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Florida's Workforce Education Initiative

Integrated Education and Training
Single Set of Learning Objectives

Osceola County Public Schools

Single Set of Learning Objectives Template

Team Name or Number	Osceola County Public Schools
Team Members	Jeff Arnott, Karen Combs, Michelle Overstreet, Donna O' Dell, Sheryl Reyes Cuevas, James Avant, Dorothy Archard
Workforce Training Program	Building Construction Technologies (I460401) and English Language Acquisition – Adult ESOL/ELCATE

Determining the Integrated Education and Training (IET) Single Set of Learning Objectives and Competencies					
Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Prep Activity	Resources and Activities	Required Assessments
	01.0 Demonstrate the importance of health, safety and environmental management systems in organizations and their importance to organization performance. - OCP A 1.01-1.07	Math: Reading: Burlington English: Time management/organizing and managing supplies, Career exploration and soft skills Listening: OSHA Scenarios about safety Speaking: OSHA scenarios about safety, communicating responsibility and integrity, questions and appropriate answers to questions in content area, Writing: modals vocabulary: (see vocabulary activity) CCR ESOL Anchor standards: Speaking and listening 1, 4, 6, Language Standards 4, 6, 7	• Time management • Self-management (prepared for work) • Attention to detail • verbal and written communication with your supervisor • Effective relationships at work • Test taking skills Burlington Career Exploration and Soft Skills/ English: Workplace skills	Vocabulary activity Kahoot Building Construction Safety Activity Example. NCCER Core Basic Safety Module (book information goes here) Examples of MSDS Sheets PPE Activity: correctly identifying and using a variety of PPE. Fire safety: Identify fire extinguishers (A, B, C, D), types Proper use of ladder demonstration activity Safety Scenarios with bloodborne pathogens Link 1 Link 2 Link 3 Construction Ladder Fail Video Analyzation activity	Pre-assessments: Mathematics, power tools, general construction knowledge, and hand tool test. Identify important construction safety documents/creation of MSDS sheet. Demonstrate proper PPE usage and demonstrate inspection of PPE. Identify the "Fatal Four", explain the six-foot rule, and 4:1 ratio for ladders. Tool safety assessment: After watching an episode of Tool Time, students will be able to list safety violations within the video and corrective actions that need to be made for safety.

		Modification for ESOL students for exam: Questions and choices may be read out loud.		Tool Time Activity ESOL Curriculum The Contextualized English Language Instruction Companion ESOL for the Trades- Free lesson plans and activities for Teaching English through Construction: ESOL Vocabulary for Construction Workers Construction Site Hangman Game Text/Digital Resources for all weeks: ESOL Burlington Core ESOL Pre Teach (teach ahead for following week's unit): Understanding numbers (how to write fractions, decimals, how to read numbers and how to read decimals, percents, and fractions) ordinal numbers, review of math vocabulary used in next unit (cylinder, product, numerator, denominator, English and Metric vocabulary, types of angles, etc., sequencing.	Written assessment on safety content within standard 01.0 OCP A: Basic Safety, Construction Site Safety Orientation
	05.0 Demonstrate Mathematics knowledge and skills in the Construction Trades. 05.01-05.10	**Mathematics**: job related problem solving using addition, subtraction, multiplication and division, fractions, decimals and whole numbers, changing numbers to percents, basic construction mathematics operations, ruler and tape measure, feet, yards, inches, convert hours and minutes to decimals, fractions and mixed numbers, apply data and	• Active listening • Critical thinking- make sense of problems and persevere in solving them • teamwork/working through a task with others • planning a task	Pinwheel activity: Students are given a task to build a pinwheel from raw materials using measurements and number of angles Angle Challenge- given a specific shape and angles by the teacher, students, in teams, build the shape to fit in a specific box. How to Calculate Angles in Carpentry	Pinwheel oral presentation demonstrating correct use of measurement and understanding and knowledge of angles. Angle Challenge shapes have correct measurements and angles. Square box challenge- The classroom boxes all nest together.

		measurements to solve problems and interpret documents, ratios and proportions, decimals to fractions, volume, weight, area, circumference, perimeter (rectangles, squares, cylinders), metric system- understanding and conversion English to metric and metric to English. **Reading:** read and comprehend basic word problems related to construction in order to solve correctly, apply knowledge of math vocabulary to word problems **Listening**: being able to comprehend and follow oral directions within a mathematical problem **Speaking**: explain and present solutions to construction real life word problems, sequencing a task correctly with transition words. **Writing**: correctly and legibly writing answers to mathematical problems in both word and numerical form. **ESOL CCR Standards** Reading Standards 1, 4 and 5, Speaking and listening 2, 6, Language standard 1,3, 4, 6 Read closely and analyze text to determine meaning (technical or connotative) or		Square Box Challenge- in a team, students are given a specific size box to create. If done correctly, all boxes in the class will nest. Block Challenge: Given a variety of materials (wood, 3 dimensional items, paper, etc. students will correctly measure items to 1/16 of an inch) Relevant Math in Construction: Construction Math: Area Volume Math at Work Meets Homebuilding Introduction to Construction Math: Whole Numbers NCCER Construction math vocabulary flashcards ESOL Teacher Resource ESOL: Pre-teach basic tool vocabulary (i.e.: wrench, saw, screwdriver, etc.) with visual representation and learn to categorizes tool i.e.: carpentry, electrical, plumbing, and civil)	Written assessment covering 05.01-05.10: Basic Construction Math Assessment: With each video, the following worksheet should be completed: Teachers should go through each student's work paying particular attention to vocabulary and understanding of ESOL students, reteaching as necessary. Vocabulary flashcards can be used for an assessment in small groups with an ESOL teacher ensuring any reteach of vocabulary.

		tone, cohesiveness and/or associations. Integrate and evaluate information presented in diverse media and adapt speech to a variety of contexts and communicative tasks. Demonstrate command of the conventions of standard English grammar and usage, applied in different contexts. Acquire and use accurately a range of general academic and domain-specific words.			
	3.0 Select and use basic hand tools 3.10- 3.04 OCP A	**Reading**: Reading comprehending, and following step by step directions and manufacturers' instructions, recommendations and warnings **Listening**: listen to specific instructions and safety procedures and be able to replicate instructions using the correct tool. **Speaking**: explanation of a tool choice and material, and PPE, speaking in complete sentences using vocabulary terminology correctly. **Writing**- Passive Voice, being able to draw evidence from text to support analysis and gather information from digital sources, using clear and concise writing	• planning and organization storage and care of tools and planning and organizing tasks • critical thinking • time management • quality of work • on the job safety • PPE	Choose this...not that activity! Given a tool, students will need to describe how the tool is made, with what material and why, and identify uses of that tool. Screw Challenge: Given multiple types of screws (Torque, Square, Robertson, Phillips, and Slotted) and multiple sizes (1-4), and multiple screwdrivers, students must choose the correct screwdriver and the correct type and size of screw. Students must screw into wood- competition to complete tasks correctly and timely. Types of Screwdrivers and Their Uses Article The Ultimate Screw Guide Types of Screwdrivers and Their Uses Video Hammer Time! Given multiple hammers and multiple types and size of nails, students must drive nails into the	From a picture, Identify wrenches, hand saws and various hand tools and state their appropriate use, and demonstrate mastery of use. Demonstrate proper swing of a hammer and drive a nail into wood using the correct procedures. Tool safety assessment: After watching an episode of Tool Time, students will be able to list safety violations within the video and corrective actions that need to be made for safety. Written test over OCP A 3.101-3.04

		ESOL CCR Standards: Speaking and Listening 1, 2, 4, 5, CCR Language Standard: 1 CCR Writing 4, 9		wood in the correct time frame (i.e.: an 18-penny nail- students should be able to drive the nail in 2 swings). How to Drive a Nail with A Hammer Video Video Challenge: Identify improper use of hand tools and suggest corrective actions. Tool Time Hand Tool Safety How to Drive a Screw into Wood Video Hand Tool Identification Quizlet Tool Identification Online Quiz Can You Guess the Tool Online Quiz ESOL Pre-Teach: vocabulary comparison of power tools at the same time as hand tools, read closely an owner's manual and determine technical meaning.	
	4.0- Select and use power tools and describe their proper operation OCPA 04.01-04.03	**Reading**: Reading comprehending, and following step by step directions and manufacturers' instructions, recommendations and warnings, comprehending owners' manuals and summarizing key ideas and details. **Listening**: listen to specific instructions and safety procedures and be able to replicate instructions using the correct tool.	• planning and organization storage and care of tools and planning and organizing tasks • critical thinking • time management • quality of work • on the job safety • PPE	Shop time: Each student has an opportunity to use and practice with each tool prior to the final assessment. NCCER Module Power Tools Power Tools Construction Safety Power Tool Safety Quiz Introduction to Power Tools Video Power Tool Quizlet Pre-teach construction terms: i.e.: elevation, detail,	Given a picture of the tool, students will identify all the parts of the power tool. After the demonstration of each tool use, students will demonstrate correct tool use, maintenance correct PPE, and safety of storage of the tool. Written test over OCP A 4.01-4.03 Power Tools Power Tool Quizlet

		Speaking: explanation of a tool choice and material, and PPE, speaking in complete sentences using vocabulary terminology correctly. **Writing**- Passive Voice, being able to draw evidence from text to support analysis and gather information from digital sources, using clear and concise writing **ESOL CCR Standards:** Speaking and Listening 1, 2, 4, 5, CCR Language Standard: 1 CCR Writing 4, 9 CCR Reading Anchor standards 1, 2, 4		section, symbol, drawings, conversion, etc., teach abbreviations for construction drawing (i.e.: TOR - top of roof, NOS, not to scale, etc.)	
	6.0 Read and interpret construction drawings 6.07-6.04	R**eading -** reading a blueprint and spec book (technical reading), **Listening-** comprehension of oral instructions and technical language. **Speaking-** presentation skills, ask and answer questions in complete sentences, clearly express ideas and information visually and orally, present information **Writing-** write informative text to convey ideas and defend a claim **Language: -** preposition of location (over, under, next to, back, etc.) Mathematics:	• attention to detail • quality workmanship • planning • organization and storage of important documents and items • proper usage of materials	Floor Plan activity- students choose a floor plan, identify rooms, measurements How to Read a Floor Plan Video Given a sheet of paper and dimensions, students need to draw blueprints of a birdhouse, with creative license, but they must have front, back side and roof elevation drawings to scale How to Draw Blueprints Reading Construction Drawings How to Draw to Scale Ratios and proportions Scale Drawings SlideShare (like a PowerPoint)	Given the checklist, students will correctly complete floor plans and blueprints with 100% accuracy on all activities. Students will orally present their drawings with a verbal explanation of their work. Given a presentation form, students will be able to demonstrate effective listening participation, evaluate a speaker's point of view and reasoning, and defend a claim.

		Math: Ratios & proportions; scale drawings; measuring lengths, areas and perimeter CCR Reading7, Reading 10, Speaking 1,2, 3, 4, 5,6 Language, 1, 3, 6, Writing, 1		How to Give an Oral Presentation for ESOL Adults ESOL: Pre Teaching rigging vocabulary (ie: knot, bowline, hitch, sling, clevises, etc.), hand signals and hand signal terms, tattle-tail	
	10 Analyze construction components, material, hardware and characteristics. 10.01 16 Select appropriate heavy equipment for a task. 16.01-16.02 18- Perform site preparation and maintenance 18.01-18.04 OCP A	**Reading -** learning vocabulary and reading/using vocabulary in context **Listening-** follow verbal directions **Speaking-** present information regarding knot and slings to class in logical and concise format, using correct terminology and gestures for meaning **Writing-** clear and coherent writing filling out tags and forms. **Language: -**demonstrate use and understanding of correct rigging vocabulary, demonstrate understanding of multiple meaning words and nuances CCR Reading 4 , Speaking 1,2, 4, 5,6 Language, 3,4 6, Writing, 4	• critical thinking • following sequential instructions • analyzing situations and using proper communication • workplace safety • adhere to regulations and standards	Knot Challenge: Students will be able to tie the correct knot, identified by the teacher, at random. Video: 5 Knots Every Construction Worker Should Know Knot and Knot Terms Quizlet Sling Challenge: Given a variety of slings, students will be able to identify the correct sling for the task Choosing the Best Lifting Slings: Wire Rope Vs. Chain vs. Synthetics Glossary of Crane and Rigging Terms Hoisting and Rigging Fundamentals Article and Diagrams ESOL Pre Teach contract vocabulary and pre read different legal construction documents.	Performance task: Tie a square, bowline, half hitch, and a taut line hitch. Examine and inspect a wire rope, a nylon sling, and a chain sling explain uses/non-uses of the sling. identify different type of clevises and uses Performance Task: ESOL- given a set of vocabulary cards taught during the Unit 5, as students are tying knots, they must explain what they are doing using correct vocabulary and syntax in a clear and concise way. Performance task: Work Site Pictures: Given pictures of a worksite with rigging needed, students will write a paragraph using at least 3 multiple meaning words, identifying the correct rigging needed to complete the task safely. Written test over 10, 16 and 18: Rigging

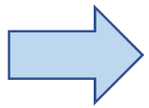
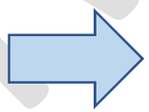
	06.0 Read and interpret construction drawings, 10.0 Analyze construction components, materials, hardware 15.0- Understanding construction documents, contract documents and specifications OCP A	**Reading -** Reading contracts and documents, forms **Listening-**active listening while others are talking **Speaking-** verbal and nonverbal communication (body language), clear presentation skills, putting content in your own words, appropriate speaking skills (humor, organization, hook, conclusion etc.) **Writing-** clear and coherent writing of forms. **Language: -**demonstrate use and understanding of correct contract vocabulary and identify contract/construction document conventions. CCR Reading 1, 2,4, 5, 7 ,10 Speaking 1, 2, 3, 4, 6 Language: 1, 3, 4, 6 Writing 1, 4	• Communication strategies- active listening/ identifying and understanding body language • vocal emphasis and strategy • giving professional feedback for your audience • professional appearance	Working with a partner, students will read a construction scenario and present to their partner. Each person will complete a "Clear Communication Form" while the other is presenting, and each person will complete a "Active Listening Form" to give the partner feedback on their listening skills during the presentation. Analyze and label sample construction drawings/diagrams using appropriate vocabulary. From the drawing, list basic construction materials, components and hardware needed. Reading Construction Drawings Video Construction In the News: How Construction Can Emerge Stronger After Coronavirus Construction Contracts Article Understanding Construction Contracts Video What are Construction Specifications Article Example: Project Manual and Specification Document Types of Specifications Types of Materials Used in Construction Project Manual and Specifications Video Speaking: ESOL Advanced Casas Competencies	Each student is assessed on clear communication and active listening per a standards-based rubric. Given a random selection of construction documents (contract, MSDS sheet, spec sheet), students will identify, explain, and present critical content designated by the instructor. Written Test on standards 6, 10 and 15 Assessment: Construction in the News: With a partner, produce a 1 minute "Facebook Live" video that would summarize information from the article. Assessment: Construction Contracts: With a partner, design a social media post that gives the highlights of understanding construction contracts. Assessment: Construction Attire: Present

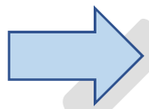
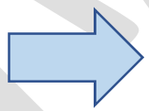
				Gestures and Body Language Video Nonverbal Cues that Give Confidence at Work 10 Steps to Effective Listening Construction Site Attire Rules Article and Video ESOL Pre Teach: Goal setting, career pathway terms and vocabulary, conventions of English grammar and usage on resumes	
	21.01-24.09- Explain the importance of employability and entrepreneurial skills	**Reading -** reading and understand content of text on career pathways, read sample resumes, and read and understand specific feedback **Listening-** understand and draw meaning from questions **Speaking-** respond appropriately to questions, ask clarifying questions for understanding, **Writing-** write measurable and attainable precise goals and objectives, organizing resume for meaning, formatting a document **Language:** perfect tense/past tense, and using correct grammar and vocabulary for a resume and for the field of construction CCR Reading 1, 2,4, 5, ,10 Speaking 1, 2, 4, 6 Language: 1, 2, 3, 6 Writing 2,4,5	• lifelong learning • career pathways to entrepreneurship • goal setting- attainable goals with objective and strategy • employability documents (i.e. resume, application, etc.). • research and professional communication • interviewing skills • job search skills	Students gather information and draft a resume and receive feedback from both peers and a professional resume writer. Mock interview for students with guest interviewers Video: How to Write a Resumé (...Like a Wizard)! Video: Do's and Don'ts of mock Interviews Questions for ESOL Students for Mock Interviews Construction Resume Creating your portfolio with Adobe Spark Social Media in the Construction Industry Social Media for Contractors Building A LinkedIn Profile Using LinkedIn for Construction Marketing Important Practices for Constructional Entrepreneurs - Article	Students are assessed on a completed and correct resume. Written Exam 21-24 Employability Assessment: Create a portfolio/resume/Linked-In Profile.

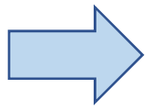
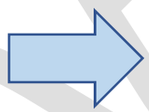
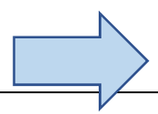
				A Day in the Life of a Construction Entrepreneur Must have Skills and Keywords: Construction OSHA 10 Training Videos ESOL Pre Teach: Types of moving equipment and vocabulary (Ie Georgia Buggy, Pipe mule, dolly, cart, backhoe, etc.), hand signals and meanings	
	16.0- Select the appropriate heavy equipment for a given task, 10.0 Analyze construction components, materials, hardware, and characteristics.	**Reading -** read and understand a safety manual, read and understand various text features (graphs, charts etc.) **Listening-**active listening strategies (body language and hand signals) **Speaking-** verbally communicate and explain specific step by step directions **Writing-** **Language-** content specific vocabulary, transition words to signal directions, descriptive adjectives to describe objects, verbs of movement CCR Reading 1, 4, 5, 6, 7 Speaking 1, 3, 4 Language: 1, 6	• Workplace Safety • Effective complex communication • Safe Problem Solver • Perseverance • Growth Mindset	3M- Moving Mystery Materials Many items will be numbered in different places in the classroom. All students will pick a number and then have to safely move the object employing heavy material strategies. Material Handling and Safe Lifting Heavy Lifting Handling Video Teacher Resource: Helping Adult Learners to Communicate in Speaking with Confidence	Given a rubric, students will be able to correctly demonstrate how to move various heavy materials safely. Students will also be able to analyze strategies used to lift and verbally describe correct and incorrect strategies used by peers Given pictures of manual and power heavy equipment, students will be able to correctly explain how to use the equipment to safely move the material. Written Exam: Material Handling
	1.0: Demonstrate the importance of health safety and environmental management systems in organizations and their importance to organizational	**Reading -** digital reading strategies and note taking strategies **Listening-**distinguish main ideas and important key vocabulary **Speaking-**	• Time management • Self-management (prepared for work) • Attention to detail • verbal and written communication with your supervisor • workplace safety	Careersafeonline.com ESOL: Pre-teach parts of a forklift, safety inspection with a checklist, specific vocabulary to a forklift, seat, brake clutch, boom, mask, counterweights, etc.	OSHA 10 Certification Exam (14 tests + 1 certification exam with a score of 70%). Final assessment for this unit is a 70% or higher on the OSHA final assessment.

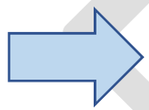
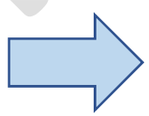
	performance and regulatory compliance.	**Writing-** utilizing note taking strategies to document key ideas. **Language:** acquire and correctly use OSHA vocabulary CCR Reading 1, 2, 10 Speaking 2, 5 Language: 1, 6, Writing 2	• Test taking skills • study skills		
	16 Select the appropriate heavy equipment for a given task	**Reading -** reading for main idea and details, answering comprehension questions **Listening-**distinguish main ideas and important key vocabulary **Speaking-**ask and answer questions, analyze and explain procedures using details. **Writing-** utilizing note taking strategies to document key ideas. **Language:** acquire and correctly use Forklift vocabulary, multiple meaning words. CCR Reading 2,7 Speaking 1,2,3,4,5,6 Language: 1,4,6 Writing 2	• workplace safety • eye/hand coordination • effective and precise communication • material handling and equipment choice • attention to detail • correct and ethical paperwork completion	CAT Lift Truck/Forklift Training and Quiz Shake Hands with Danger Video and Quiz Artificial Intelligence to Increase Forklift Safety Best Practices for Preventing Pallet Rack Damage How to Create a Forklift Safety Culture Pedestrian Safety Safe Productive Forklift Fleet Hands on Inspection and instruction Forklift Operation (counter balance and narrow aisle forklift training) and completion of the forklift daily checklist.	Students will demonstrate how to inspect and proper operation of Forklift (checklist) Using the jigsaw method, student groups will read the forklift article assigned and present information in a formal presentation to the class, complete with a visual aid. Written test- students are required to take and pass a 48-page open book/open note question assessment regarding the forklift

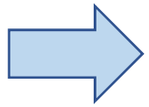
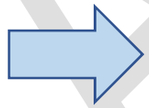
IET Single Set of Learning Objectives		**Competencies**

Students will be able to demonstrate workplace and tool safety using appropriate building construction vocabulary and corresponding reading, writing and communication skills that support an understanding of a safe workplace. (3 weeks)		• Identify, read, and understand construction safety documents • Create an MSDS sheet from research and verbal directions using clear and concise language • Demonstrate proper PPE usage and inspection of PPE • Identify fatal four, six feet rule and 4:1 ratio for ladders identify safety violations from a visual and corrective action • Complete a written assessment on building construction and safety • Demonstrate understanding about safety and unit vocabulary by verbally completing scenarios about safety • Asking and answering questions of peers and instructors using vocabulary and content of construction safety. Presenting crucial content to peers-in a clear and concise way. • identify and understand soft skills of time management, self-management, attention to detail, correct verbal and written communication with supervisor, effective relationships at work, test taking skills, etc. • demonstrate the ESOL life and work competencies of communication- using appropriate language to clarify, informational purposes, and for general work situations and to express emotions and state of being. In addition, they will identify safety equipment, work attire, unsafe conditions and reporting procedures. • demonstration of language choices to purpose, task and audience when speaking and writing, present information with appropriate reasoning and style to the purpose and audience, adapt speech to a variety of context and demonstrate command of formal English when appropriate, including modals.
Students will be able to demonstrate the ability to use job related problem solving and mathematics skills to read, comprehend, and solve problems and interpret documents, using English to understand written and oral text, and to clearly present solutions to problems, including sequencing a task, and write answers to problems in word and numerical form. (1. 5 weeks)		• demonstrate appropriate use and understanding of angles and related mathematical skills through the pinwheel, box and angle challenge • demonstrate appropriate use and understanding of measurement and construction practices through the pinwheel, angle, block, and box challenge • demonstrate understanding and application of mathematical concepts in problem solving and interpreting problems and documents. • demonstrate soft skills of active listening, critical thinking, teamwork, communication, and planning a task. • demonstrate appropriate comprehension of problem solving and following oral directions within mathematics. • demonstrate command of exact English to present mathematical solutions. • demonstrate understanding of sequencing and transition words in order to explain a task

		• demonstrate command of written English in mathematics in word problems and numerical form. • demonstrate the Life Work standards of using four operations using whole numbers, fractions, decimals, percent, standard measurement, measure angles, use measurement instruments, convert measurements, and interpret drawings. • demonstrate close reading through construction text. • integrate and evaluate information to adapt speech to appropriate context and situation, using job embedded vocabulary correctly in context.
Students will identify and use hand tools, demonstrate mastery of use and critically evaluate the use of such tools and tool safety, using appropriate English structure, correct terminology and passive voice. Students will synthesize information from various sources to analyze and support their claim of correct tool use. (1 week)		• demonstrate soft skills of planning tasks, organization of working materials and space, critical thinking, time management, work ethic, and on the job safety using appropriate PPE. • identify tools and specific uses of each hand tool and hardware, demonstrating understanding of the appropriate tools for the task. • demonstrate handling, use, maintenance, storage, and safety of tools. • Demonstrate Life Work standards of identification of tools, equipment and machines in the workplace and procedures, resolving problems, and maintenance of such tools, and interpreting work-related vocabulary • demonstrating knowledge of content vocabulary and understanding of step by step directions, recommendations, and warnings. • demonstrating listening strategies to replicate appropriate and safe usage of each tool. • speaking in complete sentences correctly using contextualized vocabulary and writing evidence from various forms of text, including digital, in a clear and concise manner using content vocabulary correctly.
Students will identify and use power tools, demonstrate mastery of use and critically evaluate the use of such tools and tool safety, using appropriate English structure, correct terminology and passive voice. Students will synthesize information from various sources to analyze and support their claim of correct tool use. (1.5 weeks)		• demonstrate soft skills of planning tasks, organization of working materials and space, critical thinking, time management, work ethic, and on the job-safety using appropriate PPE. • identify tools and specific uses of each power tool and hardware, explaining each part and demonstrating understanding of the appropriate tools for the task. • demonstrate handling, correct and safe use, maintenance, storage, and safety of power tools. • Demonstrate Life Work standards of identification of tools, equipment and machines in the workplace and procedures, resolving problems, and maintenance of such tools, and interpreting work-related vocabulary • demonstrating knowledge of content vocabulary and understanding of step by step directions, recommendations, and warnings. • demonstrating listening strategies to replicate appropriate and safe usage of each tool.

		• speaking in complete sentences correctly using contextualized vocabulary and writing evidence from text in a clear and concise manner using content vocabulary correctly.
Students will be able to create, read and interpret construction drawings, and listen, understand, present, ask and answer content specific questions and orally present information regarding various documents including but not limited to floor plans, blue prints, spec books, and scale drawings.		• demonstrate use of soft skills such as attention to detail, workmanship quality, planning and organization, storage of important documents and items and proper use of materials. • create floor plans and blueprints using correct measurements to scale using ratios and proportions and apply appropriate geometric formulas such as area and perimeter. • read and understand construction documents such as floor plans, blue prints, etc. • applying knowledge of construction documents, construction mathematics, hand tools, power tools, hardware, and safety measures in creating a birdhouse. • demonstrate use of correct English in presenting drawings in a clear and concise way using correct vocabulary. • apply listening skills to ask and answer appropriate questions during presentations. • demonstrate correct use of prepositions during oral presentations and in written analysis to defend a claim. • demonstrate Life Work skills of giving and responding to feedback, measuring area of geometric shapes, interpret visual representations, and evaluate the outcome of a solution and suggest modifications as needed.
Students will analyze components of rigging and hardware and will select the correct material for the construction task. Presentation of information and step by step directions will allow students to practice oral and written communication skills, demonstrating use of correct rigging vocabulary. (1 week)		• demonstrate the soft skills of critical thinking, following directions, analyzing situations, using proper communication and workplace safety adhering to regulations. • demonstrate tying various knots correctly for the appropriate situation • identify and use the correct rigging for a task. • correctly use rigging and a crane to complete a lifting task. • describe, using precise language, directions to a knot and to describe and demonstrate the use of slings and rigging. • use correct terminology to correctly complete tags and forms • understand and use contextualized nuanced multiple meaning words correctly . • demonstrate Life Work standards by paraphrasing pertinent information, devise and implement a solution to a verified problem, generate ideas using various approaches, using appropriate language to establish similarities, differences and to clarify or to request clarification.
Students will integrate concepts taught thus far with basic construction communication skills including analysis of construction components, hardware, drawings and contracts. English skills will be integrated into the basic construction skills using active		• demonstrating soft skills such as active listening and interpreting body language, vocal emphasis and strategy, and professional appearance and feedback.

communication strategies, verbal and nonverbal communication, correct vocabulary and contract conventions, and clear and concise writing of construction forms. (1 week)		• applying construction knowledge to scenarios demonstrating active listening and clear communication correctly using content vocabulary. • produce clear and coherent verbal and written presentations where the development, organization, and style are appropriate to the task. • applying text connections, students will synthesize information and create class presentations that produce evident comprehension of text. • demonstrate Life Work standards of identify or make inferences to conclude and synthesize, • understand and use appropriate language to clarify, command, follow or give instructions, demonstrating correct use for the task.
Students will use and demonstrate employability and entrepreneurial skills by reading and creating documents such as resumes and applications, researching potential employers, communicating effectively during interviews, and using job search skills correctly. (1.5 weeks)		• complete a resume, application, portfolio, and develop an employability related social media profile. • complete a mock interview as an interviewer and as an employment candidate. • demonstrate soft skills such as understanding career pathways, setting attainable goals, creating employability documents, researching potential employers, interviewing and job search skills. • comprehension of text and understanding meaning and asking clarifying questions • adapt language choices based on purpose, style and audience including informal and formal tone • demonstrate use of past/perfect tense, correct grammar and formatting of a document such as a resume. • gather information from multiple sources and understand the reliability of sources. • demonstrate the Life Work skills of identifying job opportunities and job descriptions, identify procedures in interviewing for a job, acting and dressing professionally, and asking appropriate questions and delivering appropriate answers to questions, following procedures for preparing for job searches, completing job applications, letters of application, and applying for jobs.
Students will analyze, select and use the correct heavy equipment, components, and hardware for a task. Students will use content from manuals and various text features to move and lift heavy materials safely. (1 week)		• demonstrate use of soft skills such as workplace safety, effective complex communication, problem solving, perseverance and growth mindset. • demonstrate safely moving heavy materials using application and understanding of construction practices, and as well, identifying correct and incorrect strategies used by peers. • use context from printed text, students will explain how to use equipment to safely move material. • employ active listening strategies and verbal communication to explain step by step directions correctly using content specific vocabulary including adjectives, transition words, signal directions, and verbs of movement.

		• demonstrate text comprehension and best practice for presentation skills present key information regarding forklift safety and/or the future of forklifts. • demonstrate life work competences such as interpreting general work-related vocabulary, ability to work cooperatively with others in a team, and effective communication strategies both orally or in writing.
Students will understand and demonstrate the importance of health safety and environmental management, and regulatory compliance while working to complete their OSHA 10 Certification. (1.5 weeks)		• demonstrate soft skills of attention to detail, time and self-management, correct and concise verbal and written communication with a supervisor, workplace safety, study skills and test taking skills. • employ digital reading and note taking strategies to draw meaning from text. • apply previous learning of best practices in the construction field, evaluate safety content presented to demonstrate workplace safety. • acquire and apply OSHA specific vocabulary. • analyze text for main idea • understand national occupational safety and health guidelines for the field of construction and demonstrate understanding to receive OSHA 10 certification. • demonstrate the Life Work competencies of safety equipment, procedures, attire and identify and interpret unsafe conditions and procedures for reporting such conditions or accidents.
Students will identify and use forklifts, demonstrate mastery of use and critically evaluate the use of forklifts and safety, using appropriate English structure, correct terminology and passive voice. Students will synthesize information from various sources to analyze and support their claim of proper operation of forklifts. (2 weeks)		• demonstrate soft skills of workplace safety, eye hand coordination, effective and precise communication, material handling, attention to detail, and correct and ethical paperwork completion. • identify parts of the forklift and controls, explaining each part and demonstrating understanding of the appropriate reason for use specific for the task. • demonstrate handling, correct and safe use, maintenance, storage, and safety of forklifts. • Demonstrate Life Work standards of analyzing a situation, devise and implement a solution to an identified problem and evaluate the outcome and suggest modifications if needed. • demonstrating listening strategies to replicate appropriate and safe usage of the forklift, understanding the uses of the equipment and identification of parts. • speaking in complete sentences correctly using contextualized vocabulary and writing evidence from text in a clear and concise manner using content vocabulary correctly.

GET THERE

Florida's Workforce Education Initiative

This resource is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of sample IET Single Set of Learning Outcomes.