select appropriate packing material. 2. Identify common types of damage. 3. Demonstrate how to prevent common types of damages. 4. Identify standard shipping labels. 5. Rehearse standard shipping procedures. 6. Determine proper documentation. 7. Develop check and balance shipping system. 8. Identify basic interstate shipping regulations. 9. Demonstrate proper “shrink wrap” procedures for safe shipping. 10. Complete Basic Packing Principles and Regulations quiz with 100% accuracy. 	<p>Career Ready Practice: 1, 3, 5, 10</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Health and Safety: 6.1, 6.6, 6.7 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: A2.2, A2.3, A2.4, A2.5, A3.5, A6.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>M. COMPUTER APPLICATIONS</p> <p>Understand basic computer applications utilized on forklifts and in warehousing.</p> <p>(175 hours)</p>	<ol style="list-style-type: none"> 1. Describe the use of computers utilized on forklifts. 2. Describe the types of software utilized. 3. Develop a simple database for inventory purposes. 4. Develop a simple purchase order database. 5. Develop a simple receiving stock into inventory database. 6. Develop a simple issuing stock from inventory database. 7. Develop a simple bill of lading database. 8. Develop a simple location lookup file database. 9. Develop a simple ship via lookup file database. 10. Develop a hazardous material stock location database. 11. Create reports for developed databases. 12. Create and print stock locator report. 13. Perform reader data from a barcode reader. 14. Pass a practical examination utilizing computer applications with 80% accuracy. 	<p>Career Ready Practice: 1, 2, 3, 5, 10, 11</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4 Technology: 4.1 Problem Solving and Critical Thinking: 5.1 Health and Safety: 6.3 Ethics and Legal Responsibility: 8.5 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: A2.3, A2.4, A3.5, A3.8, A6.1, A6.3</p>
<p>N. OPERATION PROBLEMS</p> <p>Solve forklift and warehouse operation problems.</p>	<ol style="list-style-type: none"> 1. Identify forklift and warehouse operation problems. 2. Demonstrate ability to solve forklift and warehouse operation problems. 3. Demonstrate ability to use proper forklift terms in work contact. 4. Demonstrate ability to make warehousing decisions. 5. Demonstrate pre-operational safety check of forklift. 	<p>Career Ready Practice: 1, 3, 5, 6, 7</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Ethics and Legal Responsibilities: 8.1, 8.2 Technical Knowledge and Skills: 10.1, 10.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)		CTE Pathway: A1.1, A2.3, A2.4, A2.5, A3.3, A5.1, A6.4, A6.5, A6.6, A7.2
<p>O. MATERIAL HANDLING EQUIPMENT</p> <p>Demonstrate proper driving and operating skills using various types of power equipment and fixed equipment. Demonstrate preventive maintenance procedures. Identify correct equipment for job.</p> <p>(100 hours)</p>	<ol style="list-style-type: none"> 1. Identify classification of Material Handling Equipment. 2. Keep accurate maintenance records. 3. Know uses and purposes for each piece of equipment. 4. Understand charging procedures. 5. Identify unsafe equipment. 6. Identify malfunctions in equipment. 7. Understand maintenance programs. 8. Operate mobile equipment. 9. Operate counter-balance L.P.G. Forklifts. 10. Operate forklift (electric). 11. Operate forklift (gas). 12. Operate straddle-arm stacker. 13. Operate walkie-rider. 14. Operate stock-picker. 15. Operate order-picker. 16. Operate tow-motor. 17. Operate stock tractor. 18. Operate stock chaser. 19. Operate pallet jack. 20. Operate skid jack. 21. Operate transporter (electric). 22. Operate 2-wheel dollie. 23. Operate 4-wheel dollie. 	Career Ready Practice: 1, 3, 5, 6, 7 CTE Anchor: Communications: 2.1, 2.2, 2.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Ethics and Legal Responsibilities: 8.2 Technical Knowledge and Skills: 10.1, 10.2 CTE Pathway: A2.3, A2.4, A2.5, A3.3, A5.1, A6.1, A6.3, A6.4, A6.5, A6.6, A7.2
<p>P. EVALUATION</p> <p>Pass oral, written, and performance tests demonstrating all required skills.</p>	<ol style="list-style-type: none"> 1. Pass warehousing test with 100% accuracy. 2. Pass forklift test with 100% accuracy. 3. Pass industrial safety test with 100% accuracy. 4. Pass driving skills test by driving various industrial vehicles through obstacle course. 	Career Ready Practice: 1, 3, 5, 6, 7, 10 CTE Anchor: Communications: 2.2, 2.3, 2.4 Problem Solving and Critical Thinking: 5.1, 5.4 Ethics and Legal Responsibilities: 8.1

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Ackerman, Kenneth B. Practical Handbook of Warehousing. Springer. 1997.

Liebeskind, Art. How to Optimize Your Warehouse Operations. Industrial Data & Information, Inc., 2005.

Mulcahy, David. Warehouse Distribution and Operations Handbook. Mc Graw-Hill Professional, 1993.

Napolitano, Maida, J. E. Gross & Associates. The Time, Space and Cost Guide to Better Warehouse Design: A Hands-on Guide to Help You Improve the Design and Operations of Your Warehouse or Distribution Center. Distribution Center Management, 2003.

Stroh, Michael B. A Practical Guide to Transportation and Logistics. Logistics Network, Inc., 2006.

RESOURCES

Employer Advisory Board members

Foundation Standards

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

Toyota Operator Program in Safety (T.O.P.S.) video.

Warehousing Education and Research Council (WERC) www.werc.org

OSHA Powered Industrial Truck Training Program

[http://www.osha.gov/pls/oshaweb/owalink.query_links?src_doc_type=STANDARDS&src_unique_file=1910_0178&src_anchor_name=1910.178\(l\)\(2\)\(iii\)](http://www.osha.gov/pls/oshaweb/owalink.query_links?src_doc_type=STANDARDS&src_unique_file=1910_0178&src_anchor_name=1910.178(l)(2)(iii))

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Demonstration
- C. Field trips
- D. Multimedia presentations
- E. Practical on-the-job experience
- F. Individualized instruction

EVALUATION

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

SECTION B – Safety – Pass the safety test with 100% accuracy.

SECTION C – Principles of Modern Warehousing – Pass all assignments and exams on principles of modern warehousing with a minimum score of 80% or higher.

SECTION D – Principles of Space Layout – Pass all assignments and exams on principles of space layout with a minimum score of 80% or higher.

SECTION E – Identification of Storage Areas – Pass all assignments and exams on fundamentals of identification of storage areas with a minimum score of 80% or higher.

SECTION F – Processing and Preparing Receipts for Storage – Process and receive merchandise with a score of 100%.

SECTION G – Stock Locator System – Pass all assignments and exams on stock locator system with a minimum score of 80% or higher.

SECTION H – Storage Objectives Receiving – Pass all assignments and exams on storage objectives receiving with a minimum score of 80% or higher.

SECTION I – Care and Preservation of Items and Equipment – Pass all assignments and exams on care and preservation of items and equipment with a minimum score of 80% or higher.

SECTION J – Security, Housekeeping, Fire Prevention, Earthquake Preparedness – Pass all assignments and exams on security, housekeeping, fire prevention, and earthquake preparedness with a minimum score of 80% or higher.

SECTION K – Control and Method Order-Processing – Pass all assignments and exams on control and method order-processing with a minimum score of 80% or higher.

SECTION L – Basic Packing Principles and Regulations – Pass all assignments and exams on basic packing principles and regulations with a minimum score of 80% or higher.

SECTION M – Computer Applications – Pass all assignments and exams on computer applications with a minimum score of 80% or higher.

SECTION N – Operation Problems – Pass all assignments and exams on operation problems with a minimum score of 80% or higher.

SECTION O – Material Handling Equipment – Pass all assignments and exams on material handling equipment with a minimum score of 80% or higher.

SECTION P – Evaluation – Pass all assignments and exams on evaluation with a minimum score of 80% or higher.

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

Statement for Civil Rights

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