



Carpentry Lesson Plan

<b>Course:</b>	<b>Grade:</b> 9-12
<b>Instructor:</b>	<b>CIP Code:</b> 460201
<b>Unit:</b> The World of Construction Part 3	<b>Title:</b> What Happens on a Construction Site?
<p><b>Knowledge, Content and Skills:</b> Students will be able to: Explain the basic stages of work on a construction site, Identify the types of workers on a construction site and their functions, describe the range of skills needed on a construction site, explain why safety is critically important on a construction site.</p> <p><b>Performance objective:</b> To explain the basic skills and thinking skills needed for success in the workplace and the personal qualities that employers require. Chapter Check page 168-169, Analyze safety issues on the construction site, list what safety habits and PPE are needed, locate and explore the OSHA website, practice the role of a Project Manager.</p>	
<p><b>Competency Standard:</b> 45. Demonstrate personal/career development skills by completing a career plan.</p>	
<p><b>Common Core:</b> Reading Informational Texts Competency: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts-including texts for science, social studies, and technical subjects.</p>	
<p><b>Tools, supplies and reference materials:</b></p> <p>Career Connections One Trade Many Careers, pages: 152-169</p>	
<p><b>Methods of instruction:</b> Lecture and discussion on the basic stages of work on a construction site, the types of workers on a construction site and their functions, the importance of safety on a construction site, the common causes of accidents, and the standard protective gear. Review the personal qualities that employers require. Engage students in the critical thinking questions.</p> <p>Estimated time: 2 hrs. Number of students: 10-15</p>	
<p><b>Task analysis or activities:</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.</p>	
<p><b>Evaluation:</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. Written evaluations using the grading rubrics provided.</p>	



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<b>Instructors Notes:</b>

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Assessment Activity	Assessment Method and Criteria			
Chapter Check questions	1 point for each correct answer			
On the Trail of . . .	Review students' lists in class. Have students talk about the safety issues they've identified and whether those issues influence their career choices. Total _____ of 9 points			
.com	Check that students were able to print their "Quick Cards" from the OSHA website. If they could not print, check that they provided a written summary of the main points on the card. Total _____ of 9 points			
Being the First Choice	Rubric for Personal Inventory			
		Excellent 3	Satisfactory 2	Poor 1
	Overall Content	All requested information is provided.	Most of the requested information is provided.	Very little information is provided.
	Quality of Information	Proposal (or summary of completed project) clearly demonstrates abilities to allocate resources.	Proposal (or summary of completed project) demonstrates abilities to allocate resources fairly well.	Proposal (or summary of completed project) does not demonstrate abilities to allocate resources.
	Organization and Writing	Proposal (or summary of completed project) is well organized. Very few grammatical, spelling, or punctuation errors.	Proposal (or summary of completed project) is fairly well organized. Several grammatical, spelling, or punctuation errors.	Proposal (or summary of completed project) lacks organization. Many grammatical, spelling, or punctuation errors.
	Total _____ of 9 points			

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



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

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

Comments: