

Program Information & Skill Alignment Chart for:

Carpentry Technology– CIP Code 46.0201

Mount Joy Campus

Form to be submitted to IU 13 with PIF

Program Description	<ul style="list-style-type: none"> • Experience the construction of a new home using materials mirroring today's trends. • Develop the skills and knowledge needed to interpret and construct current building systems. • Operate a wide range of hand, power, and air tools. • Operate all terrain extended reach forklift, articulating boom lift, skid steer, and backhoe.
Program Information (costs, certifications, uniform)	<p><u>Textbooks</u>- (Provided to Students)</p> <p><u>Uniforms</u>- Available thru school store price estimated not guaranteed. I recommend students purchase.</p> <ul style="list-style-type: none"> • 5 t-shirts \$12.00 each, 2 sweatshirts \$17.00 each • Dickie Khaki Pants \$30.00 recommend 2-3 pair (can be purchased at Kohls, Walmart, or online) • Leather work boots steel or composite toe (estimate \$80-\$100.00) • The school will provide each student with a tool belt with 7 essential tools (students are responsible for these tools and will need to return at end of year) • Those students who choose to participate in API or COOP will need to purchase their own tools prior to employment <p><u>Program Opportunities/Certificates</u></p> <ul style="list-style-type: none"> • National Center for Construction Education and Research Core Certification • Hilti Powder Actuated Fastener Certification • High Lift Operations Certification (Training provided) • Skid Steer Loader Certification (Training provided) • Aerial Lift Certification (Training Provided) • ABC Registration Apprenticeship (if student meets qualification standards) • OSHA 10 hour
Program Outline & Pathways	<p><u>State Program of Study Task Outline</u></p> <ul style="list-style-type: none"> • Safety/Occupational Orientation • Hand Tools • Power Tools Blueprint reading • Site Preparation and Layout • Footings and Foundations • Framing-Floor Construction • Framing-Wall Construction • Framing Roof Construction • Exterior Finish • Interior Finish • Estimation • Career Readiness <p><u>Pathways *OJT On the Job Training</u></p> <ul style="list-style-type: none"> • Concrete Placement and Finisher (OJT) • Drywall Installer and Finisher (OJT) • Finish Carpenter Residential or Commercial (OJT) • Insulation Installer (OJT) • Roofer (OJT) • Rough Carpenter Residential or Commercial (OJT) • Siding Installer (Exterior Finishes) (OJT) <p><u>Post-Secondary Options Continuing Education</u></p> <ul style="list-style-type: none"> • Thaddeus Stevens Trade School • Pennsylvania College of Technology • Carpenters Union • ABC Apprenticeship Program • Military • Harrisburg Area Community College

Other Information <i>Include Articulation Agreements</i>	<p>Student/Teacher Ratio 22:1</p> <p><u>SOAR Articulations</u></p> <p>SOAR is a Pennsylvania Department of Education (PDE) program which enables high school students who successfully complete a PDE approved career and technical program to earn college credits. The number of credits available varies by school, program and from one school year to another. Please discuss these options with your counselor.</p> <ul style="list-style-type: none"> • ABC Apprenticeship Program Earn Level 1 Apprenticeship and move to level 2 Apprenticeship • Harrisburg Area Community College possible credits • Thaddeus Stevens Trade School possible credits
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Student Name: _____ **District:** _____

***Skill Alignment Chart for:
Carpentry Technology: 12.0508***

Educational and Physical Attributes	Program Expectations	Present Education Level and Current Supports
Program Safety / Physical Considerations	<ul style="list-style-type: none"> • A willingness and ability to follow industry safety standards and the safety rules for working on a jobsite. • The ability to work in a fast-paced environment and complete tasks with a sense of urgency. • Will require stamina to stand on feet for long periods of time. • Willingness to work in all weather conditions (cold, warm, wet freezing and muddy conditions for example) • Ability to work independently • Able to lift, carry & balance 50-100lbs. equally • Strong hand/eye coordination. • Vision & Hearing ability to acceptable standards • Able to work on a team 	
Action/Need:		
Program Environment <i>Indoor</i> <i>Warm</i> <i>Background noise in the kitchen</i> <i>Able to work with the school staff.</i>	<ul style="list-style-type: none"> • 25% in classroom, climate controlled • Seated desk work 15% (in classroom) • 75% outdoor • Loud noises from equipment and power tools 	

	<ul style="list-style-type: none"> • Work in all weather conditions (Cold, hot, wet, dry, muddy and humid environments etc.) • Working at heights up to 40' • Working on unlevel ground or platforms • Working independently with minimal redirection 	
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Action/Need:

Typical level of support	<p>At CTC, we have itinerant IU13 support teachers and paraeducators. In the itinerant model, the support teachers have multiple programs and provide check-ins during the day. The itinerant model does not include co-taught classes where teachers are in classes for extended periods of time. IU13 paraeducators also support several teachers, spreading out their day between multiple programs.</p> <p>The learning center is available at scheduled times for testing accommodations, study/instructional groups, and work completion support. Since time there takes away from lab time, students are encouraged to use it strategically.</p>	
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Action/Need:

Reading / ELA levels Text is written at a grade 12 level	<ul style="list-style-type: none"> • <u>Technical Reading Skills</u> • NCCER Core Curriculum: Introductory Craft Skills • NCCER Carpentry • Explain the main idea and draw a conclusion after reading the text • Read, understand and follow complex multi-step procedure independently • Comprehend written text and apply the understanding to charts, tables, and graphs • Learn and apply industry specific symbols, terminology, and acronyms correctly • Use and apply content-specific vocabulary correctly 	
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	<ul style="list-style-type: none"> • Compare and contrast information in a text • read and comprehend technical texts independently 	
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Action/Need:

Writing Levels	<ul style="list-style-type: none"> • Writing for the preparation of customer estimates • Writing for preparation of customer invoices • Writing to communicate with vendors to purchase materials and arrange for the delivery of supplies to a jobsite 	
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Action/Need:

Math Levels Use the Pythagorean theory to determine if a floor layout is square. When measuring from a corner out one side of the layout, a mark is placed 8 feet from the corner. Measuring from the same corner on the other wall, a mark is placed 6 feet from the corner. If the layout is square, what will the measurement be when measuring from one mark to the other?	<u>Numbers and Operations</u> <ul style="list-style-type: none"> • Fluency in operations with whole numbers and decimals • Decimals to fraction and fractions to decimals • Fraction Computations • Percentage and Ratio Problems • English Precision: to nearest 1/16" • Pythagorean Theorem • Basic Algebra • Basic Geometry 	
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Action/Need:

Theory time	<ul style="list-style-type: none"> • Varies day to day weather permitting average 5 hours a week (more on rainy days) 	
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Action/Need:

Homework <i>Amount per night</i>	<ul style="list-style-type: none"> • Osha 10 Hour (as needed) • NCCER Core Curriculum Introductory Craft Skills/NCCER Carpentry Level 1 (as needed) 	
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Action/Need:

Lab Time <i>Guided vs Independent Work</i>	<p><u>Marking Period 1</u></p> <ul style="list-style-type: none"> • <u>75% online testing</u> OSHA 10 Hour On-line, Safe to Say, Sexual Harassment, Bullying • 10% NCCER Core Curriculum Introductory Craft Skills • 15% Job Site Task Completion <p><u>Marking Period 2</u></p> <ul style="list-style-type: none"> • 25% NCCER Core Curriculum Introductory Craft Skills/NCCER Carpentry Level 1 • 75% Job Site Task Completion <p><u>Marking Period 3</u></p> <ul style="list-style-type: none"> • 25% NCCER Carpentry Level 1 • 75% Job Site Task Completion <p><u>Marking Period 4</u></p> <ul style="list-style-type: none"> • 90% Job Site Task Completion • 10% Nocti written and Performance <p>General shop time 75% of class period other than 1st month of school</p>	
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Action/Need:

Tests <i>NOCTI testing – Y/N</i> <i>Frequency of tests/quizzes</i>	<ul style="list-style-type: none"> • Weekly assignments (concept review questions, end chapter review, trade term quiz and Chapter quiz) • Hands on tasks from Program of Study Task Grid • OSHA 10 Hour On-line • Safe to Say • Sexual Harassment • Bullying • Nocti Performance • Nocti Written 	
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Action/Need:

<p>Behavioral Expectations</p> <p><i>Executive Function</i></p> <p><i>Organizational skills</i></p>	<ul style="list-style-type: none"> • Demonstrate initiative, responsibility, time management and critical thinking skills • Good Attendance • Good physical health • Neat and clean, well-groomed in appearance • Work independently after instructions have been given • Work well with-in a team environment • Work well with others in leadership, or subordinate rolls • Work quickly with a sense of urgency • Time management planning on a daily and weekly-basis • Active listening and learning • Priority on attendance • Critical thinking skills • Problem solving • Respect peers and staff • Completion of task with minimal supervision 	
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Action/Need:

<p>Other</p> <p><i>Technology skills specific to the program</i></p> <p><i>Additional skills that are valuable for program success.</i></p>	<ul style="list-style-type: none"> • Use and navigate the school-issued laptop • Learn and understand student portal • Download and learn remind app • Use and understand Canvas Learning management platform • Use of word or google docs to complete assignments 	
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Action/Need:

District Representative Signature _____ *Date* _____