

## Wood Technology Lesson Plan

<b>Lesson Plan Title</b>	<b>Construction Trades Part 1</b>
<b>Lesson Plan Created by</b>	Zachary DePace Career Connections Outreach Specialist
<b>Grade</b>	9-12
<b>Subject</b>	Wood Technology - Career Readiness
<b>Standard(s)</b>	Common Core Reading Standards- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing using accurate terms.
<b>Time</b>	2 hrs.
<b>Indicators/Objectives</b>	Students will be able to: Describe the basic educational and training requirements for the construction trades. Identify the types of skilled occupations that are classified as carpenters. Describe the work of residential carpenters, commercial carpenters, interior systems carpenters and mill-cabinetmakers.
<b>Required Materials</b>	Career Connections One Trade Many Careers, pages: 110-131.
<b>Initiation (prior knowledge, connection, vocabulary)</b>	To introduce careers in construction and describe the jobs and skill requirements of carpenters and mill-cabinetmakers.
<b>Learning Procedures</b>	Read the chapter, understand the new vocabulary, answer the chapter check questions, create a “vision board”, practice listening skills, write a report on long term goals.
<b>Grouping</b>	Whole group
<b>Guided Practice</b>	Students will complete answers to the Chapter questions. Make sure students understand the vocabulary listed under “Important Words.” Allow time for the “Being the First Choice” activity to be completed in class.
<b>Instructional Strategies</b>	Lecture and discussion on how to get the necessary education and training for a job in construction and how “carpenter” includes a range of skilled crafts in construction.
<b>Closure</b>	Students will be graded on their use of time, safety methods, quality of work, cleaning and organization of their work area, interaction with other students, and employability skills. Manipulative skills assessments and written evaluations.
<b>Independent Practice</b>	Chapter Check page 130-131, Compare the tasks of Residential, Commercial and Interior Systems Carpenters. Research the language of carpentry. What is a CNC machine and how is it used?

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On the Trail of . . .	Rubric for Three-Column Table			
		Excellent 3	Satisfactory 2	Poor 1
	Overall Content	All information is provided. Very well thought out.	Most of the information is provided. Fairly well thought out.	Incomplete information. Little time spent on activity.
	Quality of Information	Excellent ideas and comments about building projects.	Very good ideas and comments about building projects.	Poor ideas for building projects. Minimal comments.
	Organization and Writing	Information is well organized in easy-to-read columns. Very few grammatical, spelling, or punctuation errors.	Information is fairly well organized in columns. Several grammatical, spelling, or punctuation errors.	Information is not well organized in columns. Many grammatical, spelling, or punctuation errors.
Total _____ of 9 points				

Student: \_\_\_\_\_

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Comments:

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	Excellent 3	Satisfactory 2	Poor 1
Overall Content	All four terms are defined.	Only three terms are defined.	Fewer than three terms are defined.
Internet Use	Successful use of Internet to find correct explanations of terms.	Somewhat successful use of Internet to find correct explanations of terms.	Unsuccessful use of the internet to find correct explanations of terms.
Organization and Writing	All explanations are short and easy to understand. Very few grammatical, spelling, or punctuation errors.	Most explanations are short and easy to understand. Several grammatical, spelling, or punctuation errors.	Few explanations are short and easy to understand. Many grammatical, spelling, or punctuation errors.
Total _____ of 9 points			

Student: \_\_\_\_\_

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Comments:

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Being the First Choice	<b>Rubric for Research Summary</b>			
		<b>Excellent 3</b>	<b>Satisfactory 2</b>	<b>Poor 1</b>
	Overall Content	Clearly relates to topic. All requested information is provided.	Somewhat relates to topic. Most of the requested information is provided.	Information has little to do with the topic. Very little information is provided.
	Quality of Information	Details show successful information gathering.	Details show somewhat successful information gathering.	Minimal details show unsuccessful information gathering. Summary is lacking in data.
	Organization and Writing	Summary information is organized and clear. Very few grammatical, spelling, or punctuation errors.	Summary information is fairly organized and fairly clear. Several grammatical, spelling, or punctuation errors.	Summary information lacks organization and clarity. Many grammatical, spelling, or punctuation errors.
Total _____ of 9 points				

Student: \_\_\_\_\_

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: