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Framing and Sheathing 110

New  Brunswick

**Department of Education
Educational Programs & Services Branch**

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Acknowledgements

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Introduction

Overview

Framing and sheathing 110 exposes students to the practices and procedures performed when building a house. Skills and knowledge required to interpret drawings to construct floors, walls, and roof systems. Students enrolled in this course are encouraged to work both independently and in teams while achieving specific curriculum outcomes.

Learning Activities

When available, industry/trades representatives are invited to present safety procedures, techniques and information specific to careers. Industry representatives provide realistic applications of skills learned. Students plan, draft and complete small projects to demonstrate the importance of skill development and safety procedures.

General Curriculum Outcomes

GCO 1 – Demonstrate the skills and knowledge required to prevent accidents.

GCO 2 – Demonstrate an understanding and application of Workplace Hazardous Materials Information System (WHMIS) symbols

GCO 3 – Demonstrate an understanding of ethical and legal Responsibilities

GCO 4 – Identify, select and use tools and equipment required in the housing construction industry

GCO 5 – Demonstrate proficiency in measurement and the application of mathematical estimation skills (metric & imperial)

GCO 6 – Identify and interpret various types of working drawings

GCO 7 – Identify suitable materials to be used when Framing and Sheathing

GCO 8 – Demonstrate knowledge of industry recognized framing procedures and conventions

GCO 9 – Identify various careers available in the building construction industry

Duration

90 hours

Course Code

1037440

TECHNOLOGY EDUCATION CONSTRUCTION FRAMING AND SHEATHING 110

GCO 1: Demonstrate the skills and knowledge required to prevent accidents

Specific Curriculum Outcomes:

Students will be expected to:

- identify safety procedures and common potential hazards in the lab and workplace:
- describe the rationale for first-aid kits and an emergency action plan in the working environment
- demonstrate personal responsibility in the prevention of accidents and describe how accidents can be prevented
- take appropriate action if hazards occur
- use and store lab materials and tools in a safe manner
- demonstrate safe body mechanics (i.e. back safety, lifting, RSI)

Suggestions for Teaching/Learning:

The teacher leads a class discussion about personal injury, causes and prevention strategies (include examples of personal injury).

The teacher invites a guest speaker from WHSCC or Training and Employment Development to discuss with students why accidents happen, demonstrating preventative steps students/workers should follow to minimize the risk of accidents and possibly injury.

Students tour the construction lab to observe safety guards and other measures used in the lab to prevent injury (activity should include appropriate clothing, foot wear and eye & ear protection).

The teacher demonstrates safety procedures and machine operations to the class. Students should complete operational tasks under the supervision of the teacher prior to independent operation.

The teacher arranges a visit to a local construction related business or actual work site. With the host's permission, visit(s) may be recorded with a digital camera for the purpose of analysis. Students should focus on applications of safety used on the work site.

Students identify potential accidents associated with selected tools/equipment located in the lab. Match specific first aid applications/procedures used with each of the possible identified potential accidents.

TECHNOLOGY EDUCATION CONSTRUCTION FRAMING AND SHEATHING 110

GCO 1: Demonstrate the skills and knowledge required to prevent accidents

Suggestions for Learning/Assessment:

Through ongoing teacher, peer and self-evaluation, students demonstrate an understanding of outcomes.

The teacher observes student conduct in the lab to determine their proficiency in preventing accidents. This informal assessment should be recorded by the teacher.

Through class presentations, students outline safety precautions followed to prevent injury. Students prepare written or power point presentation.

Students demonstrate safe practices and equipment operations while performing simple manipulatives on the machines.

Students analyze workplace situations to determine possible hazards within the lab.

Students prepare five multiple-choice questions pertaining to the power tools used in the lab.

The teacher uses the text and other resources to prepare tests.

The teacher uses daily progress cards to record students' progress with reference to safe work attitudes and safe procedures followed when using power tools.

Resources:

Books/Literature

Recommended Text

Modern Carpentry

Copyright 2003

Goodheart – Willcox Company, Inc.
Willis H. Wagner, Howard Bud Smith
ISBN 1-59070-202-6

Instructor's Manual Modern Carpentry

Copyright 2003

Goodheart – Willcox Company, Inc.
Willis H. Wagner, Howard Bud Smith,
Michael B. Kopf
ISBN 1-59070-204-2

WHSCC - Stay Alive on the Job
Informative brochure on important
facts to take to work

WHSCC - Hazard Alert - focused
information on accidents - *these one
page alerts describe real accidents
and recommended preventive action*
Available from NB Workplace Health
And Safety Compensation
Commission

Phone (800) 442-9776

URL whsc.nb.ca

Video

Things You Better Know

Available from NB Workplace Health
And Safety Compensation
Commission

Phone (800) 442-9776

URL whsc.nb.ca

Personal Protective Equipment

Eye Safety

705638, VH, 9 min, HUA, 1989
(types of eye injuries; hazards and
prevention in the workplace)

TECHNOLOGY EDUCATION CONSTRUCTION FRAMING AND SHEATHING 110

GCO 2: Demonstrate an understanding and application of Workplace Hazardous Materials Information System (WHMIS) symbols.

Specific Curriculum Outcomes:

Students will be expected to:

- apply knowledge of WHMIS symbols to identify hazardous products
- demonstrate an understanding of how to reduce risk of injury or ill health when using hazardous products
- describe the rationale and role of the three parts of WHMIS (labels and symbols, Material Safety Data Sheet (MSDS) and worker education and training)
- describe the responsibilities of the supplier, the employer and the employee as they relate to WHMIS

Suggestions for Teaching/Learning:

Students use WHSCC statistics to identify body parts most likely to be injured in an accident.

Students generate a list of power hand tools and machines used in the construction industry.

Students evaluate statistics on accidents common in the construction industry by matching the body parts most likely to be injured with machines and operations associated with the accidents.

The teacher leads an information session about WHMIS symbols, discussing their relevance. Students construct a chart to remain on the wall of the lab, illustrating products on which WHMIS symbols are found.

Students generate a list of household and construction related materials/products displaying WHMIS symbols. Working in groups, students present the relevance of the symbols.

The teacher invites guest speakers from WHSCC to provide WHMIS training to students.

TECHNOLOGY EDUCATION CONSTRUCTION FRAMING AND SHEATHING 110

GCO 2: Demonstrate an understanding and application of Workplace Hazardous Materials Information System (WHMIS) symbols.

Suggestions for Learning/Assessment:

The teacher selects portions of the WHSCC materials to develop specific tests relating to items covered in the WHSCC binder.

The information found in the binder is generic and appropriate for grades K-12.

The teacher develops an assessment tool for WHMIS training. Evaluation material provided by WHSCC staff should be included.

Students use self assessment and portfolio development to demonstrate what they have learned about safety. Certificates of merit, photographs and other descriptive methods may be included.

Using multi-media presentations, students profile an understanding of WHMIS safety procedures.

The teacher develops a test on WHSCC symbols matching potential safety hazards with the symbols.

Resources:

WHSCC Choices For Life/Health & Safety (K-12) Binder - safety procedures for all grades, includes illustrations applying to all subject areas

sections: C6-C18, D, E, F, G and H1-H4

Available from NB Workplace Health And Safety Compensation Commission
Phone (800) 442-9776
URL whsc.nb.ca

Canadian Wood Frame House Construction (550520) Year 1998
Distributor GAGE PUBLISHING LIMITED

TECHNOLOGY EDUCATION CONSTRUCTION FRAMING AND SHEATHING 110

GCO 3: Demonstrate an understanding of ethical and legal responsibilities

Specific Curriculum Outcomes:

Students will be expected to:

- demonstrate an understanding of applicable concepts including bonds, ethics, and liability
- identify and demonstrate appropriate legal and ethical behaviour to property owners when engaged in off-site activities at residential and commercial establishments

Suggestions for Teaching/Learning:

The teacher invites an experienced contractor into the classroom to discuss with students the concept of liability, stressing ethical protocol while on or using personal property.

Students analyze several contractual agreements to differentiate between an estimate and a contract.

Students analyze real contractual agreements, identifying the responsibilities of self-employed construction workers to the client, outlining ethical protocol of construction workers while on a client's property.

Students outline activities, attitudes and methods required to communicate effectively when working with members of the community.

TECHNOLOGY EDUCATION CONSTRUCTION FRAMING AND SHEATHING 110

GCO 3: Demonstrate an understanding of ethical and legal responsibilities

Suggestions for Learning/Assessment:

Students conduct research to determine the education and work experience required prior to starting a business in the construction industry (include money management, basic accounting and a generic understanding of market conditions).

Students review and present case law assignments with specific reference to the construction industry and define the responsibilities of a contractor.

The teacher develops a test generated from the textbook, WHSCC materials, information from local contractors and other sources.

Students develop comparison charts describing the differences between an estimate and a contract.

Students present information about ethics and liability as they relate to the construction industry based on resources from WHSCC (one page HAZARD ALERT) and other related information from the newspaper, etc. This presentation should include case-related questions to be answered by classmates.

Students create a two-page critique outlining liability issues associated with real situations concerning the construction industry including legal and ethical issues.

Students develop contracts for specific construction related jobs assigned by the teacher.

Resources:

WHSCC - Stay Alive on the Job
Informative brochure on important facts to take to work

WHSCC - Hazard Alert - focused information on accidents - *these one page alerts describe real accidents and recommended preventive action*

Available from NB Workplace Health And Safety Compensation Commission

Phone (800) 442-9776

URL whscc.nb.ca

TECHNOLOGY EDUCATION CONSTRUCTION FRAMING AND SHEATHING 110

GCO 4: Identify, select and use tools and equipment required in the construction industry

Specific Curriculum Outcomes:

Students will be expected to:

- identify and demonstrate safe use of hand tools/power tools and equipment typically found in the construction lab and industry
 - practice and use proper tag and lock-out procedures
 - maintain, clean and safely store power tools and equipment
- identify, select and use fasteners

Suggestions for Teaching/Learning:

The teacher creates an identification exercise/assignment including:

- name(s) of each tool
- possible safe applications for each tool
- mechanical safe guards and other features the tool is equipped with to prevent accidents
- description of unsafe body positions and applications when using each tool
- labels and numbers of all safety stations and construction equipment/power tools in the lab

Students identify equipment and list at least two safety precautions when using the equipment (i.e. eye wash solution, fire exit, etc).

Students demonstrate the safe use of guards on moving parts of equipment.

The teacher invites an individual from WHSCC into the classroom to inform students about potential hazardous situations in the lab.

Students construct a simple project (i.e. tool box and/or saw horse) following parameters set by the teacher. This activity will provide a hands-on application for students to develop the necessary knowledge and skills required to operate power hand tools used when learning or working on a construction site.

TECHNOLOGY EDUCATION CONSTRUCTION FRAMING AND SHEATHING 110

GCO 4: Identify, select and use tools and equipment required in the construction industry

Suggestions for Learning/Assessment:

The teacher presents students with a floor plan of the lab (void of machines, safety equipment and power hand tools used in framing and sheathing) and asks them to locate and draw related safety areas, identifying safety equipment and related procedures used when operating power hand tools.

Using a digital camera, the teacher creates a format to record and evaluate the ongoing progress of students. Performing power tool procedures that include: measuring, drilling, sanding and cutting.

A student portfolio may be used to track ongoing progress, test scores, and skill attainment.

The teacher uses text book and other resources to prepare tests to evaluate the students' knowledge with reference to identifying, selecting and using tools and equipment required in the construction industry.

The teacher observes students using tools to identify their level of competence. Students demonstrate skill level through bench work assignments. Assigned skills include cutting, measuring, sanding, drilling and use of fasteners. This evaluation should be completed in a specific amount of time established by the teacher. Proficiency of skills, appearance and functionality of projects are considered when calculating a grade.

Students should repeat tool/machine operations until mastered.

Resources:

Books/Literature

National Building Code of Canada, Binder Format: Latest Edition (550580)

Canadian Housing Information Centre

Recommended Text

Modern Carpentry

Copyright 2003

Goodheart – Willcox Company, Inc.

Willis H. Wagner, Howard Bud Smith

ISBN 1-59070-202-6

Instructor's Manual Modern Carpentry

Copyright 2003

Goodheart – Willcox Company, Inc.

Willis H. Wagner, Howard Bud Smith, Michael B. Kopf

ISBN 1-59070-204-2

WHSCC Choices For Life/Health & Safety (K-12) Binder - safety procedures for all grades, includes illustrations applying to all subject areas

sections: E17-E19

TECHNOLOGY EDUCATION CONSTRUCTION FRAMING AND SHEATHING 110

GCO 5: Demonstrate proficiency in measurement and the application of mathematical estimation skills (metric & imperial)

Specific Curriculum Outcomes:

Students will be expected to:

- demonstrate an understanding of the standards of measurement, metric and imperial
 - apply imperial measurement when reading plans and selecting materials
 - use a measuring tape, framing square, combination square, and calipers
- demonstrate proficiency when using math to estimate materials and costs
 - calculate board feet, linear feet and square feet
 - calculate quantities of materials and costs of labor for a project
 - identify standards for the spacing of studs, trusses and floor joists

Suggestions for Teaching/Learning:

Students sort, label and draw small, medium and large objects from within the classroom to illustrate a spatial appreciation.

The teacher provides half of the class with metric tapes and the other half with imperial tapes and asks them to measure various selected items.

Students compare and contrast metric and imperial dimensions

Students draw a chart, plotting and determining metric and imperial equivalent measurement.

Students research and/or contact local contractors to determine the standards for the spacing of studs, trusses and floor joists.

The teacher provides students with the dimensions of a floor and wall and asks them to scale the actual dimensions to the drawing on 8 1/2" X 11" paper.

Students complete suggested exercises from the text book, *Modern Carpentry* to determine the function of, and actually use, a measuring tape, framing square, combination square and calipers.

TECHNOLOGY EDUCATION CONSTRUCTION FRAMING AND SHEATHING 110

GCO 5: Demonstrate proficiency in measurement and the application of mathematical estimation skills (metric & imperial)

Suggestions for Learning/Assessment:

The teacher tests the knowledge and understanding of students using the following materials:

- imperial measuring tape
- 8 1/2" x 11" paper
- imperial 12" ruler
- supply list, including costs of materials

The teacher provides students with the dimensions of a floor and wall, instructing them to scale the actual dimensions to fit onto the paper provided (*all dimensions are to be included and the drawing is to be centered on the paper*).

Resources:

Canadian Home Builders Association
Manual in Text format or CD
contact: 1 800 387 2422

Recommended Text

Modern Carpentry
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Goodheart – Willcox Company, Inc.
Willis H. Wagner, Howard Bud Smith
ISBN 1-59070-202-6

Instructor's Manual Modern Carpentry
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ISBN 1-59070-204-2

TECHNOLOGY EDUCATION CONSTRUCTION FRAMING AND SHEATHING 110

GCO 6: Identify and interpret various types of working drawings

Specific Curriculum Outcomes:

Students will be expected to:

- demonstrate the ability to effectively use the different types of working drawings
 - retrieve necessary information from working drawings
 - develop a bill of materials and costs
 - demonstrate an understanding of the relation between: board feet and volume square feet and are linear feet and measurement

Suggestions for Teaching/Learning:

Students use an imperial tape measure and framing square to layout and construct a wall plate, including stud spacing, rough stud opening for windows and corner construction.

Students use a framing square to layout and construct a set of stairs. Instructions for this construction activity are as follows:

- scale project to: $0.25" = 0.1"$
- rise of step = 7" & tread = 9"
- cut two risers and stair treads to scale using the band saw (use a glue gun for safe and easy assembly)
- calculate the board feet of lumber used to make the risers and how many square feet are required to make the stair treads to actual size
- establish the actual size of steps, identify the type of working drawing required to represent steps and develop a bill of materials stating the materials required to build this project

The teacher explains how mathematical concepts are applied when learning construction concepts such as "rise & run ratio".

Students design a project which includes the working drawings and a bill of materials required to build their project.

TECHNOLOGY EDUCATION CONSTRUCTION FRAMING AND SHEATHING 110

GCO 6: Identify and interpret various types of working drawings

Suggestions for Learning/Assessment:

Using the following criteria, the teacher observes students to evaluate their knowledge of the appropriate use of a pencil, tri-square, and 12" ruler to design a set of steps:

- the number of steps (13)
- the height of each step
- total rise and run of steps
- side and front view
- scale drawing to fit on paper 8 1/2" x 11"

Using the text and resources from contractors, the teacher prepares a test for students to identify and explain building concepts.

Students develop a bill of materials, estimating the work hours required and the safety procedures/precautions involved in building a wall or steps, based on information provided by the teacher.

Resources:

Books/Literature

Recommended Text

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Canadian Home Builders Association

Manual in Text format or CD
contact: 1 800 387 2422

Basic Stair Building

Scott Schuttner

Tauton Press, Inc.

ISBN# 0-942391-44-6

Video

Building Success with Frameworks Building System-
Video #7001

Trus Joist MacMillian – 1-800-628-3997

TECHNOLOGY EDUCATION CONSTRUCTION FRAMING AND SHEATHING 110

GCO 7: Identify suitable materials to be used when framing and sheathing

Specific Curriculum Outcomes:

Students will be expected to:

- demonstrate an understanding of specific advantages and limitations of each material:
 - identify a variety of building materials used for exterior finishes including aluminium, vinyl, masonry, wood and asphalt
 - identify materials used for wall sheathing including; 1/8" - 1/2" plywood, tongue & groove boards, etc.
 - identify materials used for sub-flooring including; 5/8" - 3/4" plywood and tongue & groove boards

Suggestions for Teaching/Learning:

The teacher invites a contractor into the classroom to explain to the students why some materials are frequently used in the construction industry and the building procedures that are followed when using specific materials. Students discuss and research activities on related topics including:

- the difference in thickness between floor and roof sheathing
- the most common exterior roof application
- how to use tongue & groove, aspenite, plywood, etc. to close in a building
- different methods used to secure sub floor (i.e. glue, screw, ring nail and air nailer).

The teacher leads a class discussion describing the most appropriate exterior finish for particular applications, including aluminium, vinyl, masonry, wood and asphalt.

The teacher invites an experienced general contractor into the classroom to describe to students the possible applications and a variety of materials used for exterior finishes, sub floors and wall sheathing.

The teacher explains and demonstrates safe use and storage of construction materials and tools.

Students determine which materials are most commonly used for exterior finishes/sub floor and wall sheathing and create a comparison chart to determine whether or not the price of materials has an effect on their use in the construction industry.

TECHNOLOGY EDUCATION CONSTRUCTION FRAMING AND SHEATHING 110

GCO 7: Identify suitable materials to be used when framing and sheathing

Suggestions for Learning/Assessment:

The teacher observes students constructing scaled models or actual components of a building.

Students complete related text book activities.

Students prepare a reaction paper, reflecting on the procedures and information they have learned concerning applications of building materials used for exterior finishes, sub floors and wall sheathing.

Students plan an independent framing and sheathing project identifying and justifying selected materials for exterior walls and floors. The teacher challenges students to independently choose appropriate materials for a variety of building projects.

Resources:

Books/Literature

Recommended Text

Modern Carpentry

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Smith

ISBN 1-59070-202-6

*Instructor's Manual Modern
Carpentry*

Copyright 2003

Goodheart – Willcox Company, Inc.
Willis H. Wagner, Howard Bud
Smith, Michael B. Kopf

ISBN 1-59070-204-2

Video

"building a healthy house"

http://www.canply.org/english/literature_media/video1.htm

TECHNOLOGY EDUCATION CONSTRUCTION FRAMING AND SHEATHING 110

GCO 8: Demonstrate knowledge of industry recognized framing procedures and conventions

Specific Curriculum Outcomes:

Students will be expected to:

- identify different methods of constructing residential framing systems:
 - stress panel form
 - platform
 - balloon
 - insulated forms

- identify three accepted standards for truss, stud, and floor joist spacing

- set and install sills

- construct floor plan (floor joists and trusses)

- construct walls (woods & metal studs)

- draw and construct common styles of roof construction

Suggestions for Teaching/Learning:

Students layout a floor/wall plate, including the construction of corners, partition backers and rough stud openings.

Students use a working drawing to construct an actual truss. If the lab is not suited for actual construction, build scaled models (scale 1:8).

Students size stock for scaled construction. The teacher demonstrates procedures and operations required to safely mill stock using band saw and planner to prepare scaled 2x4, 2x6, 2x8 and 2x10.

Students design and build trusses.

Students construct common rafters using the following methods:

- stepping off
- line length

(teacher ensures rise/run ratio is understood by students)

The teacher illustrates insulated construction forms using videos and sample blocks.

TECHNOLOGY EDUCATION CONSTRUCTION FRAMING AND SHEATHING 110

GCO 8: Demonstrate knowledge of industry recognized framing procedures and conventions

Suggestions for Learning/Assessment:

The teacher evaluates students' skills by providing them with the dimensions of a building and asking them to design a truss with a 4:12 pitch.

Students demonstrate their skills by scaling the actual dimensions of a building to fit onto paper provided. All dimensions are to be included and the drawing is to be centered on the paper by the teacher.

The teacher prepares a test, combining the unit exercises and tests from the text book.

Resources:

Books/Literature

Canadian Wood Frame House Construction (550520) Year 1998
Distributor GAGE PUBLISHING LIMITED

Canadian Wood Frame House Construction - Glossary of Terms (550530) Year 1998
Distributor GAGE PUBLISHING LIMITED

(supplementary resource)
Carpentry and Building Construction -5th Edition (550300)
Year 1997 Distributor MCGRAW-HILL RYERSON LTD.
John L. Feirer, Gilbert R. Hutchings, Peter Wilson, 1982 -
ISBN # 0-7730-4301-2

TECHNOLOGY EDUCATION CONSTRUCTION FRAMING AND SHEATHING 110

GCO 9: Identify various careers available in the building construction industry

Specific Curriculum Outcomes:

Students will be expected to:

- understand the need for team work, effective communication and essential skills required for all jobs
- gain insight into the required and desirable skills needed to achieve a successful career in the construction industry
- realize the importance of math and communication skills within the construction industry
- become familiar with the variety of career opportunities in the construction industry
- understand the academic and work experience requirements needed to enter the construction industry

Suggestions for Teaching/Learning:

Students contact a human resource representative from a local contractor to gain insight into what types of learning experiences and high school courses would be most beneficial when choosing a career in the construction industry.

Working in small groups, students conduct informal research to determine conventional and new/emerging career clusters in the construction sectors, (i.e. telematics, intelligent systems, smart house designs). Students determine the environmental impact of new technologies on the construction sectors.

Using the internet, news papers and other sources, students gain an insight into the job and career opportunities in the construction industry.

The teacher explains the importance of “employability skills profile” as presented by the Conference Board of Canada.

TECHNOLOGY EDUCATION CONSTRUCTION FRAMING AND SHEATHING 110

GCO 9: Identify various careers available in the building construction industry

Suggestions for Learning/Assessment:

The teacher discusses with students the many career options in the construction industry, including the integration of engineering/computer science and other post secondary programs. An organization that profiles wood manufacturing and housing construction could be examined by students to determine current career opportunities.

Students list five careers found in the construction industry, listing possible post secondary degrees/diplomas required to prepare them for the specific career paths they have listed.

Using the internet, electronic data and/or interviews with industry persons, students conduct research in a particular career area of interest. Students build a multi-media presentation demonstrating the opportunities, educational challenges and economic benefits when choosing a career path in the construction industry.

Students complete a self-directed assessment, recording activities on daily progress cards and develop a focused portfolio outlining their achievements in construction.

Using selected sections of the textbook, the student identifies the required skills and knowledge to work in the construction industry.

Resources:

Books/Literature

WHSCC Choices For Life/Health & Safety (K-12) Binder - safety procedures for all grades, includes illustrations applying to all subject areas
Binder, B2, B7, C13, E4
Available from NB Workplace Health And Safety Compensation Commission
Phone (800) 442-9776
URL whsc.nb.ca

Wmc-cfb.ca

Wood manufacturing council and WoodLINKS
WoodLINKS.com

