

Lesson Plan Title	Construction Trades Part 2
Lesson Plan Created by	Zachary DePace Career Connections Outreach Specialist
Grade	9-12
Subject	Carpentry - Career Readiness
Standard(s)	Common Core Reading Standards- 2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing using accurate terms. 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context.
Time	2 hrs.
Indicators/Objectives	Students will be able to: Describe the work of floor layers, lathers, millwrights, pile drivers, boilermakers, bricklayers, electricians, glaziers, iron workers, painters, sheet metalworkers, and other construction workers.
Required Materials	Career Connections One Trade Many Careers, pages: 132-151.
Initiation (prior knowledge, connection, vocabulary)	To identify additional careers in construction, including floor layer, lather, millwright, pile driver, boilermaker, and sheet metal worker.
Learning Procedures	Chapter Check page 150-151, List materials and identify which careers use them, define “infrastructure” and identify trades associated with it, take a personal inventory.
Grouping	Whole group
Guided Practice	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.
Instructional Strategies	Lecture and discussion on the work of floor layers, lathers, millwrights, pile drivers, boilermakers, bricklayers, electricians, glaziers, iron workers, painters, sheet metalworkers, and other construction workers.
Closure	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.
Independent Practice	Assignments "On the Trail of...", ".com", and "Being the First Choice" on page 151. Use the rubrics attached to grade student projects.

On the Trail of . . .	Review students' lists in class. Have students talk about the activities they circled. Offer help in identifying trades to match activities. Total _____ of 9 points
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Student: _____

Instructor: _____

Date: _____

Comments:

.com	Rubric for Internet Research			
		Excellent 3	Satisfactory 2	Poor 1
	Overall Content	All four questions are answered.	Only two questions are answered.	Only one question is answered.
	Internet Use	Successful use of Internet to find correct answers. Good detail provided.	Somewhat successful use of Internet to find correct answers. Fairly good detail provided.	Unsuccessful use of Internet to find correct answers. Little detail provided.
	Organization and Writing	Information is well organized. Explanations and examples are clear. Very few grammatical, spelling, or punctuation errors.	Information is fairly well organized. Explanations and examples are fairly clear. Several grammatical, spelling, or punctuation errors.	Information is poorly organized. Explanations and examples are unclear. Many grammatical, spelling, or punctuation errors.
Total _____ of 9 points				

Student: _____

Instructor: _____

Date: _____

Comments:

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	Examples of proven abilities are detailed and clear.	Examples of proven abilities are fairly detailed and clear.	Examples of proven abilities lack detail and clarity.
	Organization and Writing	Personal inventory is well organized. Very few grammatical, spelling, or punctuation errors.	Personal inventory is fairly well organized. Several grammatical, spelling, or punctuation errors.	Personal inventory lacks organization. Many grammatical, spelling, or punctuation errors.
Total _____ of 9 points				

Student: _____

Instructor: _____

Date: _____

Comments: