

Light Duty Cleaner

Cleaning Schedule

Light duty cleaners clean the lobbies, hallways, offices and rooms of hotels, motels, resorts, hospitals, schools, office and other buildings, and private residences. They are employed by hotels, motels, resorts, recreational facilities, hospitals and other institutions, building management companies, cleaning service companies and private individuals. To learn more about this occupation, [click here](#).

Check out the video before completing the tasks. Choose [video](#) or [video with subtitles](#).

This activity contains skill-building activities leading up to the demonstration of Essential Skills tasks at skill levels 1 and 2. Teachers and facilitators are encouraged to choose the skill-building activities and/or tasks that meet the needs of the learners.

NOC 6661 – Light Duty Cleaner



Video



Cleaning Schedule



Receipt



Confidentiality Agreement



Client Information Sheet

Essential Skills Focus

	1	2	3
Reading Text	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Document Use	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Money Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Essential Skills -
Ontario Curriculum
Linkages

1. Tasks

Cleaners receive weekly cleaning schedules.

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

Task 1

The Canada Day holiday will be taken on the last Monday of June and no cleaning will be completed on that day. Look at the Monthly Schedule. Highlight or circle the date on the Cleaning Schedule.

Document Use

Light Duty Cleaner

Cleaners receive payment from clients each week and complete receipts for the payment.

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

Task 2

The light duty cleaner received payment for cleaning services from Kendall Bochner, an employee of ACME. Complete the receipt below. Include the following details and make all necessary calculations:

1. Use your name and today's date
2. Cost of cleaning services is \$180 before taxes
3. No discount
4. Tax rate is 5%

Document Use

Cleaners sign confidentiality agreements as a condition of employment.

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

Task 3

Look at the Confidentiality Agreement. Highlight or circle the places where the cleaner would print and sign his or her name.

Reading Text

Light Duty Cleaner

Light Duty Cleaners are given client information sheets. Cleaners also receive keys from clients so that they can clean when clients are not home.

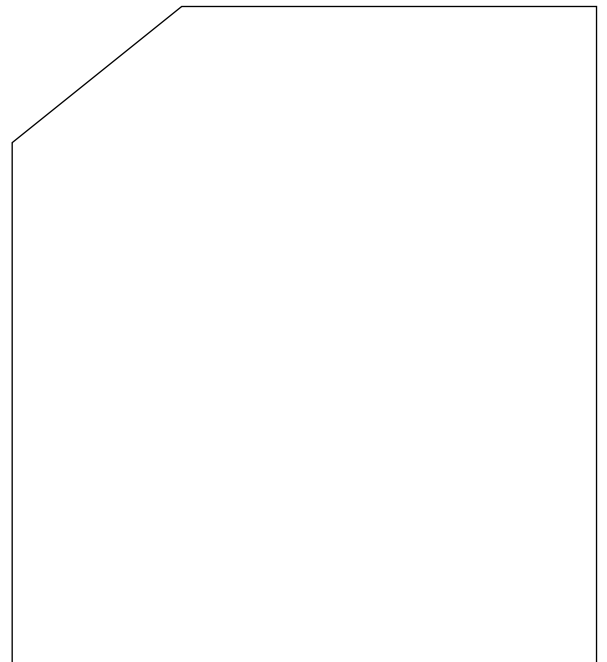
[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

Task 4

To keep track of which keys belongs to each client, cleaners complete tags to attach to clients' keys. Look at the Client Information Sheet. Copy the client's name and telephone numbers on the key tag.

Document Use

Client Key Tag





Sample Cleaning Schedule – June 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Monthly
	<p>1 Mark T. 9 - 11 am Tracy C. 11:30 am - 1 pm Sue K. 1:30 - 3:30 pm</p>	<p>2 Sam C. 9 - 10:30 am Apt. Building Westwood 11 am - 1:30 pm Ruby 3 - 5 pm</p>	<p>3 Tina 9 am - 12 pm Petra 12:30 - 2:30 pm Delia 3 - 5 pm</p>	<p>4 Frank 9 am - 12 pm Ken C. 12:30 - 2:30 pm Neda 3 - 5 pm</p>	<p>5 Sonya 9 - 11 am Sandra 12:30 - 2:30 pm Freda 2 - 4 pm</p>	<p>6 Employment Plus 9 am - 12 pm Law Office 1 - 3 pm</p>	<p>James S. 519 926-3535 Thurs. June 4 5:30 - 7:30 pm</p>
7	<p>8 Steven F. 9 - 11 am Teresa 12:30 - 2:30 pm Sam 3 - 5 pm</p>	<p>9 Izzy 9 - 11:30 am Dan W. 12 - 2 pm Ruby 3 - 5 pm</p>	<p>10 Kyle 9 am - 1 pm Tyler 1:30 - 3:30 pm Kirsten 4 - 5:30 pm</p>	<p>11 Frank 9 am - 12 pm Ary 1 - 3 pm Massage Office 7 - 8 pm</p>	<p>12 Sonya 9 - 11 am Larry H. 12 - 2 pm Yoga Studio 3 - 5 pm</p>	<p>13 Employment Plus 9 am - 12 pm Law Office 1 - 3 pm</p>	<p>Rita Smith 519 265-9203 Fri. June 12 7 - 9 pm</p>
14	<p>15 Mark T. 9 - 11 am Tracy C. 11:30 am - 1 pm Sue K. 1:30 - 3:30 pm</p>	<p>16 Sam C. 9 - 10:30 am Apt. Building Westwood 11 am - 1:30 pm Ruby 3 - 5 pm</p>	<p>17 Tina 9 am - 12 pm Petra 12:30 - 2:30 pm Delia 3 - 5 pm</p>	<p>18 Frank 9 am - 12 pm Ken C. 12:30 am - 2:30 pm Neda 3 - 5 pm</p>	<p>19 Sonya 9 am - 11 am Sandra 12:30 - 2:30 pm Freda 2 - 4 pm</p>	<p>20 Employment Plus 9 am - 12 pm Law Office 1 - 3 pm</p>	<p>Daniel Trend Tues. June 2 4:30 - 6:30 pm 519 824-7958</p>
21	<p>22 Steven F. 9 - 11 am Teresa 12:30 - 2:30 pm Sam 3 - 5 pm</p>	<p>23 Izzy 9 - 11:30 am Dan W. 12 - 2 pm Ruby 3 - 5 pm</p>	<p>24 Kyle 9 am - 1 pm Tyler 1:30 - 3:30 pm Kirsten 4 - 5:30 pm</p>	<p>25 Frank 9 am - 12 pm Ary 1 - 3 pm Massage Office 7 - 8 pm</p>	<p>26 Sonya 9 - 11 am</p>	<p>27 Employment Plus 9 am - 12 pm Law Office 1 - 3 pm</p>	
28	<p>29 Mark T. 9 - 11 am Tracy C. 11:30 am - 1 pm Sue K. 1:30 - 3:30 pm</p>	<p>30 Sam C. 9 - 10:30 am Apt. Building Westwood 11 am - 1:30 pm Ruby 2 - 4 pm</p>					



Receipt No. 1469

Customer Name:

Company Name:

Description	Amount	
	Subtotal	
	Discount(s)	
	Tax	
	Total	

Date:

Received by:



Confidentiality Agreement

I, _____, agree that I will not at anytime, both during and after the term of my employment contract, divulge, furnish or make accessible to any party any of the information made available to me through my employment at

_____.

I agree to keep confidential all information related to customer lists, personnel records, pricing or any other files/records or conversations which _____ uses to operate its business. All such matters will be treated as confidential information.

Associate (please print)

Associate (signature)

Witness

Date



Client Information Sheet



Monday Client Mark Turnbel
55 Haley Court
Guelph, ON
Telephone: 519-831-2222
Cell: 519-932-9292

Time 9 am – 11 am (Alternate weeks)

Note FIRST VISIT

Cleaners Rachel and Irene

Information

Keys Yes – Don't forget to write client's info on tag when you receive key



Code Garage 011135

Dog Nelson – In cage

Instructions clean whole house 3 beds, Kit, Liv R, Din R, Basement and Bath (X2)
include floors mopped and polish wood



Note to reader: this information would be in the binders provided to cleaners

2. Answer Key

Task 1

The Canada Day holiday will be taken on the last Monday of June and no cleaning will be completed on that day. Look at the Monthly Schedule. Highlight or circle the date on the Cleaning Schedule.

Answer

Highlight Monday June 29

Document Use ②



Check **page 10** for one way to get this answer.

Task 2

The light duty cleaner received payment for cleaning services from Kendall Bochner, an employee of ACME. Complete the receipt below. Include the following details and make all necessary calculations:

1. Use your name and today's date
2. Cost of cleaning services is \$180 before taxes
3. No discount
4. Tax rate is 5%

Answer

See Task 2 Answer Sheet

Document Use ②



Check **page 11** for one way to get this answer.

Money Math ②

Light Duty Cleaner


Essential Skills Focus

Task 3

Look at the Confidentiality Agreement. Highlight or circle the places where the cleaner would print and sign his or her name.

Answer

See Task 3 Answer Sheet

 Check **page 12** for one way to get this answer.

Reading Text ①

Document Use ①

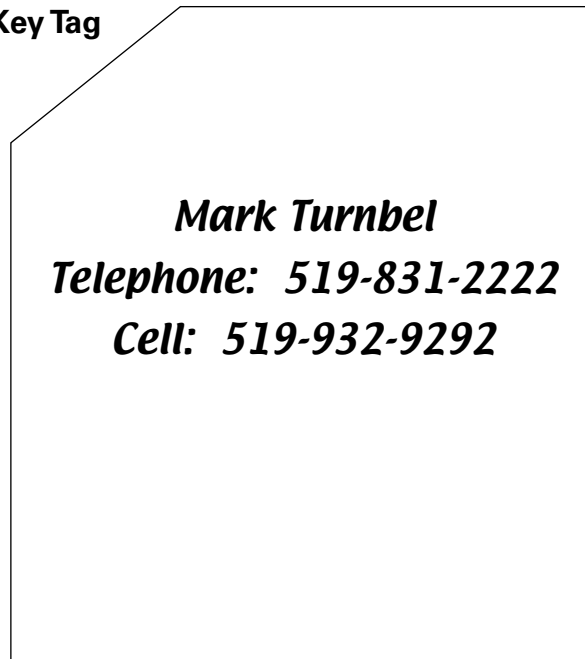
Task 4

To keep track of which keys belongs to each client, cleaners complete tags to attach to clients' keys. Look at the Client Information Sheet. Copy the client's name and telephone numbers on the key tag.


Answer

Client Key Tag

Document Use ①



Mark Turnbel
Telephone: 519-831-2222
Cell: 519-932-9292

 Check **page 13** for one way to get this answer.

3. Answer Steps

Task 1

The Canada Day holiday will be taken on the last Monday of June and no cleaning will be completed on that day. Look at the Monthly Schedule. Highlight or circle the date on the Cleaning Schedule.

Answer **Highlight Monday June 29**

One way to get this answer...

1. Scan the headings using the key word **Monday**.
2. Locate the **date numbers** in the column heading **Monday**.
3. Scan the column to locate the **last Monday of the month**.
4. Decide that the date is Monday the 29th.

Skill Focus Document Use ②

Light Duty Cleaner

Task 2

The light duty cleaner received payment for cleaning services from Kendall Bochner, an employee of ACME. Complete the receipt below. Include the following details and make all necessary calculations:

1. Use your name and today's date
2. Cost of cleaning services is \$180 before taxes
3. No discount
4. Tax rate is 5%

Answer **See Task 2 Answer Sheet**

One way to get this answer...

1. Scan the headings using the key words **Customer Name**.
2. Decide Kendall Bochner is the customer; enter the name under Customer Name.
3. Scan the headings using the key words **Company Name**.
4. Decide ACME is the company; enter ACME under Company Name.
5. Scan the headings using the key word **Description**.
6. Understand that Cleaning Services is the description.
7. Enter Cleaning Services under Description.
8. Scan the headings using the key word **Amount**.
9. Understand that Cost of Cleaning Services is \$180.
10. Enter \$180 in the Amount space.
11. Decide that the Subtotal is the same as the Amount; enter 180.00 beside Subtotal.
12. Set up the problem to find the amount of tax: $\text{Subtotal} \times \text{Tax}$.
13. Calculate: $180.00 \times .05 = 9.00$.
14. Decide that 9.00 is the total tax.
15. Set up the problem to find the Total: $\text{Amount} + \text{Tax} = \text{Total}$.
16. Calculate: $180.00 + 9.00 = 189.00$.
17. Decide that the total is \$189.00.
18. Enter \$189.00 beside Total.

Skill Focus Document Use ②
Additional Skills: Money Math ②

Light Duty Cleaner

Task 3

Look at the Confidentiality Agreement. Highlight or circle the places where the cleaner would print and sign his or her name.

Answer **See Task 3 Answer Sheet**

One way to get this answer...

1. Scan the document to find **spaces where the cleaner might print or sign his or her name.**
2. Locate the **first blank**, preceded by **“I,”** and followed by **“agree”.**
3. Decide the **“I”** refers to the cleaner.
4. Highlight the space that follows **“I”**
5. Continue scanning for **blank spaces.**
6. Understand that **signature** means **sign your name.**
7. Understand that **Associate** means **employee.**
8. Highlight the line for Associate (Please Print).
9. Highlight the line for Associate (signature).

Skill Focus

Reading Text ①

Additional Skills: Document Use ①

Light Duty Cleaner

Task 4

To keep track of which keys belongs to each client, cleaners complete tags to attach to clients' keys. Look at the Client Information Sheet. Copy the client's name and telephone numbers on the key tag.

Answer

Client Key Tag

Mark Turnbel
Telephone: 519-831-2222
Cell: 519-932-9292

One way to get this answer...

1. Scan the document using the key word **Client**.
2. Locate the client's **name, telephone number** and **cell phone number**.
3. Enter the client's name, telephone number and cell phone number.

Skill Focus

Document Use ①



Receipt No. 1469

Customer Name:
Kendall Bochner

Company Name:
Residential Cleaners

Description	Amount	
<i>Cleaning Services</i>		180.00
	Subtotal	180.00
	Discount(s)	
	Tax	9.00
	Total	189.00
Date: <i>Today's Date</i>	Received by: <i>Your Name</i>	



Confidentiality Agreement

I, _____, agree that I will not at anytime, both during and after the term of my employment contract, divulge, furnish or make accessible to any part any of the information made available to me through my employment at

_____.

I agree to keep confidential all information related to customer lists, personnel records, pricing or any other files/records or conversations which _____ uses to operate its business. All such matters will be treated as confidential information.

Associate (please print)

Associate (signature)

Witness

Date

Skill-Building Activities

Sample Skill-Building Activities for Task 1

Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 1. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

Sample skill-building activities leading up to the demonstration of Essential Skills in Task 1 are listed below.

Task 1 Skill-Building Activities

- Read a calendar to locate specific information.
- Use tools to highlight or indicate specific information.

Example: Read a calendar to locate specific information.

Learner will use reading strategies to answer questions based on a given calendar.

July 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Mom's birthday	2	3 Movie Night with Tim	4
5 Dinner at Grandma's	6 Work 9 am - 5 pm	7 Volunteer at Shelter	8 Swimming Lessons - 1 pm Soccer - 7 pm	9	10 Work 9 am - 5 pm	11 Skating 1 pm
12 Dinner at Uncle Ian's	13 Work 9 am - 5 pm	14 Soccer 7 pm	15 Swimming Lessons - 1 pm	16 Work 9 am - 5 pm	17	18 Cottage
19 Cottage	20 Cottage	21 Cottage	22 Cottage	23	24	25
26	27 Volunteer at Shelter	28 Work 9 am - 5 pm	29 Work 9 am - 5 pm	30 Volunteer at Shelter	31	

Light Duty Cleaner

Teacher asks the following questions to the learner:

What days does Susan have with no activities scheduled?

What day does Susan have dinner at her Uncle Ian's house?

What day does Susan leave for the cottage?

What day does Susan come home from the cottage?

What is the date when Susan works on a Wednesday?

TIP

Consider using the learner's authentic monthly agenda to make the questions relevant to the learner. For group instruction, consider using an interactive white board or a large scale calendar – the "appointments" could be removable so as the instructor asks the group for an appointment, the learner removes the appointment from the calendar. Ask questions until all appointments are removed from the calendar. The activity can then be reversed – give the learner(s) a date and an appointment and have them position the appointment on the calendar. For learners who are emerging readers, use graphics (pictures) accompanied by the words for the appointment entries.

Light Duty Cleaner

Answer Key:

1. What days does Susan have with no activities scheduled?

One way to arrive at the answer is to identify the squares on the calendar with no writing on them, then identify the date (number) in the square – July 2, 4, 9, 17, 23, 24, 25, 26, and 31. If students can identify “empty” days first, it may be easier for them to look at the other squares in order to find the following appointments.

2. What day does Susan have dinner at her Uncle Ian’s house?

Sunday, July 12. Contextual cue to point out is “Uncle Ian” as the previous week dinner was at “Grandma’s.”

3. What day does Susan leave for the cottage?

Saturday, July 18. Contextual cue to consider – this is the first day that the word cottage is entered on the calendar – this suggests that it is the day they leave for the cottage. Next, there is a string of days with “cottage” entered suggesting that these are the days that Susan will be at the cottage.

4. What day does Susan come home from the cottage?

Wednesday, July 22. Contextual cue to consider – this is the last day that the word cottage is entered on the calendar – this suggests that it is the day they leave the cottage. Previous to this, there is a string of days with “cottage” entered suggesting these are the days Susan stays at the cottage.

5. What is the date when Susan works on a Wednesday?

Wednesday, July 29. One way for the learner to arrive at the answer is that he/she can point to the Wednesday column on the calendar, run his/her finger down the column until he/she locates the “work 9-5” appointment. Consider using contextual cues “Wednesday” and “work.”

[Click here](#) to Return to Task.

Skill-Building Activities

Sample Skill-Building Activities for Task 2

Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 2. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

Sample skill-building activities leading up to the demonstration of Essential Skills in Task 2 are listed below.

Task 2 Skill-Building Activities

- Sort written information under headings.
- Read and use specific vocabulary in a given employment task (Receipt).
- Copy given information from one source to a given form.

Example: Sort written information under headings.

Learner matches the term (card) to the corresponding column to create a list under the heading.

Dates	Amounts of Money	Names of People	Cleaning Activities

Cut out the cards on the next page and insert each into the appropriate column in the table above: July 28, 2009, September 29, 2010, October 31, 2009, November 19, 2010

\$2.58, \$10.19, \$15.00, \$1.99

Dusting wood surfaces, cleaning toilets, washing floors, vacuuming rugs

Susan Johnson, Mrs. Smith, Mr. Smitherton, Peter Good

Activity Cards for Task 2 Skill-Building Activity



July 28, 2009	September 29, 2010	\$2.58
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October 31, 2009	November 19, 2010	\$10.19
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Dusting wood surfaces	Cleaning toilets	\$15.00
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Washing floors	Vacuuming rugs	\$1.99
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Susan Johnson	Mrs. Smith
---------------	------------

Mr. Smitherton	Peter Good
----------------	------------

Light Duty Cleaner

Answer Key:

Dates	Amounts of Money	Names of People	Cleaning Activities
July 28, 2009	\$2.58	Susan Johnson	Dusting wood surfaces
September 29, 2010	\$10.19	Mrs. Smith	Cleaning toilets
October 31, 2009	\$15.00	Mr. Smitherton	Washing floors
November 19, 2010	\$1.99	Peter Good	Vacuuming rugs

TIP

This is one of the first steps that learners would need to master before being able to master filling information onto a form for Task 2. Understanding types of information (supporting information or details) under a heading (main idea) is a key literacy skill to develop. Consider also making lists of information related to the Headings and to other activities in the learner's day. The creation of Lists assists the learner in knowing what information is related to particular headings on any form.

[Click here](#) to Return to Task.

Skill-Building Activities

Sample Skill-Building Activities for Task 3

Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 3. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

Sample skill-building activities leading up to the demonstration of Essential Skills in Task 3 are listed below.

Task 3 Skill-Building Activities

- Understand the difference between “signature” and “print your name.”
- Know what the term “signature” means and locate it on a form.
- Understand what the term **confidentiality** means.
- Understand the responsibilities associated with signing your name to an agreement or contract.

Example: Understand the difference between “signature” and “print your name.”

Learner **listens to** the following statements and then determines “signature” or “print your name.”

Susan’s teacher gives her a worksheet in Math class and asks her to put her name at the top of the sheet. **Signature or Print Name?**

Susan withdraws money from her savings account and the bank teller asks for her to sign her name on the bank receipt. **Signature or Print Name?**

Susan submits her Income Tax to her accountant and is asked to put her name on the form to send in for her refund. **Signature or Print Name?**

Susan labels each of her sweatshirts before going to camp so she will not lose them. **Signature or Print Name?**

Light Duty Cleaner

TIP

Consider providing the learner with two cards "Signature" and "Print Name" to indicate which format of name would be used as each sentence is read.


Signature


Print Name

Answer Key:

Susan's teacher gives her a worksheet in Math class and asks her to put her name at the top of the sheet. *Signature* or **Print Name**?

Point out that this is not an official document – her name is for the teacher to make sure she has the correct student's work (identifying purposes)

Susan withdraws money from her savings account and the bank teller asks for her to sign her name on the bank receipt. **Signature** or Print Name?

Point out that most documents related to the bank would be considered official documents and require a signature – the signature is to guarantee that you are the person you say you are and you can withdraw money from your account. The bank also has a copy of your signature on file so they can check to make sure they are the same.

Susan submits her Income Tax to her accountant and is asked to put her name on the form to send in for her refund. **Signature** or Print Name?

Point out that most documents related to the Income Tax returns would be considered official documents and require a signature – the signature is to guarantee that you are the person you say you are and you are telling the truth about the information you provided in the documents. With this signature, the officials can trust you.

Susan labels each of her sweatshirts before going to camp so she will not lose them. *Signature* or **Print Name**?

Point out that in this case you are putting your name on garments so that you will be able to tell your sweatshirts from everyone else's sweatshirts and if you lose your sweatshirt, someone else can return it to you by reading your name. It is important to print neatly for others to read your name. This does not require a signature because it is not an official document.

[Click here](#) to Return to Task.

Skill-Building Activities

Sample Skill-Building Activities for Task 4

Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 4. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

Sample skill-building activities leading up to the demonstration of Essential Skills in Task 4 are listed below.

Task 4 Skill-Building Activities

- Copy information from one source to another.
- Read short form of information.
- Locate specific information on a given form.
- Understand what the short form of a phrase means.

Example: Read short form of information.

Learner will match the short form (abbreviation) of a term to the longer form (full) of the term by dragging the longer term card to the space beside the short form.

Short Term (abbreviation)	Longer Term (full)	Short Term (abbreviation)	Longer Term (full)
Kit		R	
Liv R		Thx	
Din R		Tot	
BathR			

Activity Cards for Task 4 Skill-Building Activity



<i>Living Room</i>	<i>Room</i>	<i>Bathroom</i>
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<i>Thanks</i>	<i>Total</i>	<i>Kitchen</i>	<i>Dining Room</i>
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Light Duty Cleaner

Answer Key:

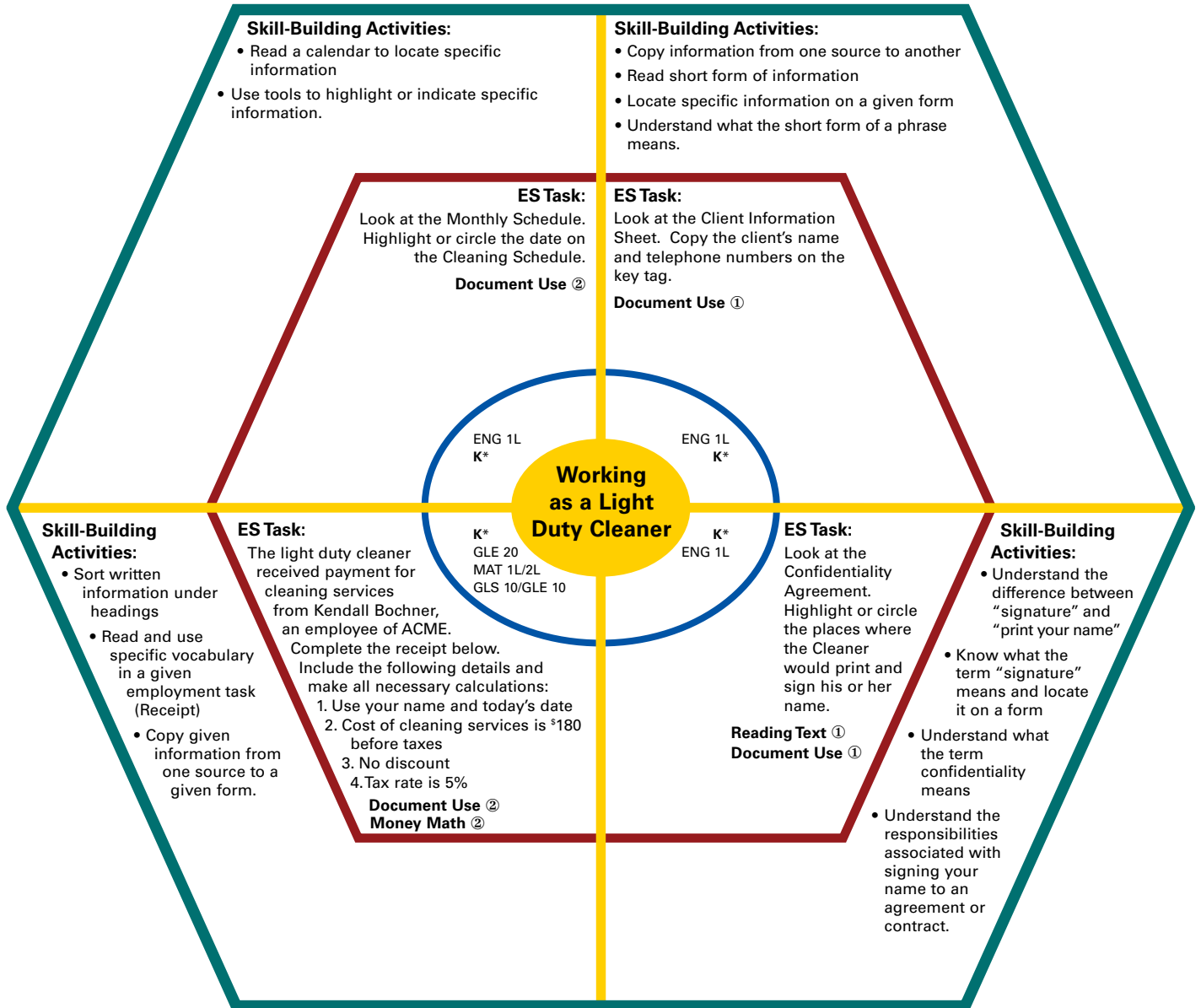
Short Term (abbreviation)	Longer Term (full) the contextual cue of the first (few) letters could be given to assist learners in completing the activity	Short Term (abbreviation)	Longer Term (full) the contextual cue of the first (few) letters could be given to assist learners in completing the activity
Kit	<i>Kitchen</i>	R	<i>Room</i>
Liv R	<i>Living Room</i>	Thx	<i>Thanks</i>
Din R	<i>Dining Room</i>	Tot	<i>Total</i>
BathR	<i>Bathroom</i>		

TIP

If instructing a large group, consider using the interactive white board to engage kinesthetic learners and visual learners. Consider pairing visual supports (graphics or pictures) for emerging readers and visual learners.

[Click here](#) to Return to Task.

Essential Skills in Action: Working as a Light Duty Cleaner



*K refers to non-credit courses developed by school boards.

Legend:  Skill-Building Activities  Essential Skills Task  Curriculum Code

Ontario Curriculum – Essential Skills Linkages: Light Duty Cleaner

The course and curriculum expectations linked to each Essential Skills task are shown below. Sample skill-building activities have also been identified.

Students who meet the curriculum expectations below will also have demonstrated the Essential Skills at the level indicated. If students do not meet the curriculum expectations below, teachers can prepare students by scaffolding learning. Begin where students are: with the Skill-Building Activities or Essential Skills Tasks.

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
Locally Developed Compulsory Credit Course, English - Grade 9 (ENG 1L)	<p>DRVV.02 – read and recognize a variety of short, engaging, authentic, and relevant print and non-print text forms, both teacher- and student-selected;</p> <p>DRV1.02 – preview the features and organizational patterns of print and non-print text, using appropriate strategies;</p>	<p>Task 1 The Canada Day holiday will be taken on the last Monday of June and no cleaning will be completed on that day. Look at the Monthly Schedule. Highlight or circle the date on the Cleaning Schedule.</p> <p>Document Use ②</p>	<ul style="list-style-type: none"> • Read a calendar to locate specific information • Use tools to highlight or indicate specific information.
Locally Developed Compulsory Credit Course, Mathematics -Grade 9 (MAT 1L)	<p>DMSV.01 – interpret, write, and round decimal numbers with understanding in everyday money situations;</p> <p>DMSV.03 – communicate information about money concepts;</p> <p>DMS3.03 – communicate, orally and in writing, the solutions to money problems and the results of investigations, using appropriate terminology, symbols, and form;</p>	<p>Task 2 The light duty cleaner received payment for cleaning services from Kendall Bochner, an employee of ACME. Complete the receipt below. Include the following details and make all necessary calculations:</p> <ul style="list-style-type: none"> • Use your name and today’s date • Cost of cleaning services is \$180 before taxes • No discount • Tax rate is 5% <p>Document Use ②</p> <p>Money Math ②</p>	<ul style="list-style-type: none"> • Sort written information under headings • Read and use specific vocabulary in a given employment task (Receipt) • Copy given information from one source to a given form.
Locally Developed Compulsory Credit Course, Mathematics -Grade 10 (MAT 2L)	<p>EMSV.02 – communicate information about money sense;</p> <p>EMS2.03 – communicate, orally and in writing, the solutions to money problems and the results of investigations, using appropriate terminology, symbols, and form;</p> <p>EMSV.03 – use literacy skills (reading, writing, listening, and speaking) to extend their money sense;</p>		

Ontario Curriculum – Essential Skills Linkages: Light Duty Cleaner

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
<p>Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS 10/GLE 10/ GLE 20)</p>	<p>Learning Skills (Overall) identify and use a variety of numeracy skills and strategies to improve their practical application of mathematics in everyday contexts;</p> <p>(Specific) connect and apply mathematical concepts and ideas in a variety of problem-solving situations; describe how mathematics is applied in everyday situations <i>(e.g., making financial transactions, budgeting, constructing, scheduling);</i></p>		
<p>Locally Developed Compulsory Credit Course, English - Grade 9 (ENG 1L)</p>	<p>DRVV.02 – read and recognize a variety of short, engaging, authentic, and relevant print and non-print text forms, both teacher- and student-selected;</p> <p>DRV1.02 – preview the features and organizational patterns of print and non-print text, using appropriate strategies;</p>	<p>Task 3 Cleaners sign confidentiality agreements as a condition of employment.</p> <p>Look at the Confidentiality Agreement. Highlight or circle the places where the Cleaner would print and sign his or her name.</p> <p>Reading Text ①</p> <p>Document Use ①</p>	<ul style="list-style-type: none"> • Understand the difference between “signature” and “print your name” • Know what the term “signature” means and locate it on a form • Understand what the term confidentiality means • Understand the responsibilities associated with signing your name to an agreement or contract.

Ontario Curriculum – Essential Skills Linkages: Light Duty Cleaner

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
<p>Locally Developed Compulsory Credit Course, English - Grade 9 (ENG 1L)</p>	<p>DRVV.01 – develop reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life;</p> <p>DRV1.02 – preview the features and organizational patterns of print and non-print text, using appropriate strategies;</p> <p>DRV1.03 – connect with the content by using appropriate strategies;</p> <p>DWSV.03 – identify their strengths as writers and reflect on next steps in further developing their writing skills;</p> <p>DWS3.01 – identify examples of writing skills used in school, in everyday life, and in the workplace (<i>e.g., completing a job application, writing a note to a friend, creating instructions for using VCR remote controls</i>);</p>	<p>Task 4 Light Duty Cleaners are given client information sheets. Cleaners also receive keys from clients so that they can clean when clients are not home.</p> <p>To keep track of which key belongs to each client, cleaners complete tags to attach to clients’ keys. Look at the Client Information Sheet. Copy the clients name and telephone numbers on the key tag.</p> <p>Document Use ①</p>	<ul style="list-style-type: none"> • Copy information from one source to another • Read short form of information • Locate specific information on a given form • Understand what the short form of a phrase means.