

## Trade 2

Formerly known as 'Trade Industries Exploration'

Students in this program are anticipated to receive a local or Regents diploma, are in the 10<sup>th</sup> grade, are at least 15 years old, and could attend the Trade 3 & 4 programs during their junior and senior years of high school. It is designed to give students exploratory level exposure in four major areas. Students do not have to have attended Trade 1 prior to attending Trade 2. Trade 2 is a one year course which may not be repeated.

### Units of Study Include:

Auto/Small Engine Maintenance Part 2      Landscaping/Property Maintenance Part 2  
Carpentry/Woodworking Part 2      Metal Work Part 2

- Emphasis will be on safety and Career Readiness skills development.
- Students will have the opportunity to take two credits of traditional academics. These will be pull-out programs taught at grade level by content area certified teachers. They are NOT integrated credits.

### Thoughts to Consider for Special Education Students

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

#### Academics:

- Is there reasonable expectation for the student to succeed given the 15:1 student /staff ratio?
- Does the student have potential for learning/developing skills described?
- Does the student read and follow written material with minimal teacher support?
- Does the student have the ability to write essays with minimal teacher support?

#### 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?
- Can the student demonstrate the ability to self-monitor and self-regulate behavior, or be able to self-correct with minimal direction?
- Can the student demonstrate the ability to follow directions with minimal supervision/redirection?

#### Physical:

- Does the student have good 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?

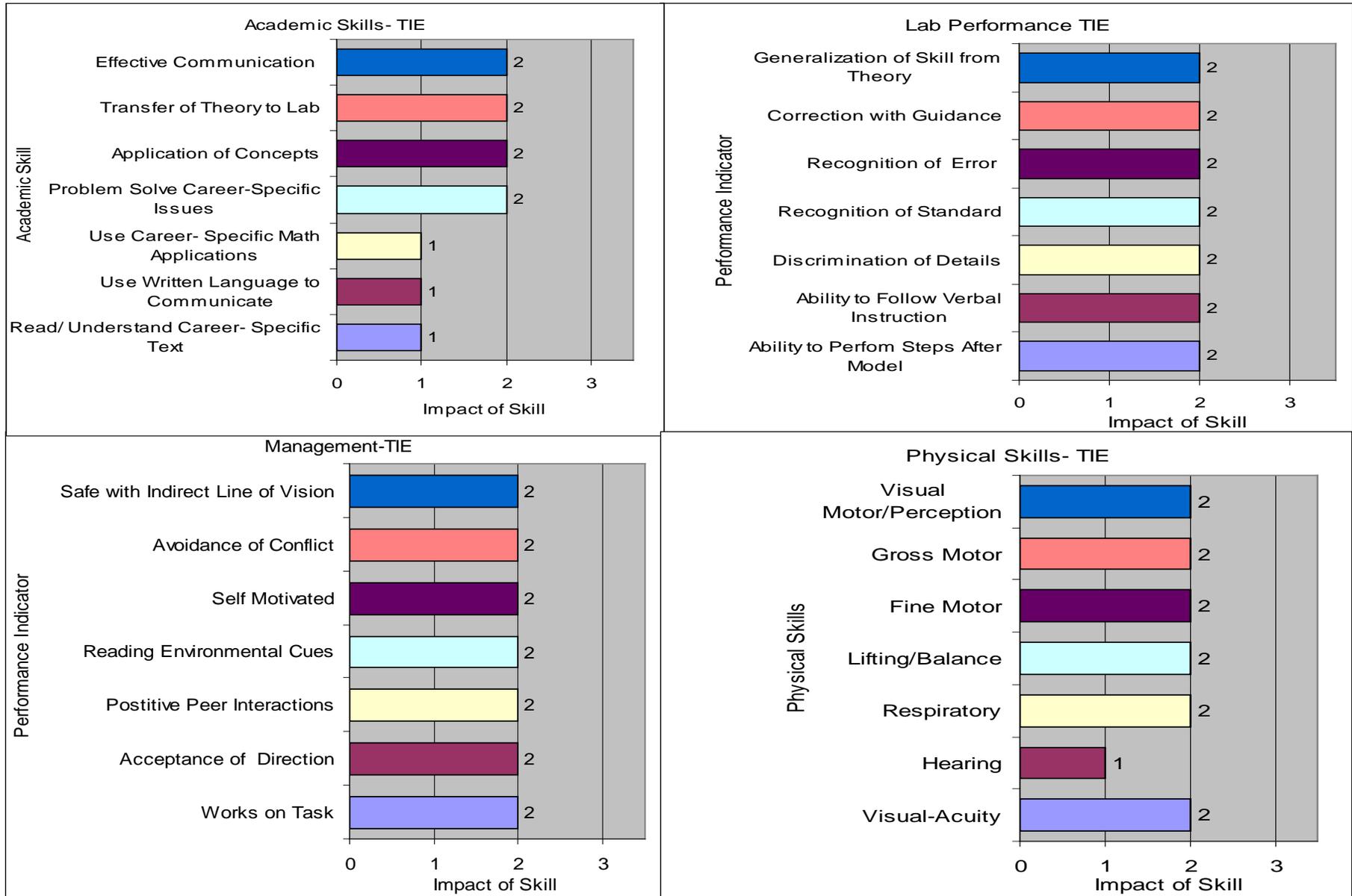
#### Social:

- Can the student demonstrate an ability to communicate effectively?
- Can the student demonstrate the ability to work independently and cooperatively with peers with minimal support?
- Can the student 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: 4 credits: 2 credit (Elective) Vocational and 2 academic credits

## Skill Profile for Trade 2



**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 2 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: Read. COMP.-STRANGER THAN FICTION pg 7

A young boy named Kanti Duvanles claimed he had lived before in another life. When the authorities tried to challenge his story, they had difficulty disproving it.

Kanti Duvanles lived quietly with his parents in a suburban house outside Bangkok, Thailand, where he was born, in 1883. As he grew up, his parents made note of his frequent conversations with what they assume was an imaginary playmate. By the time Kanti was ten, his parents began to question his sanity. He told them about another life he had lived in a small town, Chow Buri. He claimed he had been married and had had two children. The concerned parents took Kanti to their family doctor. Basically, the doctor could not find anything wrong with the young boy. He suggested that the parents keep very careful records of the lad's statements. Kanti never changed his story.

Flesch Reading Ease: 79

Flesch-Kincaid Grade Level: 5

### Sample

Passage 2: Bridges To Literature pg 261

For Sparky, school was all but impossible. He failed every subject in the eighth grade. He flunked physics in high school, getting a grade of zero. Sparky also flunked Latin, algebra and English. He didn't do much better in sports. Although he did manage to make the school's golf team, he promptly lost the only important match; he lost that, too.

Throughout his youth Sparky was awkward socially. He was not actually disliked by the other students; no one cared that much. He was astonished if a classmate ever said hello to him outside of school hours. There's no way to tell

Flesch Reading Ease: 79

Flesch-Kincaid Grade Level: 5

### Typical Requirements for this Program Include:

Ability to:

- participate in a guided experience, in a small group
- listen to verbal instructions and follow the steps given
- perform repetitive tasks and refine work according to instructor feedback
- remember steps learned, and apply them to similar situations
- work independently and cooperatively in small groups
- follow classroom and safety rules, accepting responsibility for behavior