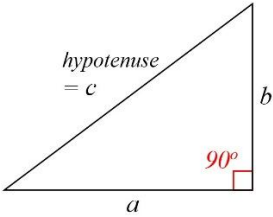|	
Program Description	• Experience the basic construction trades. • Operate professional hand and power tools. • Perform basic carpentry, HVAC, plumbing, and electrical skills
Program Information (costs, certifications, uniform)	Textbooks- (Provided to Students): • Pearson-Construction Technology 4th Edition Uniforms **$55** (Approximate) **Students are required to be in uniform daily** (Students will need to purchase multiple pants/ shirts to comply with uniform cleanliness standard) • Logo Royal Blue (or Gray depending on campus) t-shirt/ long sleeve shirt/ crewneck • Dark Blue work pants (Carhart/Dickies or similar brand) • Steel toe work boots Program Opportunities/Certifications • Ladder Certification
Program Outline & Pathways	Approved Task Outline • Orientation/Safety • Tool Safety • Lumber and Wood • Flooring • Walls • Roof • Exterior • Tools • Plumbing- Systems • Plumbing- Residential • Masonry- Concrete • Painting- Exterior • Painting- Interior • Electric- Tools • Residential Electric- Wiring Basics • Introduction to HVAC	Careers Pathways: • Cabinet & Wood Working, OJT • CAD Architectural, Post-Secondary • Carpenter, OJT • Electrician, OJT • Heavy Equipment Operations, OJT • HVAC Technician, PS Painter, OJT • Plumber, OJT *OJT- On-the-Job Training LCCTC Full Day Opportunities: • Cabinet Making and Wood Working • Architectural CAD • Residential Carpentry • Electrical Construction Technology • HVAC/R • Plumbing • Painting & Interior Finishes
Other Information	• Student to teacher ratio is 20:1.

Student Name: _____ District: _____

Skill Alignment Chart for:
Introduction to Construction

Educational and Physical Attributes	Program Expectations	Present Education Level and Current Supports
Program Safety / Physical Considerations	• Ability to lift, carry, & balance 50 pounds • Ability to work in all weather conditions • Ability to work independently • Strong eye/hand coordination • No fear of heights or working in closed spaces • Physical strength and stamina • Ability and willingness to follow industry safety standards and safety rules • Ability to maintain mental focus during physical exertion • Ability to work as part of a team	
Action/Need:		
Program Environment Indoor/outdoor Dust/dirt/fume/noise etc. Layout of room – theory/lab	• Regularly wear gloves, hard hats, safety goggles, or ear plugs, depending on the job. • Students are often exposed to sounds and noise levels that are distracting • Sometimes exposed to contaminants, such as fumes from paints or sealers. • Usually work close to others, typically within a few feet. • This industry does work indoor and outdoor in all types of weather. • This industry will have exposure to dust, dirt, fumes, and noise from machinery. • Student may also need to be working at heights, uneven ground, or platforms • Students will work in a classroom for theory and a shop area for practice of skills.	
Action/Need:		
Typical level of support	IU13 supports teachers and paraeducators check in on classrooms for brief periods of time throughout the day, often once or twice a day.	

	IU13 learning support teachers may support 4-6 programs. IU13 emotional support teachers support their students in all programs throughout the building. Paraeducators may support 7-10 programs. The learning center is available at designated times for testing accommodations, study groups, work completion support, and instructional groups on IEP goal areas. Time spent in the learning center limits time spent in labs, so students must make the most of their brief time in the learning center. Services are at an itinerant level. IU13 teachers and paraeducators are unable to be in every program all day due to the itinerant nature. It is not a co-taught structure.	
Action/Need:		
Reading / ELA Levels: *Examples:*	11th Grade Reading Level • Technical Reading • Ability to comprehend written text and apply understanding to working environment. • Draw conclusions from reading	
Action/Need:		
Writing Levels: *Examples*	9th Grade Writing Level • Ability to clearly and concisely write out work performed • Creation of workorders for completed jobs • Preparation of basic estimates • Legible hand writing	
Action/Need:		

Math Levels:	9th Grade Technical Math	
Examples 1 ¼ - 9/16 =? Using the example below, please solve for C if a is 40 inches and b 32 inches: hypotenuse = c b 90° a $$c^2 = a^2 + b^2$$	• Fluency in operations with whole numbers and decimals, fractions, percentages, ratio problems • English precision to the nearest 1/16" • Pythagorean Theorem • Basic algebra, rise over run = slope • Basic geometry	
Action/Need:		
Theory time	Up to 30 minutes daily • Presentations, Lecture, & Demonstrations	
Action/Need:		
Homework *Amount per night*	Minimal homework • Test/ Quiz Prep	
Action/Need:		
Lab Time *Guided vs Independent Work*	Up to 3 hours daily • 20% Guided • 80% Independent work • Students will complete 5-10 tasks per marking period.	

Action/Need:

Tests *NOCTI testing – N* *Frequency of tests/quizzes*	• Written tests/quizzes 4 – 5 per marking period	

Action/Need:

Behavioral Expectations *Executive Function* *Organizational skills*	• Demonstrate initiative, responsibility, time management and critical thinking skills • Good Attendance • Good physical health • Ability to work independently after instructions have been given • Ability to work well as a team, taking on a leadership role or subordinate role. • Be a good active listener • Respect peers and staff • Maintain a neat and well-groomed appearance with the school uniform	

Action/Need:

Other *Technology skills specific to the program.* *Additional skills that are valuable for program success.*	• Use and navigate a school-issued laptop • Ability to use the student portal/ Learning Management System • Ability to use word or google docs to complete assignments. • Ability to attend Virtually, in the event that a virtual instructional day is enacted	

Action/Need:

District Representative Signature_____ Date _____