

Trade 3 & 4

(Formerly known as: 'Vocational /Technical Preparation')

Trade 3 & 4 programs are designed for students who are in eleventh and twelfth grade, 16 years or older and challenged to succeed in traditional academic settings. Trade 3 & 4 will encompass two years and can also follow in continuum with Trade 1 and Trade 2 programs. Students do not have to have attended Trade 1 or Trade 2 prior to attending Trade 3 or Trade 4. Trade 3 & 4 are designed to give students a further developmental exposure in career readiness skill areas, as identified below:

Units of Study Include:

Carpentry/Structural Repair

Building Maintenance

Landscaping

Custodial

- *Emphasis will be on employability and Career Readiness skills development*

Thoughts to Consider for Special Education Students

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

Academics:

- Is the expectation that the student will earn 2 Vocational and 2 academic credits for this program?
- Is the expectation that academic instruction will apply to Commencement requirements?

Management:

- Is there a reasonable expectation that the student will succeed given the 15:1 student /staff ratio?
- 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, both verbally and in writing, with minimal supervision/redirection?
- Can the student demonstrate the ability to communicate effectively, especially when problems arise?

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?

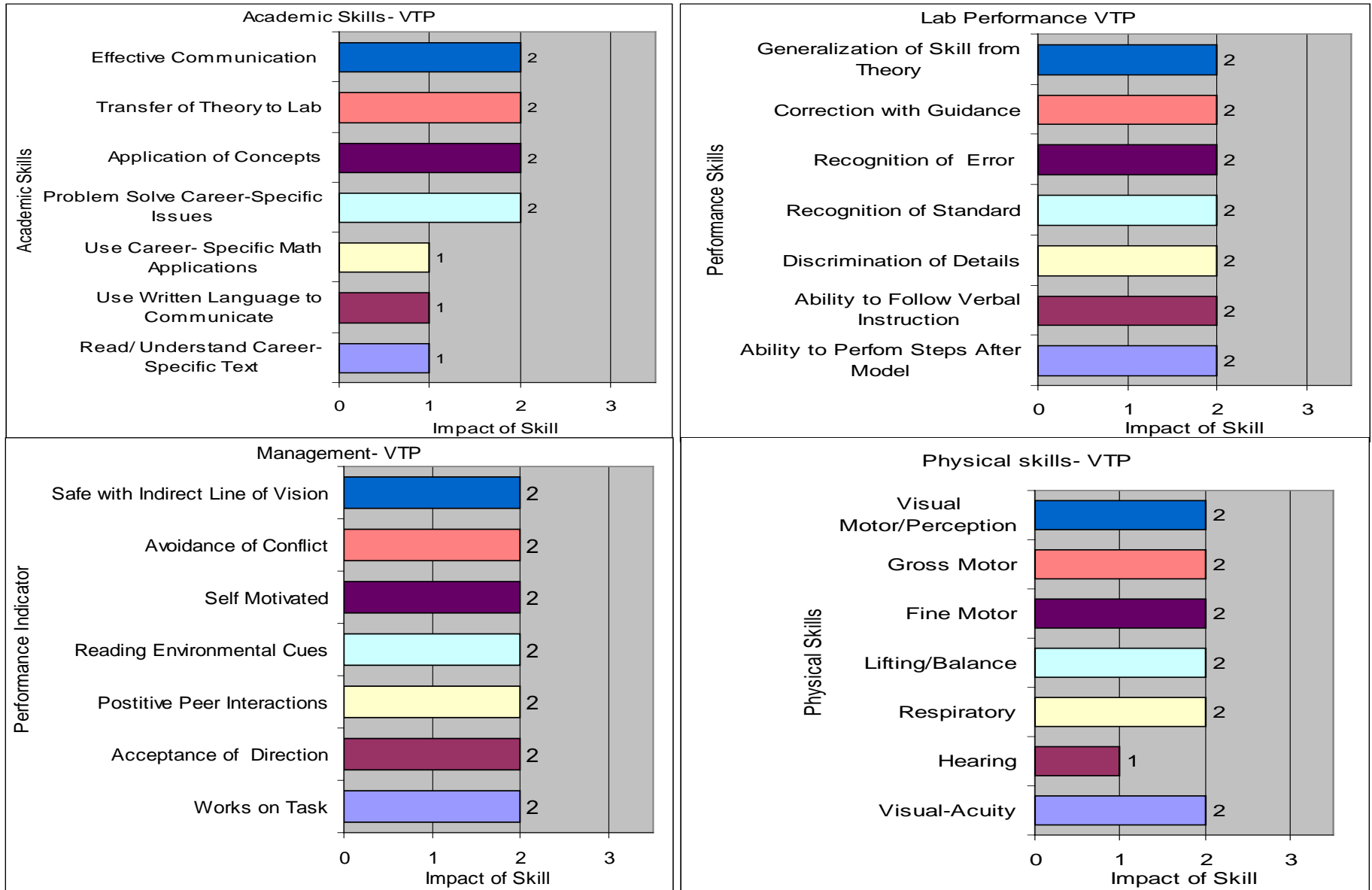
Social:

- Can the student demonstrate the ability to communicate effectively?
- Can the student demonstrate the ability to work independently and cooperatively in a team environment?
- 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: 2credits (Elective) Vocational, 2 Academic Credits

Skill Profile for Vocational Tech Preparation (VTP)



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 3 & 4 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 2 most common. These samples are intended as examples 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
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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: Soil Worksheet page 2

Sand: Too coarse. Soils with lots of sand have big spaces between the particles. They don't hold water or nutrients. Sand doesn't react with other chemicals. Sandy soils don't stick together very well. Plant roots can't hold onto this soil. But the big spaces do allow air into the soil. There are some plants that are able to grow in sandy topsoil by putting their roots deep, through the sand to the subsoil. Silt: Too Light. This is material which is finer than sand, but still feels gritty. Silt is commonly found in floodplains and is the soil component that...

Flesch Reading Ease: 92 Flesch-Kincaid Grade Level: 3

Sample

Passage 2: Soil Worksheet page 4

Scientists work hard to find and identify soil wildlife. It's even harder to figure out what creatures do down there. The most important soil organisms are very, very tiny. You can't put a radio collar on a bacterium and follow it around. Many species from the same group look nearly alike. But they have all found different ways to make a living. Here is a creature from each major group of soil organisms. Each one may have hundreds, if not thousands, of cousins. Scientists may never give them all names. But these critters are still down there, keeping the soil ..

Flesch Reading Ease: 84 Flesch-Kincaid Grade Level: 4

Typical Requirements for this Program Include:

Ability to:

- participate in a guided experience involving small groups of students and one teacher
- listen to verbal instructions and follow the steps given with minimal redirection/reminders
- remember steps learned, and apply them to similar situations at other times
- work cooperatively in small groups to complete various tasks within the classroom
- work independently on given tasks, asking for support as needed
- follow classroom and safety rules
- use tools and other equipment appropriately and safely
- maintain attention to task/complete tasks with minimal redirection