

Trade 1

(Formerly known as: Trade Industries Readiness)

Trade 1 is designed for students who are in the ninth grade and are between 14 and 16 years old and are challenged to succeed in the traditional academic setting. Trade 1 is designed to give students an introductory level of exposure in a variety of career areas. Trade 1 is a one-year course which is dedicated to 9th grade students and can be followed by the Trade 2 program in the tenth grade.

Units of Study Include:

Auto/Small Engine Maintenance Part 1 Landscaping/Property Maintenance Part 1
Carpentry/Woodworking Part 1 Metal Work Part 1

- *Emphasis will be on safety and soft skills development.*
- Students who successfully complete this program will be prepared to enter the Trade 2 program when age appropriate.

Thoughts to Consider for Special Education Students

When considering placement, review the PLOPs: (Present Levels of Performance)

Academics:

- Does the student have reasonable expectation for success given the 15:1 student /staff ratio?
- Does the student have potential for learning/developing skills described?

Management:

- Will the student be able to understand and apply safety procedures in operation of carpentry/welding tools, fire prevention, and storage of tools and chemicals?
- Does the student demonstrate the ability to self-monitor and self-regulate behavior, or be able to self-correct with minimal direction?
- Does the student demonstrate the ability to follow directions, with minimal supervision/redirection?

Physical:

- Does the student have average eye/hand coordination balance, and general motor skills?
- Does the student have the fine motor strength and dexterity to use manual and electrically powered tools and be able to lift 20 pounds?

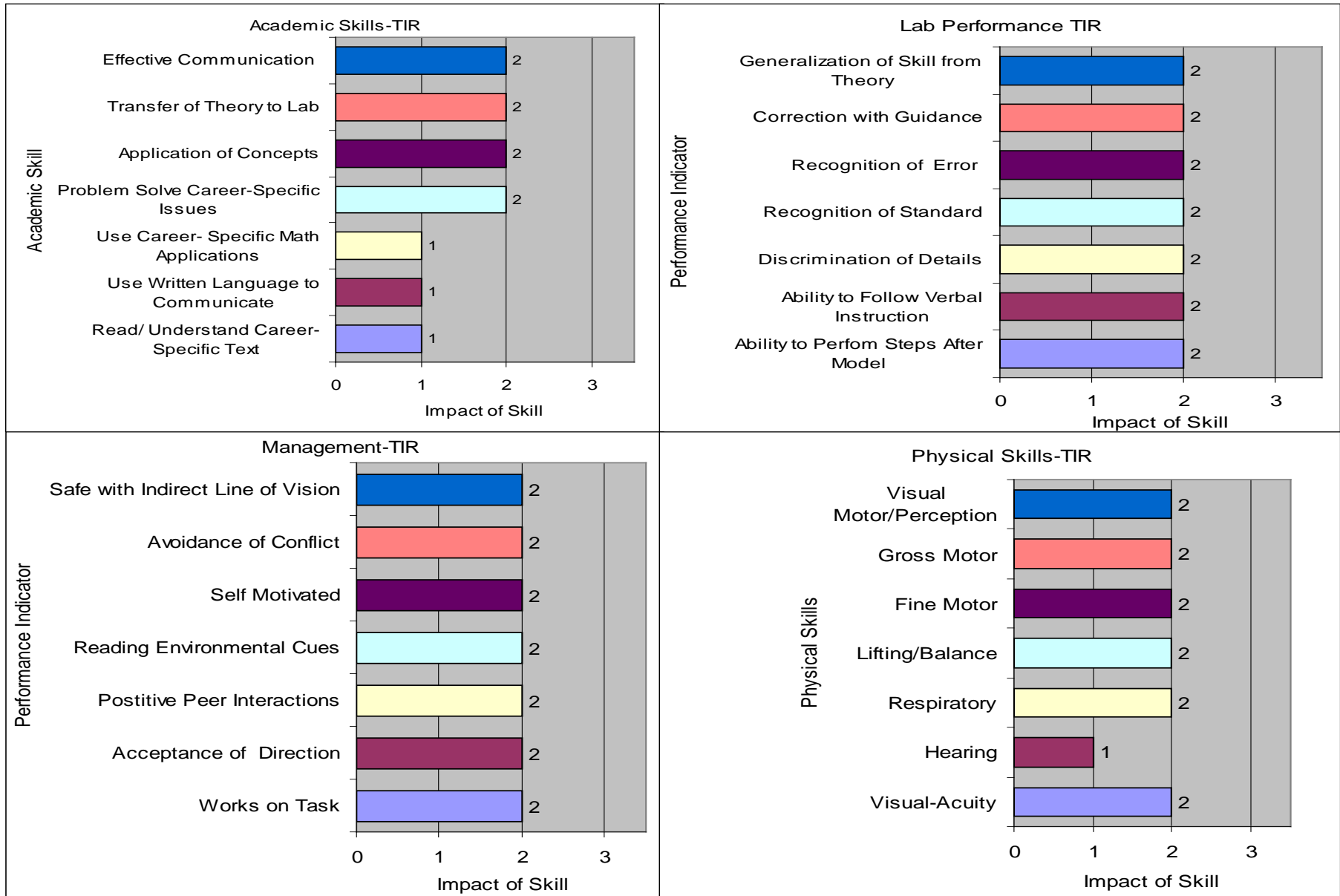
Social:

- Is the student able to demonstrate the ability to communicate effectively verbally or otherwise?
- Is the student able to work independently or with peers in a team environment with minimal teacher support?
- Is the student able to demonstrate the ability to interact with peers and staff, in a pro-social manner, accepting responsibility for behavior?

Students must have cognitive and social abilities to process information commensurate with the above listed skills. Borderline/mild cognitive/adaptive skill deficits are acceptable if the student is determined to be able to function in a 15:1 classroom. Students with conduct disorders/emotional disabilities need to be carefully evaluated for their ability to perform safely within the above listed guidelines.

Credits Earned in One Year: 2 (Elective) Vocational credits, 2 Selected Academic Credits

Skill Profile for Trade 1



KEY: The IMPACT each SKILL/COMPONENT will have on success in this program, relative to other CTC programs:

1= Low Impact- Minimal effect on safety/success-weakness has minimal impact; **2= Moderate Impact-** Average skills and ability needed in this skill area. Deficits will have SOME effect on safety/success **3= High Impact-** Strong Influence on safety/success; average-strong skills needed/potential to develop this area further is helpful

Analysis of Sample Reading Material- Trade 1 Program

These samples were provided by the instructor. An internet-based readability program was used to determine approximate grade level of the material. The following formulas were used, as they are the two most common. These scores are intended as samples of the reading and academic concepts required by this program.

1. **The Flesch Reading Ease formula** : A scale from 0 to 100.
 - 90-100 can be understood by an average 5th grader.
 - 60-70 can be understood by 8th and 9th grade students
 - 0-30 can be understood by college graduates
2. **The Flesch-Kincaid Grade Level** : Indicates the average student in that grade level can read the text. For example, a score of 7.4 indicates that the text is understood by an average student in 7th grade.

SAMPLE

Passage 1: Teacher Developed Materials: Checking and Adjusting Brake Fluid

1. Preparation Required- work clothing: uniform, safety glasses/ear plugs, rubber gloves, face masks. 2. Safety Note- Never use any gasoline, kerosene etc, to clean a braking system. Injury to people or damage to vehicles can result. If brake fluid gets into your eyes rinse it with tap water immediately. Do not swallow brake fluid; it is poisonous. 3. Points to Remember- Brake fluid can damage paint. Do not mix different types of oil. Brake fluid absorbs moisture quickly; always replace the cap quickly.
4. Step by Step Instruction- Check brake fluid 2. Wipe around master cylinder top to cover to prevent any dirt from entering

Flesch Reading Ease: 79 Flesch-Kincaid Grade Level: 4

SAMPLE

Passage 2: Teacher Developed Materials: What is making a Good Impression? (SCANS)

What do customers want from the business? It is important to understand what customers want. A. Some want to get things done. B. Some are more concerned about getting them right. C. Some want to get along with people. Henry: The car should be ready by noon tomorrow. We'll give you a call when it's ready. Sue: But I'm going on vacation and will need my car tomorrow. Henry: OK. Let's see what needs to be done. We can do the 10,000 mile service check and have your car ready by 5:00 this afternoon. Unfortunately, I'm the only technician here today and I won't be able to look at the noise problem.

Flesch Reading Ease: 95 Flesch-Kincaid Grade Level: 2

Typical Requirements for this Program Include:

Ability to:

- participate in a guided experience, in small groups led by one adult
- listen to verbal instructions and follow the steps given
- remember steps learned, and apply them to similar situations
- perform repetitive tasks and refine work according to instructor feedback
- work cooperatively in small groups
- follow classroom and safety rules, accepting responsibility for behavior
- work with power tools safely, with indirect line of vision and minimal supervision