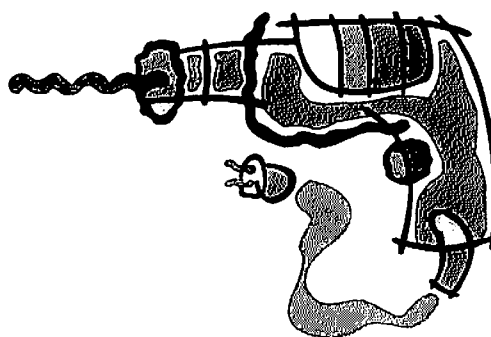


# Lewis & Clark Career Center

## Curriculum Guide

### Building Trades



# **Curriculum Guide For Building Trades**

**Course Rationale, Course Description, Units of Study**

**Competencies**

**Crosswalk to Show Me Standards**

**Articulation Agreements**

**Employer Survey / Advisory Board Minutes**

**Instructional Methods**

**Integrated Lesson Sample**

**Work Experience Program**

**SkillsUSA Officers**

**Teacher Certification**

**School and Program Policies and Procedures**

**Inventory**

**Program Enrollment Data**

**Placement Data**

**Program Evaluation**

**Program Brochures/Enrollment Packet**

**Miscellaneous**

## **BUILDING TRADES – CARPENTRY**

2 year program; 3 units of credit per year

This course is open to juniors who show an interest and aptitude in the field of construction as a wage earning occupation.

Students are familiarized with entry level skills for the major trades involved in residential construction such as carpentry, siding, interior trim, drywall hanging, roofing, concrete work and landscaping.

Most of the program involves the actual building of a house in Lewis & Clark Career Center's own subdivision. Students not only gain experience in home construction, but also will learn about subdivision construction. Houses are sold upon completion. Students will gain experience in building both a single and a two-story dwelling.

It is recommended that students have one year of industrial arts.

# LEWIS & CLARK CAREER CENTER

## BUILDING TRADES UNITS OF STUDY

- Safety
- Measuring for Construction Technology
- Introduction to Construction Field
- Hand Tools & Power Tools
- Preparation of Job Site
- Layout of Job Site
- Working with Subcontractors
- Framing
- Roofing
- Siding
- Windows & Doors
- Insulating & Drywall
- Interior Finish
- Walkways/Driveways
- Landscaping
- Employment Skills
- SkillsUSA
- **In addition to a Statewide Articulation Agreement, this program is also Articulated with: Associated General Contractors of St. Louis  
Construction Craft Laborer Apprenticeship  
Floor Layers Apprenticeship**

**Building Trades  
Grading System**

**Employability Skills - 25%**

**Classroom – 25%**

**Shop- 50%**

# LEWIS & CLARK CAREER CENTER

## BUILDING TRADES COMPETENCIES

STUDENT:

ID NO:

Rating Scale:           3     Mastered  
                               2     Requires Supervision  
                               1     Not Mastered  
                               N     No Exposure

3	2	1	N	TASK MASTERY CHECKLIST
				1. Demo good safety practices
				2. ID & use measuring & layout tools
				3. Read rule
				4. ID proper use of power & hand tools
				5. ID & use nails & fasteners
				6. Use pneumatic tools safely
				7. Estimate square feet
				8. Estimate linear feet
				9. Estimate cubic feet
				10. Construct scaffolding
				11. ID methods & materials for thermal insulation
				12. ID types & qualities of exterior protective coatings
				13. ID purposes of bldg codes, zoning laws & bldg permits
				14. Read & interpret working drawings
				15. Interpret blueprint symbols
				16. ID steps of bldg process
				17. Estimate labor costs
				18. ID grades of lumber & plywood
				19. Organize building mtl
				20. Use Builder's level
				21. Establish elevation reference points from Bench Mark
				22. Layout building
				23. Construct footing form
				24. Install drywall for footing & foundation
				25. Erect plywood panel wall forms
				26. Erect manufactured wall forms
				27. Construct concrete stair forms
				28. Construct box for specified (special) openings
				29. Strip forms
				30. Layout & install anchor bolts in concrete
				31. Install bulkhead
				32. Install expansion & contraction joint
				33. Set screeds
				34. Waterproof foundation
				35. Build & install forms for horizontal concrete
				36. Install termite shield
				37. Install lally post
				38. Install beam

				39. Install sill plate & sealer
				40. Construct sill box
				41. Install floor joists
				42. Frame floor opening
				43. Install subfloor
				44. Install cross-bridging
				45. Construct corner post
				46. Construct partition studs
				47. Frame openings
				48. Install diagonal bracing (wind brace)
				49. Align & brace wall
				50. Install backing for hanging fixture & cabinet
				51. Install exterior wall sheathing
				52. Install metal studs
				53. Install ceiling joists
				54. Install ridgeboard
				55. Layout, cut, & install common rafters
				56. Install roof trusses
				57. Layout, cut & install valley rafters
				58. Layout, cut & install valley rafters
				59. Layout, cut & install tail rafters
				60. Layout, cut & install cripple jack rafters
				61. Layout, cut & install hip jack rafters
				62. Layout, cut & install valley jack rafters
				63. Frame dormers
				64. Layout, cut & install gable studs
				65. Construct intersecting gable roof
				66. Apply roof sheathing
				67. Install collar beams
				68. Frame roof openings
				69. Layout, construct & install knee wall
				70. Construct box cornice
				71. Construct rake cornice
				72. Install roofing felt
				73. Install chimney flashing
				74. Install step flashing
				75. Install valley flashing
				76. Install roof vent
				77. Install drip cap
				78. Install skylight
				79. Install composite strip shingles
				80. Install composite shingles in valley
				81. Install composite shingles around roof opening
				82. Install shingles over dormer or roof appendage
				83. Install composite shingles of ridge cap
				84. Install ridge vent
				85. Install wood shingles/shakes
				86. Install wood shingles/shakes in valley
				87. Install wood shingles/shakes around roof openings
				88. Install wood shingles/shakes on ridge cap
				89. Install wood jamb window unit
				90. Install exterior door jamb
				91. Case exterior door
				92. Hang exterior door
				93. Install weatherstripping
				94. Install pre-hung exterior door

			95. Install drip cap
			96. Install wood louvers
			97. Install metal or vinyl siding
			98. Install wood siding
			99. Install wood shingles/shakes of walls
			100. Install metal or vinyl soffit
			101. Install wood soffit
			102. Install metal
			103. Install wood fascia
			104. Construct & install column
			105. Install prefab column
			106. Install prefab storm doors & windows
			107. Install fixed exterior shutters
			108. Apply caulk & glazing compounds
			109. Install gutters
			110. Install downspout (leader)
			111. Install metal newel post & railing
			112. Install wood newel post, balusters & railings
			113. Layout, cut & install porches & decks
			114. Install underlayment over subfloor
			115. Install parquet flooring
			116. Install plank flooring
			117. Install tongue & groove flooring
			118. Install batt insulation
			119. Install vapor barrier
			120. Hang drywall (gypsum) over wood or metal studs
			121. Install interior door jamb
			122. Trim interior doors
			123. Trim interior windows
			124. Case interior openings
			125. Install prehung door unit (slit jamb)
			126. Install double-acting door
			127. Install folding (accordion) door
			128. Install sliding door
			129. Install bi-fold door
			130. Install pocket door
			131. Install threshold
			132. Install cylinder lock set
			133. Install mortise lock set
			134. Install deadbolt lock
			135. Install door closer
			136. Install door holder
			137. Install flush bolt
			138. Install door plate
			139. Install door stops
			140. Install shelving
			141. Install closet accessories
			142. Assemble prefab cabinets
			143. Install wall cabinet
			144. Install base cabinet
			145. Install countertop & backsplash
			146. Install medicine cabinets
			147. Install wall paneling
			148. Install baseboards
			149. Install suspended T-grid
			150. Install suspended concealed grid ceiling

				151. Install ceiling molding
				152. Install disappearing stair unit
				153. Set metal window frame
				154. Set metal door frame
				155. Layout, cut & install stringers
				156. Install tread & risers
				157. Construct box stairs
				158. Install wood newel post, balusters & railing (handrail)
				159. Install metal newel post & railing (int newel post)
				160. Install prefab stairs
				161. Install skirtboard
				162. Demo understanding of VICA, structure & activities
				163. Demo understanding of one's personal values
				164. Perform tasks related to effective personal mgmt skills
				165. Demo interpersonal skills
				166. Demo etiquette & courtesy
				167. Demo effectiveness in oral & written communication
				168. Develop & maintain code of professional ethics
				169. Maintain good professional appearance
				170. Perform basic tasks related to securing & terminating employment
				171. Perform basic parliamentary procedures in group meeting

\* Highlighted items indicated essential skills.









NOTES: \* = Essential competencies (essential for the first day on the job). The numbers in brackets (e.g., A01) reflect the IDs used in computerized tracking software. \*\*NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons

# Arpentry

## Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
01.1	CA.6	2.3		CA/IV /9-12/1/d	SC/II.A/9-12/1/a	SS/III.D/9-12/1/d	HP/II.A/9-12/1/a	
	HP.1	2.6		CA/IV /9-12/1/f		SS/III.D/9-12/1/g	HP/II.D/9-12/1/a	
	HP.2	3.1				SS/III.D/9-12/1/j	HP/II.D/9-12/1/b	
	HP.4	3.2				SS/III.D/9-12/2/d	HP/III.B/9-12/3/a	
	HP.6	3.7				SS/III.D/9-12/2/g	HP/III.B/9-12/3/b	
	SC.8	4.1				SS/III.D/9-12/2/j	HP/III.B/9-12/5/a	
	SS.3	4.3				SS/III.D/9-12/3/d	HP/III.C/9-12/2/a	
	SS.4	4.7				SS/III.D/9-12/3/g	HP/III.D/9-12/1/a	
		4.7				SS/III.D/9-12/3/j	HP/IV.D/9-12/1/a	
							HP/IV.D/9-12/1/b	
01.2	HP.1	1.1					HP/IV.D/9-12/2/a	
	HP.4	1.2			SC/II.A/9-12/3/a	SS/IV.B/9-12/1/a	HP/III.B/9-12/3/a	
	HP.7	1.7			SC/IB/9-12/1/a	SS/IV.B/9-12/1/d	HP/III.B/9-12/3/b	
	SC.3	2.3			SC/IB/9-12/2/a	SS/IV.B/9-12/1/e	HP/III.B/9-12/5/a	
	SC.7	3.1			SC/II.A/9-12/1/a	SS/IV.B/9-12/1/i	HP/IV.C/9-12/2/a	
	SC.8	3.2					HP/IV.C/9-12/2/b	
	SS.6	3.3						
		3.4						
		3.5						
		3.6						
	3.7							
01.3	MA.1	1.4						
	MA.2	1.5						
	MA.5	1.6						
	MA.6	1.7						
		1.10						
		2.1						
		2.2						

**KEY:** \* = may use all "to do" statements  
 # = same Frameworks as previous competency  
 98 = same Frameworks as previous competency  
 99 = "to know" statements may not be applicable

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		26	MA / II.. /9-12 /2 /a					
		31	MA / II.. /9-12 /2 /e					
		33	MA / II.. /9-12 /2 /h					
		34	MA / II.. /9-12 /3 /a					
		35	MA / II.. /9-12 /3 /e					
		41	MA / II.. /9-12 /3 /h					
		48	MA / II.. /9-12 /4 /a					
			MA / II.. /9-12 /4 /e					
			MA / II.. /9-12 /4 /h					
			MA / III.. /9-12 /1 /b					
			MA / III.. /9-12 /1 /c					
			MA / III.. /9-12 /2 /b					
			MA / III.. /9-12 /2 /c					
			MA / III.. /9-12 /5 /b					
			MA / III.. /9-12 /5 /c					
			MA / IV.. /9-12 /3 /*					
01.4	CA5	1.1		CA / IV.. /9-12 /1 /e	SC / I.A /9-12 /4 /a			
	SC.1	1.5		CA / IV.. /9-12 /1 /f	SC / II.A /9-12 /1 /a			
	SC2	1.6		CA / IV.. /9-12 /1 /g	SC / II.B /9-12 /2 /a			
	SC7	1.8			SC / IV.B /9-12 /3 /a			
		1.10			SC / IV.C /9-12 /2 /a			
		3.2						
		3.3						
		3.6						
		4.1						
		4.7						
01.5	CA5	1.1		CA / I.. /9-12 /1 /b	SC / IV.C /9-12 /1 /a			
	SC.2	1.5		CA / IV.. /9-12 /1 /e				
		1.10		CA / IV.. /9-12 /1 /f				
		4.7						
01.6	CA5	1.5		CA / IV.. /9-12 /1 /e	SC / IV.B /9-12 /1 /a		HP / II.D /9-12 /1 /b	
	HP6	1.6		CA / IV.. /9-12 /1 /f	SC / IV.B /9-12 /2 /a			
	SC2	1.7			SC / IV.C /9-12 /2 /a			
		1.10						
		2.6						

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
01.7	MA.1	3.4	MA/I./9-12/1/d					
	MA.2	4.1	MA/I./9-12/1/e					
	MA.3	2.6	MA/I./9-12/2/d					
	MA.4	3.2	MA/I./9-12/2/e					
	MA.5	3.3	MA/I./9-12/3/d					
		3.4	MA/I./9-12/3/e					
		3.8	MA/I./9-12/4/d					
		4.1	MA/I./9-12/4/e					
		4.6	MA/II./9-12/4/h					
				MA/IV./9-12/3/d				
01.8	CA.5	1.5		CA/IV./9-12/1/d	SC/IIA/9-12/1/a	SS/IA/9-12/1/h	HP/IIA/9-12/3/a	
	HP.4	1.6		CA/IV./9-12/1/e		SS/IA/9-12/1/i	HP/IV/D/9-12/2/a	
	HP.6	1.7		CA/IV./9-12/1/f		SS/IA/9-12/1/k		
	SC.7	1.10		CA/IV./9-12/1/g		SS/IA/9-12/6/h		
	SS.3	2.3				SS/IA/9-12/6/i		
	SS.6	2.6				SS/IA/9-12/6/k		
		3.2						
		3.3						
		3.7						
		3.8						
01.9	CA.5	1.5		CA/IV./9-12/1/e	SC/IIA/9-12/1/a	SS/IA/9-12/1/f	HP/IB/9-12/1/a	
	HP.6	1.6		CA/IV./9-12/1/f	SC/IIA/9-12/2/a	SS/IA/9-12/1/i	HP/IB/9-12/2/a	
	SC.8	1.7		CA/IV./9-12/1/g		SS/IA/9-12/1/j	HP/II/D/9-12/1/b	
	SS.3	1.9				SS/IA/9-12/1/k	HP/III/D/9-12/1/a	
	SS.5	1.10				SS/IA/9-12/2/f		

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SS 6	26				SS / I.A / 9-12 / 2 / i		
		31				SS / I.A / 9-12 / 2 / j		
		32				SS / I.A / 9-12 / 2 / k		
		34				SS / I.A / 9-12 / 3 / f		
		36				SS / I.A / 9-12 / 3 / i		
		37				SS / I.A / 9-12 / 3 / j		
		38				SS / I.A / 9-12 / 3 / k		
		42				SS / I.A / 9-12 / 4 / i		
		43				SS / I.B / 9-12 / 3 / j		
		47				SS / I.D / 9-12 / 5 / f		
						SS / I.D / 9-12 / 5 / g		
						SS / I.D / 9-12 / 5 / j		
						SS / I.D / 9-12 / 5 / k		
						SS / I.V.E / 9-12 / 3 / g		
						SS / I.V.E / 9-12 / 3 / h		
						SS / I.V.E / 9-12 / 3 / i		
						SS / I.V.E / 9-12 / 3 / j		
						SS / I.V.E / 9-12 / 3 / k		
						SS / I.V.E / 9-12 / 3 / m		
						SS / I.V.E / 9-12 / 4 / g		
						SS / I.V.E / 9-12 / 4 / h		
						SS / I.V.E / 9-12 / 4 / i		
						SS / I.V.E / 9-12 / 4 / j		
						SS / I.V.E / 9-12 / 4 / k		
						SS / I.V.E / 9-12 / 4 / m		
						SS / I.V.E / 9-12 / 5 / g		
						SS / I.V.E / 9-12 / 5 / h		
						SS / I.V.E / 9-12 / 5 / i		
						SS / I.V.E / 9-12 / 5 / j		
						SS / I.V.E / 9-12 / 5 / k		
						SS / I.V.E / 9-12 / 5 / m		
02.1	CA 3	14	MA / I. / 9-12 / 1 / d	CA / I. / 9-12 / 1 / b				
	MA 1	15	MA / I. / 9-12 / 2 / d	CA / I. / 9-12 / 1 / c				
	MA 2	16	MA / I. / 9-12 / 3 / d	CA / I. / 9-12 / 2 / a				
		17	MA / I. / 9-12 / 4 / d	CA / I. / 9-12 / 2 / d				

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts	
02.2	CA 3 CA 5	1.10	MA / II... / 9-12 / 3 / c						
		2.6	MA / II... / 9-12 / 3 / d						
		3.4	MA / II... / 9-12 / 3 / e						
		3.5	MA / II... / 9-12 / 3 / h						
		3.6	MA / III... / 9-12 / 1 / a						
			MA / III... / 9-12 / 1 / c						
			MA / III... / 9-12 / 1 / d						
			MA / III... / 9-12 / 2 / a						
			MA / III... / 9-12 / 2 / c						
			MA / III... / 9-12 / 2 / d						
			MA / III... / 9-12 / 4 / a						
			MA / III... / 9-12 / 4 / c						
			MA / III... / 9-12 / 4 / d						
			MA / III... / 9-12 / 5 / a						
	MA / III... / 9-12 / 5 / c								
	MA / III... / 9-12 / 5 / d								
	MA / IV... / 9-12 / 3 / c								
	CA / I... / 9-12 / 2 / c								
	CA / I... / 9-12 / 2 / d								
	CA / I... / 9-12 / 3 / b								
	CA / I... / 9-12 / 3 / f								
02.3	CA 5 SC 7	1.2		CA / I... / 9-12 / 1 / b	SC / I / A / 9-12 / 1 / a				
		1.4							
		1.6							
		1.8							
		1.10							
		3.3							
		3.4							
		3.5							
		4.5							
		4.6							
		4.7							
			CA 5	1.4	MA / I... / 9-12 / 1 / *	CA / I... / 9-12 / 1 / b			
			MA 1	1.5	MA / I... / 9-12 / 2 / *	CA / I... / 9-12 / 2 / a			

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA 3	16	MA / I / 9-12 / 3 / *	CA / I / 9-12 / 2 / c				
	MA 5	17	MA / I / 9-12 / 4 / *	CA / I / 9-12 / 3 / a				
		18	MA / II / 9-12 / 2 / a	CA / I / 9-12 / 3 / c				
			MA / II / 9-12 / 2 / h					
			MA / II / 9-12 / 3 / a					
			MA / II / 9-12 / 3 / h					
			MA / II / 9-12 / 4 / a					
			MA / II / 9-12 / 4 / h					
			MA / IV / 9-12 / 1 / *					
			MA / IV / 9-12 / 2 / *					
			MA / IV / 9-12 / 3 / *					
			MA / V / 9-12 / 1 / a					
			MA / V / 9-12 / 2 / a					
			MA / V / 9-12 / 3 / a					
			MA / V / 9-12 / 4 / a					
02 5	CA 1	15		CA / I / 9-12 / 98 / #	SC / III A / 9-12 / 1 / a	SS / III D / 9-12 / 3 / n		
	CA 5	1 10			SC / III A / 9-12 / 2 / a	SS / III D / 9-12 / 4 / n		
	SC 3	25			SC / VII A / 9-12 / 2 / a	SS / III D / 9-12 / 6 / n		
	SC 4	27			SC / VIII B / 9-12 / 2 / a	SS / III D / 9-12 / 8 / n		
	SC 8	31				SS / III D / 9-12 / 9 / n		
		32						
		33						
		34						
		35						
		44						
02 6	CA 5	12	MA / I / 9-12 / 1 / d	CA / I / 9-12 / 1 / b	SC / I A / 9-12 / 1 / a			
	MA 1	15	MA / I / 9-12 / 2 / d	CA / I / 9-12 / 2 / d	SC / II A / 9-12 / 1 / a			
	MA 3	16	MA / I / 9-12 / 3 / d	CA / I / 9-12 / 3 / c				
	SC 7	17	MA / I / 9-12 / 4 / d	CA / I / 9-12 / 3 / f				
		18		CA / I / 9-12 / 6 / c				
		1 10						
		32						
		33						
		34						
		35						

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# Carpentry

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
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36  
38  
44  
47

027

CA 5  
MA 1  
MA 3  
SC 7

12  
15  
16  
17  
18  
110  
32  
33  
34  
35  
36  
38  
44  
47

MA / I / 9-12 / 98 / # CA / I / 9-12 / 98 / #

028

CA 5  
SC 7

12  
14  
16  
18  
110  
33  
34  
35  
45  
46  
47

CA / I / 9-12 / 1 / b SC / I / A / 9-12 / 1 / a

031

MA 1  
MA 2  
SC 7

14  
16  
17  
18  
110  
26

MA / I / 9-12 / 1 / d MA / I / 9-12 / 2 / d  
MA / I / 9-12 / 3 / d MA / I / 9-12 / 4 / d  
MA / I / 9-12 / 3 / c MA / V / 9-12 / 1 / a

SC / I / A / 9-12 / 1 / a

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
032	MA 1	14	MA / V... / 9-12 / 1 / c	CA / L... / 9-12 / 1 / b	SC / I / A / 9-12 / 1 / a	SS / I / VE / 9-12 / 3 / g		
	MA 2	17	MA / L... / 9-12 / 2 / d	CA / L... / 9-12 / 1 / c		SS / I / VE / 9-12 / 3 / h		
	SC 7	10	MA / L... / 9-12 / 3 / d	CA / L... / 9-12 / 2 / a		SS / I / VE / 9-12 / 3 / i		
	SS 5	25	MA / L... / 9-12 / 4 / d	CA / L... / 9-12 / 2 / d		SS / I / VE / 9-12 / 3 / j		
		26	MA / III... / 9-12 / 1 / a			SS / I / VE / 9-12 / 3 / k		
		31	MA / III... / 9-12 / 1 / c			SS / I / VE / 9-12 / 3 / m		
		32	MA / III... / 9-12 / 1 / d			SS / I / VE / 9-12 / 4 / g		
		33	MA / III... / 9-12 / 2 / a			SS / I / VE / 9-12 / 4 / h		
		34	MA / III... / 9-12 / 2 / c			SS / I / VE / 9-12 / 4 / i		
		41	MA / III... / 9-12 / 2 / d			SS / I / VE / 9-12 / 4 / j		
	44	MA / III... / 9-12 / 4 / a			SS / I / VE / 9-12 / 4 / k			
	46	MA / III... / 9-12 / 4 / c			SS / I / VE / 9-12 / 4 / m			
			MA / III... / 9-12 / 4 / d			SS / I / VE / 9-12 / 5 / g		
			MA / III... / 9-12 / 5 / a			SS / I / VE / 9-12 / 5 / h		
			MA / III... / 9-12 / 5 / c			SS / I / VE / 9-12 / 5 / i		
			MA / III... / 9-12 / 5 / d			SS / I / VE / 9-12 / 5 / j		
			MA / IV... / 9-12 / 3 / c			SS / I / VE / 9-12 / 5 / k		
			MA / V... / 9-12 / 1 / b			SS / I / VE / 9-12 / 5 / m		
			MA / V... / 9-12 / 1 / d					
			MA / V... / 9-12 / 1 / f					
			MA / V... / 9-12 / 1 / i					
			MA / V... / 9-12 / 2 / b					
			MA / V... / 9-12 / 2 / d					
			MA / V... / 9-12 / 2 / f					
			MA / V... / 9-12 / 2 / i					
			MA / V... / 9-12 / 3 / b					
			MA / V... / 9-12 / 3 / d					
			MA / V... / 9-12 / 3 / f					
			MA / V... / 9-12 / 3 / i					
033	CA 5	14		CA / L... / 9-12 / 1 / b		SS / I / B / 9-12 / 1 / *		
	SS 7	15		CA / L... / 9-12 / 1 / c				

**KEY:** \* = may use all "to do" statements # = same Frameworks as previous competency  
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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		18		CA / I . / 9-12 / 2 / a				
		110		CA / I . / 9-12 / 2 / d				
		26		CA / I . / 9-12 / 6 / c				
		31		CA / I . / 9-12 / 6 / d				
		32						
		33						
		35						
		38						
04.1	CA.5	15	MA / I . / 9-12 / 1 / d	CA / I . / 9-12 / 1 / b	SC / I.A / 9-12 / 1 / a	SS / II.B / 9-12 / 4 / e	HP / IV.D / 9-12 / 2 / a	
	HP.4	17	MA / I . / 9-12 / 4 / d	CA / I . / 9-12 / 1 / c	SC / IV.B / 9-12 / 2 / a	SS / II.B / 9-12 / 4 / h		
	MA.1	110		CA / I . / 9-12 / 6 / c	SC / IV.C / 9-12 / 3 / a	SS / II.B / 9-12 / 4 / j		
	MA.2	22		CA / I . / 9-12 / 6 / d		SS / II.B / 9-12 / 4 / l		
	SC.2	23		CA / IV . / 9-12 / 1 / e		SS / II.B / 9-12 / 4 / n		
	SC.7	25		CA / IV . / 9-12 / 1 / g		SS / II.B / 9-12 / 4 / o		
	SS.6	26				SS / II.B / 9-12 / 5 / e		
		32				SS / II.B / 9-12 / 5 / h		
		33				SS / II.B / 9-12 / 5 / j		
		34				SS / II.B / 9-12 / 5 / l		
		35				SS / II.B / 9-12 / 5 / n		
		36				SS / II.B / 9-12 / 5 / o		
		38						
		44						
		45						
		46						
		47						
04.2	CA.5	15	MA / I . / 9-12 / 98 / #	CA / I . / 9-12 / 1 / b	SC / I.A / 9-12 / 1 / a			
	MA.1	17		CA / I . / 9-12 / 6 / c				
	MA.2	110		CA / I . / 9-12 / 6 / d				
	SC.7	22						
		23						
		25						
		26						
		32						
		33						
		34						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
04.3	CA.5	15	MA/L./9-12/1/d	CA/L./9-12/1/b	SC/LA/9-12/1/a	SS/II/B/9-12/4/e	HP/W/D/9-12/2/a	
	HP.4	17	MA/L./9-12/4/d	CA/L./9-12/1/c	SC/IV/B/9-12/2/a	SS/II/B/9-12/4/h		
	MA.1	110		CA/L./9-12/6/c	SC/IV/C/9-12/3/a	SS/II/B/9-12/4/i		
	MA.2	22		CA/L./9-12/6/d		SS/II/B/9-12/4/l		
	SC.2	23		CA/IV./9-12/1/e		SS/II/B/9-12/4/n		
	SC.7	25		CA/IV./9-12/1/g		SS/II/B/9-12/4/o		
	SS.6	26				SS/II/B/9-12/5/e		
		32				SS/II/B/9-12/5/h		
		33				SS/II/B/9-12/5/j		
		34				SS/II/B/9-12/5/l		
		35				SS/II/B/9-12/5/n		
		36				SS/II/B/9-12/5/o		
		38						
	44							
	45							
	46							
	47							
04.4	CA.5	1.10		CA/L./9-12/1/b	SC/LA/9-12/1/a			
	SC.7	26		CA/L./9-12/6/c				
		32		CA/L./9-12/6/d				
		33						
		34						
	35							
	36							
	37							
	38							
04.5	CA.5	15	MA/L./9-12/1/d	CA/L./9-12/98/#	SC/LA/9-12/1/a			
	MA.1	17	MA/L./9-12/4/d					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
046	MA 2	1 10						
	SC 7	22						
		23						
		25						
		26						
		32						
		33						
		34						
		35						
		36						
	38							
	44							
	45							
	46							
	47							
046	CA 5	15	MA / I . / 9-12 / 98 / #	CA / I . / 9-12 / 1 / b	SC / I / A / 9-12 / 1 / a	SS / II / B / 9-12 / 4 / e	HP / IV / D / 9-12 / 2 / a	
	HP 4	17		CA / I . / 9-12 / 1 / c	SC / IV / B / 9-12 / 2 / a	SS / II / B / 9-12 / 4 / h		
	MA 1	1 10		CA / I . / 9-12 / 6 / c	SC / IV / C / 9-12 / 3 / a	SS / II / B / 9-12 / 4 / j		
	MA 2	22		CA / I . / 9-12 / 6 / d		SS / II / B / 9-12 / 4 / l		
	SC 2	23		CA / IV . / 9-12 / 1 / e		SS / III / B / 9-12 / 4 / n		
	SC 7	25		CA / IV . / 9-12 / 1 / g		SS / III / B / 9-12 / 4 / o		
	SS 6	26				SS / II / B / 9-12 / 5 / e		
		32				SS / II / B / 9-12 / 5 / h		
		33				SS / II / B / 9-12 / 5 / j		
		34				SS / II / B / 9-12 / 5 / l		
		35				SS / III / B / 9-12 / 5 / n		
		36				SS / III / B / 9-12 / 5 / o		
		38						
		44						
		45						
		46						
		47						
047	CA 5	15	MA / I . / 9-12 / 98 / #	CA / I . / 9-12 / 1 / b	SC / I / A / 9-12 / 1 / a			
	MA 1	17		CA / I . / 9-12 / 6 / c				
	MA 2	1 10		CA / I . / 9-12 / 6 / d				

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC 7	22						
		23						
		25						
		26						
		32						
		33						
		34						
		35						
		36						
		38						
		44						
		45						
		46						
		47						
04.8	CA 5	1.10		CA/1./9-12/98/#		SC/1A/9-12/1/a		
	SC 7	26						
		32						
		33						
		34						
		35						
		36						
		37						
		38						
04.9	CA 5	1.5	MA/1./9-12/98/#	CA/1./9-12/98/#		SC/1A/9-12/1/a		
	MA.1	1.7						
	MA.2	1.10						
	SC 7	2.2						
		2.3						
		2.5						
		2.6						
		3.2						
		3.3						
		3.4						
		3.5						
		3.6						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		38						
		44						
		45						
		46						
		47						
04 10	CA 5	15	MA/1./9-12/1/d	CA/1./9-12/1/b	SC/1/A/9-12/1/a	SS/11/B/9-12/4/e	HP/IV/D/9-12/2/a	
	HP 4	17	MA/1./9-12/3/d	CA/1./9-12/1/c	SC/IV/B/9-12/2/a	SS/11/B/9-12/4/h		
	MA 1	1 10		CA/1./9-12/6/c	SC/IV/C/9-12/3/a	SS/11/B/9-12/4/i		
	MA 2	22		CA/1./9-12/6/d		SS/11/B/9-12/4/l		
	SC 2	23		CA/IV./9-12/1/e		SS/11/B/9-12/4/n		
	SC 7	25		CA/IV./9-12/1/g		SS/11/B/9-12/4/o		
	SS 6	26				SS/11/B/9-12/5/e		
		32				SS/11/B/9-12/5/h		
		33				SS/11/B/9-12/5/i		
		34				SS/11/B/9-12/5/l		
		35				SS/11/B/9-12/5/n		
		36				SS/11/B/9-12/5/o		
		38						
		44						
		45						
		46						
		47						
05 1	CA 5	15	MA/1./9-12/1/d	CA/1./9-12/1/b	SC/1/A/9-12/1/a			
	MA 1	17		CA/1./9-12/1/c				
	MA 2	1 10	MA/1./9-12/4/d	CA/1./9-12/6/c				
	SC 7	22		CA/1./9-12/6/d				
		23						
		25						
		26						
		32						
		33						
		34						
		35						
		36						
		38						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		44						
		45						
		46						
		47						
052	CA 5	15	MA / I. / 9-12 / 98 / #	CA / I. / 9-12 / 1 / b	SC / I.A / 9-12 / 1 / a	SS / II.B / 9-12 / 4 / e	HP / IV.D / 9-12 / 2 / a	
	HP 4	17		CA / I. / 9-12 / 6 / c		SS / II.B / 9-12 / 4 / h		
	MA 1	110		CA / I. / 9-12 / 6 / d		SS / II.B / 9-12 / 4 / j		
	MA 2	22				SS / II.B / 9-12 / 4 / l		
	SC.7	23				SS / II.B / 9-12 / 4 / n		
	SS.6	25				SS / II.B / 9-12 / 4 / o		
		26				SS / II.B / 9-12 / 5 / e		
		32				SS / II.B / 9-12 / 5 / h		
		33				SS / II.B / 9-12 / 5 / j		
		34				SS / II.B / 9-12 / 5 / l		
		35				SS / II.B / 9-12 / 5 / n		
		36				SS / II.B / 9-12 / 5 / o		
		38						
		44						
		45						
		46						
		47						
053	CA 5	15	MA / I. / 9-12 / 98 / #	CA / I. / 9-12 / 1 / b	SC / I.A / 9-12 / 1 / a			
	MA 1	17		CA / I. / 9-12 / 6 / c				
	MA 2	110		CA / I. / 9-12 / 6 / d				
	SC.7	22						
		23						
		25						
		26						
		32						
		33						
		34						
		35						
		36						
		38						
		44						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
GS 4	CA 5	15	MA / I / 9-12 / 98 / #	CA / I / 9-12 / 98 / #	SC / I / A / 9-12 / 1 / a			
	MA 1	17						
	MA 2	10						
	SC 7	22						
		23						
		25						
		26						
GS 5	CA 5	15	MA / I / 9-12 / 98 / #	CA / I / 9-12 / 98 / #	SC / I / A / 9-12 / 1 / a	SS / II / B / 9-12 / 4 / e	HP / N / D / 9-12 / 2 / a	
	HP 4	17				SS / II / B / 9-12 / 4 / h		
	MA 1	10				SS / II / B / 9-12 / 4 / i		
	MA 2	22				SS / II / B / 9-12 / 4 / l		
	SC 7	23				SS / II / B / 9-12 / 4 / n		
	SS 6	25				SS / II / B / 9-12 / 4 / o		
		26				SS / II / B / 9-12 / 5 / e		
		32				SS / II / B / 9-12 / 5 / h		
		33				SS / II / B / 9-12 / 5 / j		
		34				SS / II / B / 9-12 / 5 / l		
	35				SS / II / B / 9-12 / 5 / m			
	36				SS / II / B / 9-12 / 5 / n			
	38				SS / II / B / 9-12 / 5 / o			
	44							
	45							
	46							
	47							

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
05.6	CA.5	1.5	MA/1./9-12/98/#	CA/1./9-12/98/#	SC/1A/9-12/1/a			
	MA.1	1.7						
	MA.2	1.10						
	SC.7	2.2						
		2.3						
		2.5						
		2.6						
		3.2						
		3.3						
		3.4						
05.7	CA.5	1.5	MA/1./9-12/1/d	CA/1./9-12/98/#	SC/1A/9-12/1/a			
	MA.1	1.7						
	MA.2	1.10						
	SC.7	2.2						
		2.3						
		2.5						
		2.6						
		3.2						
		3.3						
		3.4						
	3.5							
	3.6							
	3.8							
	4.4							
	4.5							
	4.6							
	4.7							

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
058	CA 5 MA 1 MA 2 SC 7	15 17 110 22 23 25 26 32 33 34 35 36 38 44 45 46 47	MA / I / 9-12 / 98 / #	CA / I / 9-12 / 98 / #	SC / I / A / 9-12 / 11 / a			
059	CA 5 HP 4 MA 1 MA 2 SC 7 SS 6	15 17 110 22 23 25 26 32 33 34 35 36 38 44 45 46 47	MA / I / 9-12 / 98 / #	CA / I / 9-12 / 98 / #	SC / I / A / 9-12 / 11 / a	SS / II / B / 9-12 / 4 / e SS / II / B / 9-12 / 4 / h SS / III / B / 9-12 / 4 / j SS / III / B / 9-12 / 4 / l SS / III / B / 9-12 / 4 / n SS / III / B / 9-12 / 4 / o SS / III / B / 9-12 / 5 / e SS / III / B / 9-12 / 5 / h SS / III / B / 9-12 / 5 / j SS / III / B / 9-12 / 5 / l SS / III / B / 9-12 / 5 / n SS / III / B / 9-12 / 5 / o	HP / IV / D / 9-12 / 2 / a	

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
06 10	CA 5	15	MA/1./9-12/1/d	CA/1./9-12/98/#	SC/1A/9-12/1/a			
	MA 1	17	MA/1./9-12/4/d					
	MA 2	110	MA/VI./9-12/1/a					
	SC 7	22	MA/VI./9-12/1/b					
		23	MA/VI./9-12/1/i					
		25	MA/VI./9-12/3/a					
		26	MA/VI./9-12/3/b					
		32	MA/VI./9-12/3/i					
		33						
		34						
06 11	CA 5	15	MA/1./9-12/1/d	CA/1./9-12/98/#	SC/1A/9-12/1/a			
	MA 1	17	MA/1./9-12/4/d					
	MA 2	110						
	SC 7	22						
		23						
		25						
		26						
		32						
		33						
		34						
06 1	CA 5	15	MA/1./9-12/98/#	CA/1./9-12/98/#	SC/1A/9-12/1/a	SS/11B/9-12/4/e		
		15						
		16						
		17						
		18						
		19						
		20						
		21						
		22						
		23						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA 1	17				SS // B / 9-12 / 4 / h		
	MA 2	110				SS // B / 9-12 / 4 / l		
	SC 7	22				SS // B / 9-12 / 4 / l		
	SS 6	23				SS // B / 9-12 / 4 / n		
		25				SS // B / 9-12 / 4 / o		
		26				SS // B / 9-12 / 5 / e		
		32				SS // B / 9-12 / 5 / h		
		33				SS // B / 9-12 / 5 / j		
		34				SS // B / 9-12 / 5 / l		
		35				SS // B / 9-12 / 5 / n		
		36				SS // B / 9-12 / 5 / o		
		38						
		44						
		45						
		46						
		47						
062	CA 5	15	MA / I / 9-12 / 98 / #	CA / I / 9-12 / 98 / #	SC / I / A / 9-12 / 1 / a	SS / I / A / 9-12 / 98 / #		
	MA 1	17						
	MA 2	110						
	SC 7	22						
	SS 6	23						
		25						
		26						
		32						
		33						
		34						
		35						
		36						
		38						
		44						
		45						
		46						
		47						
063	CA 5	15	MA / I / 9-12 / 98 / #	CA / I / 9-12 / 98 / #	SC / I / A / 9-12 / 1 / a	SS / I / A / 9-12 / 98 / #		
	MA 1	17						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
06 4	MA 2	1 10						
	SC 7	22						
	SS 6	23						
		25						
		26						
		32						
		33						
		34						
		35						
		36						
06 5	CA 5	15						
	MA 1	17						
	MA 2	1 10						
	SC 7	22						
	SS 6	23						
		25						
		26						
		32						
		33						
		34						
06 5	CA 5	15	MA / 1 / 9-12 / 98 / #	CA / 1 / 9-12 / 98 / #	SC / 1A / 9-12 / 1 / a	SS / 1A / 9-12 / 98 / #		
	MA 1	17						
	MA 2	1 10						
	SC 7	22						
	SS 6	23						
		25						
		26						
		32						
		33						
		34						
06 5	CA 5	15	MA / 1 / 9-12 / 98 / #	CA / 1 / 9-12 / 98 / #	SC / 1A / 9-12 / 1 / a	SS / 1A / 9-12 / 98 / #		
	MA 1	17						
	MA 2	1 10						
	SC 7	22						
	SS 6	23						
		25						
		26						
		32						
		33						
		34						

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# Carpentry

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC2	22						
	SC7	23						
	SS6	25						
		26						
		32						
		33						
		34						
		35						
		36						
		38						
		44						
		45						
		46						
		47						
066	CA5	15	MA/1./9-12/98/#	CA/1./9-12/98/#	SC/1A/9-12/98/#	SS/1A/9-12/98/#		
	MA.1	17						
	MA.2	110						
	SC2	22						
	SC7	23						
	SS6	25						
		26						
		32						
		33						
		34						
		35						
		36						
		38						
		44						
		45						
		46						
		47						
067	CA5	15	MA/1./9-12/98/#	CA/1./9-12/98/#	SC/1A/9-12/98/#	SS/1A/9-12/1/a		
	MA.1	17						
	MA.2	110						
	SC7	22						

**KEY:** \* = may use all "to do" statements # = same Frameworks as previous competency  
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# Carpentry

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SS 6	23						
		25						
		26						
		32						
		33						
		34						
		35						
		36						
		38						
		44						
		45						
		46						
		47						
068	CA 5	15	MA / 1. / 9-12 / 98 / #	CA / 1. / 9-12 / 98 / #	SC / 1A / 9-12 / 1 / a	SS / 1A / 9-12 / 98 / #		
	MA 1	17						
	MA 2	110						
	SC 7	22						
	SS 6	23						
		25						
		26						
		32						
		33						
		34						
		35						
		36						
		38						
		44						
		45						
		46						
		47						
071	CA 5	15	MA / 1. / 9-12 / 98 / #	CA / 1. / 9-12 / 98 / #	SC / 1A / 9-12 / 1 / a	SS / 1A / 9-12 / 98 / #		
	MA 1	17						
	MA 2	110						
	SC 7	22						
	SS 6	23						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		25						
		26						
		32						
		33						
		34						
		35						
		36						
		38						
		44						
		45						
		46						
		47						
072	CA 5	15	MA / I. / 9-12 / 98 / #	CA / I. / 9-12 / 98 / #	SC / I.A / 9-12 / 1 / a	SS / I.A / 9-12 / 98 / #		
	MA 1	17						
	MA 2	110						
	SC 7	22						
	SS 6	23						
		25						
		26						
		32						
		33						
		34						
		35						
		36						
		38						
		44						
		45						
		46						
		47						
073	CA 5	15	MA / I. / 9-12 / 1 / d	CA / I. / 9-12 / 98 / #	SC / I.A / 9-12 / 1 / a	SS / I.A / 9-12 / 98 / #		
	MA 1	17	MA / I. / 9-12 / 4 / d		SC / I.V.B / 9-12 / 1 / a			
	MA 2	110	MA / VI. / 9-12 / 1 / a		SC / I.V.B / 9-12 / 3 / a			
	SC 2	22	MA / VI. / 9-12 / 1 / b					
	SC 7	23	MA / VI. / 9-12 / 1 / i					
	SS 6	25	MA / VI. / 9-12 / 3 / a					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
07 4	CA 5	15	MA/VI./9-12/3/b	CA/II./9-12/98/#	SC/IIA/9-12/1/a	SS/IIA/9-12/98/#		
	MA 1	17	MA/VI./9-12/4/d					
	MA 2	110						
	SC 7	22						
	SS 6	23						
		25						
		26						
		32						
		33						
		34						
07 5	CA 5	15	MA/VI./9-12/1/d	CA/II./9-12/98/#	SC/IIA/9-12/1/a	SS/IIA/9-12/98/#		
	MA 1	17	MA/VI./9-12/4/d		SC/IVB/9-12/1/a			
	MA 2	110	MA/VI./9-12/1/a		SC/IVB/9-12/3/a			
	SC 2	22	MA/VI./9-12/1/b					
	SC 7	23	MA/VI./9-12/1/a					
	SS 6	25	MA/VI./9-12/3/a					
		26	MA/VI./9-12/3/b					
		26						
		46						
		47						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA/VI.../9-12/3/I					
		32						
		33						
		34						
		35						
		36						
		38						
		44						
		45						
		46						
		47						
076	CA 5	15	MA/I.../9-12/98/#	CA/I.../9-12/98/#	SC/I/A/9-12/98/#	SS/I/A/9-12/98/#		
	MA 1	17						
	MA 2	110						
	SC 2	22						
	SC 7	23						
	SS 6	25						
		26						
		32						
		33						
		34						
		35						
		36						
		38						
		44						
		45						
		46						
		47						
077	CA 5	15	MA/I.../9-12/98/#	CA/I.../9-12/98/#	SC/I/A/9-12/1/a	SS/I/A/9-12/98/#		
	MA 1	17						
	MA 2	110						
	SC 7	22						
	SS 6	23						
		25						
		26						
		32						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
078	CA 5	15	MA / 1 / 9-12 / 98 / #	CA / 1 / 9-12 / 98 / #	SC / 1A / 9-12 / 1 / a	SS / 1A / 9-12 / 98 / #		
	MA 1	17						
	MA 2	110						
	SC 7	22						
	SS 6	23						
		25						
		26						
		32						
		33						
		34						
081	CA 5	15	MA / 1 / 9-12 / 98 / #	CA / 1 / 9-12 / 98 / #	SC / 1A / 9-12 / 1 / a			
	MA 1	17						
	MA 2	110						
	SC 7	26						
		32						
		33						
		38						
		44						
		45						
		46						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
082	CA.5	15		CA/1./9-12/98/#	SC/1A/9-12/1/a			
	SC.4	17			SC/V/A/9-12/2/a			
	SC.7	1.10			SC/V/A/9-12/3/a			
		23						
		26						
		32						
		33						
083	CA.5	15	MA/1./9-12/98/#	CA/1./9-12/98/#	SC/1A/9-12/1/a			
	MA.1	17						
	MA.2	1.10						
	SC.7	26						
		32						
		33						
		38						
084	CA.5	15	MA/1./9-12/98/#	CA/1./9-12/98/#	SC/1A/9-12/1/a			
	MA.1	17						
	MA.2	1.10						
	SC.7	26						
		32						
		33						
		38						
	44							
	45							
	46							
	47							

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
085	CA.5	15	MA/I./9-12/98/#	CA/I./9-12/98/#	SC/IA/9-12/1/a			
	MA.1	17						
	MA.2	110						
	SC.7	26						
		32						
		33						
		38						
		44						
		45						
		46						
		47						
086	CA.5	15	MA/I./9-12/98/#	CA/I./9-12/98/#	SC/IA/9-12/1/a			
	MA.1	17						
	MA.2	110						
	SC.7	26						
		32						
		33						
		38						
		44						
		45						
		46						
		47						
087								
091	CA.5	15	MA/I./9-12/1/d	CA/I./9-12/1/b	SC/IA/9-12/1/a			
	MA.1	17	MA/I./9-12/4/d	CA/I./9-12/6/c				
	MA.2	110		CA/I./9-12/6/d				
	SC.7	23						
		26						
		32						
		33						
		38						
		44						
		45						
	46							

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
09 2	CA 5 MA 1 MA 2 SC 7	15 17 110 23 26 32 33 38 44 45 46 47	MA / I / 9-12 / 98 / #	CA / I / 9-12 / 98 / #	SC / I / A / 9-12 / 1 / a			
09 3	CA 5 MA 1 MA 2 SC 7	15 17 110 23 26 32 33 38 44 45 46 47	MA / I / 9-12 / 98 / #	CA / I / 9-12 / 98 / #	SC / I / A / 9-12 / 1 / a			
09 4	CA 5 MA 1 MA 2 SC 7	15 17 110 23 26 32 33 38 44 45	MA / I / 9-12 / 98 / #	CA / I / 9-12 / 98 / #	SC / I / A / 9-12 / 1 / a			

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
09.5	CA.5	1.5	MA/L./9-12/98/#	CA/L./9-12/98/#	SC/LA/9-12/1/a			
	MA.1	1.7						
	MA.2	1.10						
	SC.7	2.3						
		2.6						
		3.2						
		3.3						
		3.8						
		4.4						
		4.5						
	4.6							
	4.7							
09.6	CA.5	1.5		CA/L./9-12/1/b	SC/LA/9-12/1/a			
	MA.1	1.7		CA/L./9-12/98/#				
	MA.2	1.10						
	SC.7	2.3						
		2.6						
		3.2						
		3.3						
		3.8						
		4.4						
		4.5						
	4.6							
	4.7							
09.7	CA.5	1.5	MA/L./9-12/98/#	CA/L./9-12/98/#	SC/LA/9-12/1/a			
	MA.1	1.7						
	MA.2	1.10						
	SC.7	2.3						
		2.6						
	3.2							
	3.3							
	3.8							
	4.4							
	4.5							
	4.6							
	4.7							

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		45						
		46						
		47						
09.8	CA.5	1.5	MA/1 /9-12/98/#	CA/1 /9-12/98/#	SC/1.A/9-12/1/a			
	MA.1	1.7						
	MA.2	1.10						
	SC.7	2.3						
		2.6						
		3.2						
		3.3						
		3.8						
		4.4						
		4.5						
		4.6						
		4.7						
09.9	CA.5	1.5	MA/1 /9-12/98/#	CA/1 /9-12/98/#	SC/1.A/9-12/1/a			
	MA.1	1.7						
	MA.2	1.10						
	SC.7	2.3						
		2.6						
		3.2						
		3.3						
		3.8						
		4.4						
		4.5						
		4.6						
		4.7						
09.10	CA.5	1.5	MA/1 /9-12/98/#	CA/1 /9-12/98/#	SC/1.A/9-12/1/a			
	MA.1	1.7						
	MA.2	1.10						
	SC.7	2.3						
		2.6						
		3.2						
		3.3						
		3.8						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
------------------------------	---------------------	---------------------	------	--------------------	---------	----------------	-----------------------------	-----------

44  
45  
46  
47

09 11

CA 5

15

MA / I / 9-12 / 98 / #

CA / I / 9-12 / 98 / #

SC / I / A / 9-12 / 1 / a

MA 1

17

MA 2

1.10

SC 7

23

26

32

32

33

38

44

44

45

46

47

09 12

CA 5

15

MA / I / 9-12 / 98 / #

CA / I / 9-12 / 98 / #

SC / I / A / 9-12 / 1 / a

MA 1

17

MA 2

1.10

SC 7

23

26

32

33

38

44

44

45

46

47

09 13

CA 5

15

CA / I / 9-12 / 98 / #

CA / I / 9-12 / 98 / #

1.10

26

32

33

44

45

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
09.14	CA.5	1.5	MA/L./9-12/1/d	CA/L./9-12/98/#	SC/LA/9-12/1/a			
	MA.1	1.7	MA/L./9-12/4/d					
	MA.2	1.10						
	SC.7	2.3						
		2.6						
		3.2						
		3.3						
		3.8						
		4.4						
		4.5						
	4.6							
	4.7							
10.1	CA.5	1.5	MA/L./9-12/98/#	CA/L./9-12/98/#	SC/LA/9-12/1/a			
	HP.6	1.7						
	MA.1	1.10						
	MA.2	2.3						
	SC.7	2.6						
		3.1						
		3.2						
	3.3							
	3.5							
	3.8							
	4.4							
	4.5							
	4.6							
	4.7							
10.2	CA.5	1.5		CA/L./9-12/98/#	SC/LA/9-12/1/a			
	SC.4	1.7						
	SC.7	1.10						
		2.3						
	2.6							
	3.1							
	3.2							
	3.3							
	3.5							

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
10.3	CA.5	15	MA/1./9-12/1/D	CA/1./9-12/98/#	SC/1A/9-12/1/a			
	MA.1	17	MA/1./9-12/4/D					
	MA.2	1.10						
	SC.7	23						
		26						
		31						
		32						
		33						
		35						
		38						
10.4	CA.5	15	MA/1./9-12/98/#	CA/1./9-12/98/#	SC/1A/9-12/1/a			
	MA.1	17						
	MA.2	1.10						
	SC.7	23						
		26						
		31						
		32						
		33						
		35						
		38						
10.5	CA.5	15	MA/1./9-12/98/#	CA/1./9-12/98/#	SC/1A/9-12/1/a			
	MA.1	17						
		46						
		47						

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# Carpentry

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.2	1.10						
	SC.7	2.3						
		2.6						
		3.1						
		3.2						
		3.3						
		3.5						
		3.8						
		4.4						
		4.5						
		4.6						
		4.7						
10.6	CA.5	1.5	MA/I./9-12/98/#	CA/I./9-12/98/#	SC/I.A/9-12/1/a			
	MA.1	1.7						
	MA.2	1.10						
	SC.7	2.3						
		2.6						
		3.1						
		3.2						
		3.3						
		3.5						
		3.8						
		4.4						
		4.5						
		4.6						
		4.7						
10.7	CA.5	1.5	MA/I./9-12/98/#	CA/I./9-12/98/#	SC/I.A/9-12/1/a			
	MA.1	1.7						
	MA.2	1.10						
	SC.7	2.3						
		2.6						
		3.1						
		3.2						
		3.3						
		3.5						

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## Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
108	CA5	15	MA/I../9-12/98/#	CA/I../9-12/98/#	SC/I/A/9-12/1/a			
	MA.1	17						
	MA.2	1.10						
	SC.7	23						
		26						
		31						
		32						
111	CA.6	23		CA/I/V../9-12/1/e			HP/I/A/9-12/1/a	
	HP.1	31		CA/I/V../9-12/1/g			HP/II/A/9-12/1/a	
	HP.2	32					HP/III/B/9-12/3/a	
	HP.4	37					HP/III/B/9-12/3/b	
	HP.6	41					HP/III/B/9-12/4/a	
	SC.8	43					HP/III/C/9-12/5/a	
	SS.3	47					HP/III/D/9-12/1/a	
	SS.4						HP/IV/D/9-12/1/a	
							HP/IV/D/9-12/1/b	
							HP/IV/D/9-12/2/a	
112	CA.3	14	MA/I../9-12/1/a	CA/I../9-12/1/b	SC/II/A/9-12/1/a			
	CA.5	15	MA/I../9-12/1/b	CA/I../9-12/2/e	SC/III/B/9-12/4/a			
	MA.1	1.10	MA/I../9-12/1/c	CA/I../9-12/3/a	SC/IV/B/9-12/3/a			
	MA.2	25	MA/I../9-12/1/d	CA/I../9-12/3/f				
	SC.1	27	MA/I../9-12/2/a	CA/III../9-12/1/c				

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts	
		3.5	MA / I.. / 9-12 / 2 / b MA / I.. / 9-12 / 2 / c MA / I.. / 9-12 / 2 / d MA / I.. / 9-12 / 4 / a MA / I.. / 9-12 / 4 / b MA / I.. / 9-12 / 4 / c MA / I.. / 9-12 / 4 / d MA / IV.. / 9-12 / 2 / d MA / IV.. / 9-12 / 3 / d MA / V.. / 9-12 / 1 / a MA / V.. / 9-12 / 3 / a	CA / III.. / 9-12 / 1 / d CA / III.. / 9-12 / 1 / j					
11.3	CA.3	1.10 2.5 2.7		CA / I.. / 9-12 / 1 / b CA / I.. / 9-12 / 2 / a CA / I.. / 9-12 / 2 / c CA / I.. / 9-12 / 2 / d CA / IV.. / 9-12 / 2 / a CA / IV.. / 9-12 / 2 / b CA / IV.. / 9-12 / 2 / c					
11.4	CA.3	1.10 2.5 2.7		CA / I.. / 9-12 / 1 / b CA / I.. / 9-12 / 2 / a CA / I.. / 9-12 / 2 / c CA / I.. / 9-12 / 2 / d CA / IV.. / 9-12 / 2 / a CA / IV.. / 9-12 / 2 / b CA / IV.. / 9-12 / 2 / c					
11.5	CA.3	1.10 2.5 2.7		CA / I.. / 9-12 / 98 / #					
11.6	CA.1 CA.3 CA.5 MA.1 MA.2 MA.5	1.10 2.5 3.5 3.7	MA / I.. / 9-12 / 1 / d MA / I.. / 9-12 / 4 / d MA / II.. / 9-12 / 2 / a MA / II.. / 9-12 / 2 / c MA / II.. / 9-12 / 2 / h MA / IV.. / 9-12 / 2 / b	CA / I.. / 9-12 / 1 / b CA / I.. / 9-12 / 2 / a					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts	
121	CA 3	12	MA/IV./9-12/2/d	CA/II./9-12/1/b			HP/IV/D/9-12/1/a		
	CA 5	14	MA/IV./9-12/2/e	CA/IV./9-12/1/e			HP/IV/D/9-12/1/b		
	HP 1	15	MA/IV./9-12/3/b	CA/IV./9-12/1/f			HP/IV/D/9-12/2/a		
	HP 4	1/10	MA/IV./9-12/3/e	CA/IV./9-12/1/g			HP/IV/D/9-12/3/a		
		38	MA/IV./9-12/1/c						
		43	MA/IV./9-12/2/c						
		44	MA/IV./9-12/3/c						
		46	MA/IV./9-12/3/c						
		47	MA/IV./9-12/4/c						
		48							
	122	CA 5	15	MA/IV./9-12/1/d	CA/IV./9-12/1/d	SC/II/A/9-12/1/a	SS/II/A/9-12/1/h	HP/II/A/9-12/3/a	
		HP 4	16	MA/IV./9-12/1/e	CA/IV./9-12/1/e		SS/II/A/9-12/1/i	HP/IV/D/9-12/2/a	
HP 6		17	MA/IV./9-12/1/f	CA/IV./9-12/1/f		SS/II/A/9-12/1/k			
SC 7		1/10	MA/IV./9-12/1/g	CA/IV./9-12/1/g		SS/II/A/9-12/6/h			
SS 3		23				SS/II/A/9-12/6/i			
SS 6		26				SS/II/A/9-12/6/k			
		32							
		33							
		37							
		38							
		41							
		43							
	46								
	47								
123	CA 5	11	SC/II/A/9-12/4/a	CA/II./9-12/1/b					
	SC 1	15	SC/II/A/9-12/1/a						

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC.2	1.6			SC / II.B / 9-12 / 2 / a			
	SC.7	1.8			SC / IV.B / 9-12 / 3 / a			
		1.10			SC / IV.C / 9-12 / 2 / a			
		3.2						
		3.3						
		3.6						
		4.1						
		4.7						
12.4	CA.5	1.2		CA / I.. / 9-12 / 1 / b	SC / I.A / 9-12 / 1 / a			
	SC.7	1.4		CA / I.. / 9-12 / 6 / c				
		1.6		CA / I.. / 9-12 / 6 / d				
		1.8						
		1.10						
		3.3						
		3.4						
		3.5						
		4.5						
		4.6						
		4.7						
12.5	CA.3	1.1	MA / I.. / 9-12 / 4 / b	CA / I.. / 9-12 / 1 / b	SC / I.A / 9-12 / 1 / a	SS / I.E / 9-12 / 4 / e		
	MA.2	1.2	MA / I.. / 9-12 / 4 / d	CA / I.. / 9-12 / 1 / c	SC / II.A / 9-12 / 1 / a	SS / I.E / 9-12 / 4 / f		
	SC.2	1.3	MA / I.. / 9-12 / 4 / e	CA / I.. / 9-12 / 2 / d				
	SC.7	1.4	MA / IV.. / 9-12 / 1 / b	CA / I.. / 9-12 / 2 / e				
	SC.8	1.5	MA / IV.. / 9-12 / 1 / c	CA / I.. / 9-12 / 3 / f				
	SS.5	1.7	MA / IV.. / 9-12 / 1 / d	CA / I.. / 9-12 / 6 / c				
		1.10	MA / IV.. / 9-12 / 2 / b	CA / I.. / 9-12 / 6 / d				
		2.3	MA / IV.. / 9-12 / 2 / c	CA / IV.. / 9-12 / 1 / d				
		2.5	MA / IV.. / 9-12 / 2 / d	CA / IV.. / 9-12 / 1 / e				
		2.6	MA / IV.. / 9-12 / 3 / b					
		3.1	MA / IV.. / 9-12 / 3 / c					
		3.2	MA / IV.. / 9-12 / 3 / d					
		3.3						
		3.5						
		3.6						
		3.7						

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# Carpentry

## Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		38						
		44						
		46						
		47						
126	CA.3	1.1	MA/1./9-12/98/#	CA/1./9-12/98/#	SC/1A/9-12/1/a	SS/1A/9-12/98/#		
	MA.2	1.2			SC/11A/9-12/1/a			
	SC.2	1.3						
	SC.7	1.4						
	SC.8	1.5						
	SS.5	1.7						
		1.10						
		2.3						
		2.5						
		2.6						
		3.1						
		3.2						
		3.3						
		3.5						
		3.6						
		3.7						
		3.8						
		4.4						
		4.6						
		4.7						
127	CA.3	1.1	MA/1./9-12/98/#	CA/1./9-12/98/#	SC/1A/9-12/98/#	SS/1A/9-12/98/#		
	MA.2	1.2						
	SC.2	1.3						
	SC.7	1.4						
	SC.8	1.5						
	SS.5	1.7						
		1.10						
		2.3						
		2.5						
		2.6						
		3.1						

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
------------------------------	---------------------	---------------------	------	--------------------	---------	----------------	-----------------------------	-----------

32  
33  
35  
36  
37  
38  
44  
46  
47

131	CA5	12	CA/I./9-12/1/b	SC/III.C/9-12/1/a	15	CA/I./9-12/6/c	SC/III.C/9-12/5/a	110	CA/I./9-12/6/d	32	33	33	47
	SC7	15	CA/I./9-12/6/c	SC/III.C/9-12/5/a	110	CA/I./9-12/6/d							

132	CA3	110	CA/I./9-12/1/b		25	CA/I./9-12/2/a				27			
	CA5	25	CA/I./9-12/2/a			CA/I./9-12/2/c							
			CA/I./9-12/2/d			CA/I./9-12/2/d							
			CA/I./9-12/5/a			CA/I./9-12/5/b							
			CA/I./9-12/5/b			CA/I./9-12/5/d							

133	CA3	14	MA/I./9-12/1/d	CA/I./9-12/1/b	16	MA/I./9-12/2/d	CA/I./9-12/1/c						
	MA1	16	MA/I./9-12/2/d	CA/I./9-12/1/c	17	MA/I./9-12/3/d	CA/I./9-12/2/a						
	MA2	17	MA/I./9-12/3/d	CA/I./9-12/2/a	110	MA/I./9-12/4/d	CA/I./9-12/2/d						
		34	MA/II./9-12/3/c		35	MA/II./9-12/3/d							
		36	MA/II./9-12/3/e			MA/II./9-12/3/h							
			MA/III./9-12/1/a			MA/III./9-12/1/c							
			MA/III./9-12/1/d			MA/III./9-12/1/e							
			MA/III./9-12/2/a			MA/III./9-12/2/c							
			MA/III./9-12/2/c			MA/III./9-12/2/d							

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# Carpentry

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
134	CA 5	12	MA/III /9-12/2/d	CA/II /9-12/1/b	SC/IIA/9-12/1/a			
	SC 7	14	MA/III /9-12/4/a	CA/II /9-12/6/c	SC/IIA/9-12/4/a			
		16	MA/III /9-12/4/c	CA/II /9-12/6/d	SC/IIA/9-12/4/a			
		18	MA/III /9-12/4/d		SC/IIA/9-12/4/a			
		110	MA/III /9-12/5/a		SC/IIA/9-12/4/a			
		33	MA/III /9-12/5/c		SC/IIA/9-12/4/a			
		34	MA/III /9-12/5/d		SC/IIA/9-12/4/a			
		35	MA/III /9-12/5/d		SC/IIA/9-12/4/a			
		45	MA/III /9-12/5/d		SC/IIA/9-12/4/a			
		46	MA/III /9-12/5/d		SC/IIA/9-12/4/a			
135	CA 5	11	MA/IV /9-12/3/c	CA/II /9-12/1/b	SC/IIA/9-12/1/a			
	SC 1	15		CA/IV /9-12/1/e	SC/IIA/9-12/4/a			
	SC 2	16		CA/IV /9-12/1/f	SC/IIA/9-12/4/a			
	SC 7	18		CA/IV /9-12/1/g	SC/IIA/9-12/4/a			
		110			SC/IIA/9-12/4/a			
		32			SC/IIA/9-12/4/a			
		33			SC/IIA/9-12/4/a			
		36			SC/IIA/9-12/4/a			
		41			SC/IIA/9-12/4/a			
		47			SC/IIA/9-12/4/a			
136								
137	CA 5	12	MA/VI /9-12/1/i	CA/II /9-12/1/b				
	MA 2	14		CA/II /9-12/6/c				
	SC 7	15		CA/II /9-12/6/d				
		16						

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# Carpentry

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1 10						
		3 1						
		3 5						
		3 6						
		4 4						
		4 7						
14 1	CA 3	1 2		CA / I . / 9-12 / 1 / b	SC / III A / 9-12 / 2 / a	SS / III D / 9-12 / 1 / d		
	CA 5	1 4		CA / I . / 9-12 / 2 / c	SC / III B / 9-12 / 2 / a	SS / III D / 9-12 / 1 / g		
	SC 1	1 6		CA / I . / 9-12 / 2 / d	SC / III B / 9-12 / 3 / a	SS / III D / 9-12 / 1 / j		
	SC 2	1 8		CA / I . / 9-12 / 6 / c	SC / III C / 9-12 / 2 / a			
	SS 4	1 10		CA / I . / 9-12 / 6 / d	SC / III C / 9-12 / 4 / a			
		3 3						
		3 4						
		3 5						
		4 5						
		4 6						
		4 7						
14 2	CA 3	1 4	MA / I . / 9-12 / 4 / d		SC / III C / 9-12 / 2 / a			
	MA 2	1 5	MA / III . / 9-12 / 3 / c		SC / III C / 9-12 / 2 / b			
	SC 5	1 10	MA / III . / 9-12 / 3 / d		SC / VIII A / 9-12 / 3 / b			
		2 3	MA / III . / 9-12 / 4 / c					
		3 1	MA / III . / 9-12 / 4 / d					
		3 2	MA / III . / 9-12 / 5 / c					
		3 3	MA / III . / 9-12 / 5 / d					
		3 4	MA / IV . / 9-12 / 3 / d					
		3 5	MA / V . / 9-12 / 1 / *					
		3 6						
		3 7						
		3 8						
		4 4						
		4 5						
		4 6						
		4 7						
15 1	CA 1	4 2		CA / I . / 9-12 / 1 / b				
	CA 3	4 3						

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
152		44 45 46						
153	CA 5	43 44		CA / I. / 9-12 / 3 / b				
154	CA 1	21 22 23 27						
155		23 44						
156	CA 1	21		CA / I. / 9-12 / 1 / b				
157		44						
158		43						
159		26 48						
15 10	CA 6	46						

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**ARTICULATION AGREEMENT**  
between Lewis and Clark Vocational-Technical School  
and the St. Louis Carpenters Joint Apprenticeship Committee

The St. Louis Carpenters Joint Apprenticeship Committee has agreed to grant credit to students completing the Lewis and Clark Vocational-Technical School's Building Trades Program as set forth by the terms and conditions below.

*The following criteria must be met in order for students to receive credit:*

- 1) completion of the currently established 1080 hour building trades program, as approved by Construction Training School (C.T.S.) staff; and
- 2) a minimum academic grade of B (85 points on a 100 point scale).

*Students who meet the above mentioned criteria shall receive the following:*

- 1) Credit for the shop portion of the Pre-Employment class (days 6 through 10, inclusive, of the 10 day course);
- 2) Credit for skill blocks 7A and 7B-Tool Safety Orientation upon receiving a written waiver from John Hopkins (the instructor approved by C.T.S. staff);
- 3) An opportunity to test out of skill block 7G-Basic Printreading (credit will be awarded to students obtaining a score of 70% or higher on the final exam); and
- 4) An opportunity to test out of skill block 3M-Roof Framing Class (credit will be awarded to students obtaining a score of 70% or higher on the final exam).
- 5) Students who are considered "Outstanding" by their instructor and upon the written recommendation of their instructor and approved by the vocational school director, may apply to C.T.S. for advanced placement testing in other related carpentry areas to be determined on an individual basis by joint agreement between Lewis and Clark staff and C.T.S. staff.

**PROGRAM ARTICULATION AGREEMENT  
FOR  
THE TECHNICAL CAREER PATHWAYS PROGRAM  
*Lewis and Clark Vocational School***

All credit is awarded on the basis that students have successfully completed the prerequisites for each course. Students are to provide competencies of their vocational technical program as well of letters of recommendation to accompany their petition for credit. All credit which is to be awarded is subject to: possessing the required number of competencies; receiving favorable letters of recommendations (to include comments about work ethic, attendance, interpersonal communication, appearance, motivation, industriousness; passing a written and performance examination covering the competencies which are part of the Ranken Technical College course.

The first term or semester of technical courses listed below will be articulated based upon successful completion of a 2 year program at a vocational technical school, favorable letters of recommendation (to cover our work ethic component), possessing the required number of competencies and a proficiency test (written and performance) given by Ranken Technical College with a grade of "B" or higher. The written test for all eligible programs\* must be completed successfully before the performance testing will be administered.

<u>Lewis &amp; Clark Program Title</u>	<u>Ranken Course Title</u>	<u>Credit Hours</u>
Design Drafting/CAD	1st semester, Architectural Technology	14
Auto Collision Repair	1st term, Automotive Collision Repair	10
Auto Service Technology	1st term, Automotive Maintenance Technology	10
Building Trades	1st term, Carpentry and Building Construction	10
Electrical Trades	1st term, Industrial Electricity/Electronics Technology	10
Electronics	1st term, Electronics Engineering Technology	10
Heating, Ventilation, and Air Conditioning (HVAC)	1st semester, Refrigeration/Air Conditioning/Heating	15
Computer Information Systems	1st term Computer Networking Technology	10

\*Some technical programs may be excluded from the articulation agreement.

*Kenneth C. Cobb*  
Signature  
*Voc Director*  
Title  
*11-2-98*  
Date

*Debra R. McPeak*  
Signature  
*Dean*  
Title  
Debra R. McPeak, Ph.D, Dean of Enrollment Services  
Ranken Technical College



**St. Louis Area Construction Training  
Tech Prep Consortium**

**Construction Craft Laborers Articulation Agreement  
With Approved Missouri  
Area Vocational-Technical Schools  
(Carpentry, Masonry and Plumbing Programs)**

**What does this mean to you?**

**If you meet the Construction Craft Laborers articulation criteria, you can:**

- **Start as a Period 2 apprentice with 10% increase in starting wages**
- **Receive credit for 500 on the job training hours toward your journey-level card**
- **Earn up to 40 hours of training credit toward your journey-level card**
- **Complete apprenticeship training and advance to journey-level status in less than 2 years**

**For more information see [www.k4cybertech.net/laborersagc](http://www.k4cybertech.net/laborersagc)  
or contact:**

**Donald A. Griesenauer, Jr., Coordinator  
Construction Craft Laborer Apprenticeship Program  
35 Opportunity Road  
High Hill, Missouri 63350  
(314) 585-2391  
e-mail: [laborers@highhill.net](mailto:laborers@highhill.net)**

**OR**

**Dr. Janis Beacham, Coordinator  
St. Louis Area Construction Training Tech Prep Consortium  
6301 Knox Industrial Drive  
St. Louis, MO 63139  
(314) 653-9012  
e-mail: [tbeachargh@aol.com](mailto:tbeachargh@aol.com)**

Effective Date: FA/94

Articulation Agreement  
Between  
Lewis & Clark Area Vocational/Technical School  
East Central College

Building Construction Technology

East Central College has agreed to grant college credit to students completing the Building Trades program at Lewis & Clark Area Vocational/Technical School for the following courses:

<u>Course No.</u>	<u>Course Title</u>	<u>Credit Hours</u>
BC 1014	Blueprint Reading	4
BC 1023	Surveying & Layout	3
BC 1033	Concrete	3
BC 1045	Carpentry	5
*BC 1083	Commercial Carpentry	3
*BC 1113	Residential Construction	3
	Total	21

The following criteria must be met in order for students to receive the credits:

1. Students must supply the college with an official transcript from Lewis & Clark AVTS showing grades of "C" or better in the course(s) or program for which articulation credit is to be granted.
2. Students must meet the program prerequisites as established by the college and stated in the current college catalog.
3. Students must pursue an AAS degree; credit is not applicable to a one-year certificate program.
4. One semester or 15 credit hours of coursework must be completed satisfactorily at East Central College before credit will be granted.

\*Competency test required for articulated credit.

**Building Construction**

5. Students must maintain 90% attendance at Lewis & Clark.
6. Students must qualify and receive the Missouri Passport.

Student Tuition and Fees:

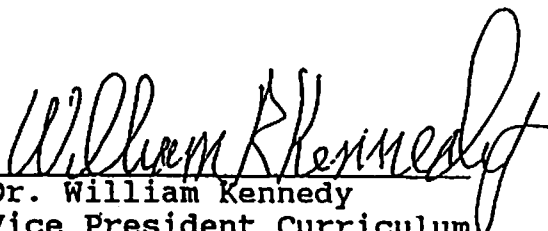
- A. Articulated courses: student tuition and fees will be waived.
- B. Non-articulated courses required for AAS degree: student will pay regular tuition and fees or qualify for grants, scholarships, and loans which satisfy the costs of instruction at the current rates for the semester.

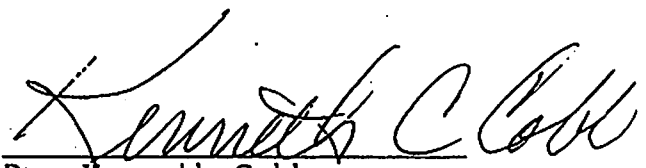
Miscellaneous:

- A. Either party may withdraw from this agreement provided written notice is tendered to the other party at least one year prior to the intended date of withdrawal. Such withdrawal must coincide with the end of the academic year.
- B. This Articulation Agreement applies to only those programs/courses outlined in the document.

East Central College

Lewis & Clark AVTS

  
Dr. William Kennedy  
Vice President Curriculum  
and Instruction

  
Dr. Kenneth Cobb  
Director

Date

21 Nov 94

Date

11-9-94

**Advisory Board Meeting**  
**Monday October 5, 2009**  
**Agenda**

**House:**

- Progress on current home
- new bidding process for contractors
- status on 07/08 and 08/09 houses
- review 09/2010 house plan
  - \*ideas, comments, etc.

**Skills USA:**

- District competition Dates
  - \*district competition (any volunteers for judges?, donations for placing in competition?)
- State competition dates
- National Competition dates
- fundraisers, car wash, trivia nite, etc.

**Classroom:**


- Union Work Keys Math/Reading assessment testing
- state required assessment testing
  - \*how students did last year compared to other schools
  - \*ideas to better prepare students for testing?
- OSHA
  - new articulation agreement with union
  - how many students from 08-09 school year have jobs in the field
  - NEED ideas to better prepare students for jobs/work
    - \*classroom and on-site

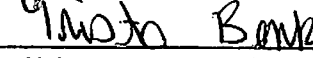
**Advisory Board:**

- update board member information
- staying a board member or not??
- planning meetings
- next meeting date & time

ADVISORY BOARD  
October 5, 2009

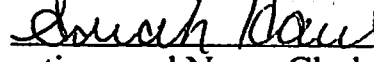
Charles Henke   
Building Trades Instructor

Steve Benko  (PB)  
Police Officer (Journeyman Carpenter)

Trista Benko   
HBA (Home Builders Association)

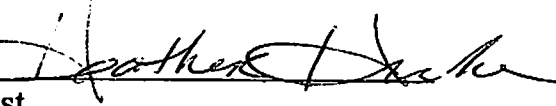
Joseph Hauser   
Hauser Construction

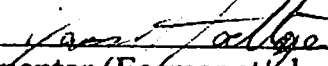
Micheal Hauser  
Electrician (Former student of L&C)

Sarah Hauser   
Hauser Construction; and Nurse Clerk

Daniel Heitman   
Journeyman Carpenter

David Henke   
Journeyman Carpenter

Heather Henke   
Dental Hygienist

James Hoeltge   
Journeyman Carpenter (Former student of L&C)

Jim Hemsath  
Hackmann Lumber

Jake Finnerty   
Carpenter (Former student of L&C)

# **Advisory Board Meeting**

## **Monday October 5, 2009**

### **Attendants:**

-Charles Henke, Heather Henke, Steve Benko, Trista Benko, Joe Hauser, Sarah Hauser,  
James Hoeltge, Daniel Heitman, David Henke, and Jake Finnerty  
-meeting time:6:30-9:20pm

### **Meeting contents:**

- progress on current home
- steel is set, walk out wall is framed, foundation walls are tarred
- new bidding process for contractor, bids over \$ must be approved by school board first
- both 07/08 and 08/09 houses are sold, sold for 285xxx-290xxx each
- review 09/2010 house plan
- comments/suggestions: add glass or frosted door to office/den, add 2' to kitchen wall
- Skills USA
- district competition Feb 5 & 19
- state competition March 25, 26, 27
- national competition June 20-26
- district competition for building trades at Rankin Tec.
- volunteers for judges and donations for prizes for placing
- carwash fundraiser Sept. 09:\$738
- advisory board wants tables for trivia nite date TBA
- possible cake auction , head/tails at trivia nite
- new changes to articulation agreement: 3.0 gpa for tec. And homeschool Jr. And Sr. Year;  
workkeys 3 & 6, Att. 95% tec. & homeschool, OHSA card etc.
- new state required assessment testing-class did national average
- suggested to use skills USA test for state test for this year
- ideas to better prepare students for jobs: more knowledge with power tools(saws) and keep with safety
- about 50-60% last yr. Senior student are holding construction jobs
- advisory board
- update board member info, fill out paperwork
- new meeting coordinator: Jim Hoeltge
- next meeting: November
- new drafting teacher want to draw next year's print

### **Closing:**

- handed out thank you gifts from Lewis & Clark school
- next meeting for advisory board to be scheduled in November, date to be determined

HAH

## FORMING UNIT I

### TERMINAL OBJECTIVE

After completion of this unit, the student should be able to define footing and stem wall forming terms and write the purpose of forming, footings, and stem walls. He should be able to identify the parts of a form and the types of footings. He should also be able to construct and strip a form. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

### SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match a list of forming terms to a list of definitions.
2. Write the purpose of forms.
3. Identify the parts of a form.
4. Identify three styles of footings.
5. Identify the parts of a foundation.
6. Name two methods of form construction.
7. Demonstrate the ability to:
  - a. Lay out a footing.
  - b. Construct the forms for a footing.
  - c. Construct the forms for a stem wall.
  - d. Construct the forms for a sidewalk, driveway, or patio.
  - e. Remove forms from a poured stem wall and prepare for proper storage.

**FORMING  
UNIT I**

**SUGGESTED ACTIVITIES**

- I. Instructor:
  - A. Provide students with objective sheet.
  - B. Provide students with information and job sheets.
  - C. Make transparencies.
  - D. Discuss terminal and specific objectives.
  - E. Discuss information sheet.
  - F. Demonstrate and discuss procedures outlined in job sheets.
  - G. Give test.
- II. Student:
  - A. Read objective sheet.
  - B. Study information sheet.
  - C. Demonstrate the ability to accomplish the procedures outlined in the job sheets.
  - D. Take test.

**INSTRUCTIONAL MATERIALS**

- I. Included in this unit:
  - A. Objective sheet
  - B. Information sheet
  - C. Transparency masters
    - 1. TM 1--Parts of a Form
    - 2. TM 2--Styles of Footings
    - 3. TM 3--Parts of a Foundation

D. Job sheets

1. Job Sheet #1--Lay Out a Footing
2. Job Sheet #2--Construct Forms for a Footing
3. Job Sheet #3--Construct Forms for a Stem Wall
4. Job Sheet #4--Construct Forms for a Patio
5. Job Sheet #5--Remove Forms and Prepare for Storage

E. Test

F. Answers to test

II. References:

- A. Burke, Arthur E., J. Ralph Dalzell, and Gilbert Townsend. *Architectural and Building Trades Dictionary*. Chicago, Illinois: American Technical Society, 1955.
- B. Durbahn, Walter E. and Elmer W. Sundberg. *Fundamentals of Carpentry*. Third Edition. Chicago, Illinois: American Technical Society, 1963.
- C. Smith, Ronald C. *Principles and Practices of Light Construction*. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1970.
- D. Wagner, Willis H. *Modern Carpentry*. Homewood, Illinois: Goodheart-Willcox, 1969.

**FORMING  
UNIT I****INFORMATION SHEET****I. Terms and definitions**

- A. **Brace**--A piece of wood or other material used to resist weight or pressure
- B. **Cleat**--A strip of wood or metal fastened across a form to give it additional strength
- C. **Duplex nail**--A double headed nail used in forming and designed for ease in removing
- D. **Footing**--An enlarged area at the base of a wall or other large object to distribute the weight of the superstructure
- E. **Form tie**--A cleat nailed across the top of a form or a wire or metal crosstie through a form to hold the sides in alignment
- F. **Foundation**--That portion of a wall including the footing upon which the building rests
- G. **Grade point**--The level of the finished pour in a form
- H. **Key**--A groove in the top of the footing that ties the footing and stem wall together
- I. **Monolithic pour**--A process where the foundation and slab floor of a building are poured as a solid unit
- J. **Pier**--A column beneath a foundation which rests on firm soil or rock which is used as an additional means of support when the soil is unstable
- K. **Pier and beam**--A foundation that is poured on top of piers with no support in between
- L. **Scab**--A piece of material nailed across a splice to strengthen and hold it together
- M. **Sheathing**--Wide boards or plywood that make up the face of the form
- N. **Spacer block**--A block of wood used as a spacer to offset a foundation
- O. **Spreader**--A block of wood used to hold the inside and outside forms apart until the pouring is complete
- P. **Stake**--Small boards sharpened on one end and driven into the ground to help support a form

## INFORMATION SHEET

- Q. Stem wall--That portion of a foundation that rests on the footing
  - R. Stepped footing--Difference in the grade line to allow for variation in grade or difference in floor level
  - S. Whaler--A horizontal bracing member used in form construction
- II. The purpose of a form is to hold green concrete to the desired shape until it has set and thoroughly dried
- III. Parts of a form (Transparency 1)
- A. Stake
  - B. Sheathing
  - C. Brace
  - D. Spreader
  - E. Cleat
  - F. Tie
  - G. Whaler
  - H. Stud frame
  - I. Duplex nail
  - J. Form tie
  - K. Key
  - L. Scab
- IV. Styles of footings (Transparency 2)
- A. Square
  - B. "T"
  - C. Pier and beam
- V. Parts of a foundation (Transparency 3)
- A. Pier
  - B. Footing
  - C. Stem wall

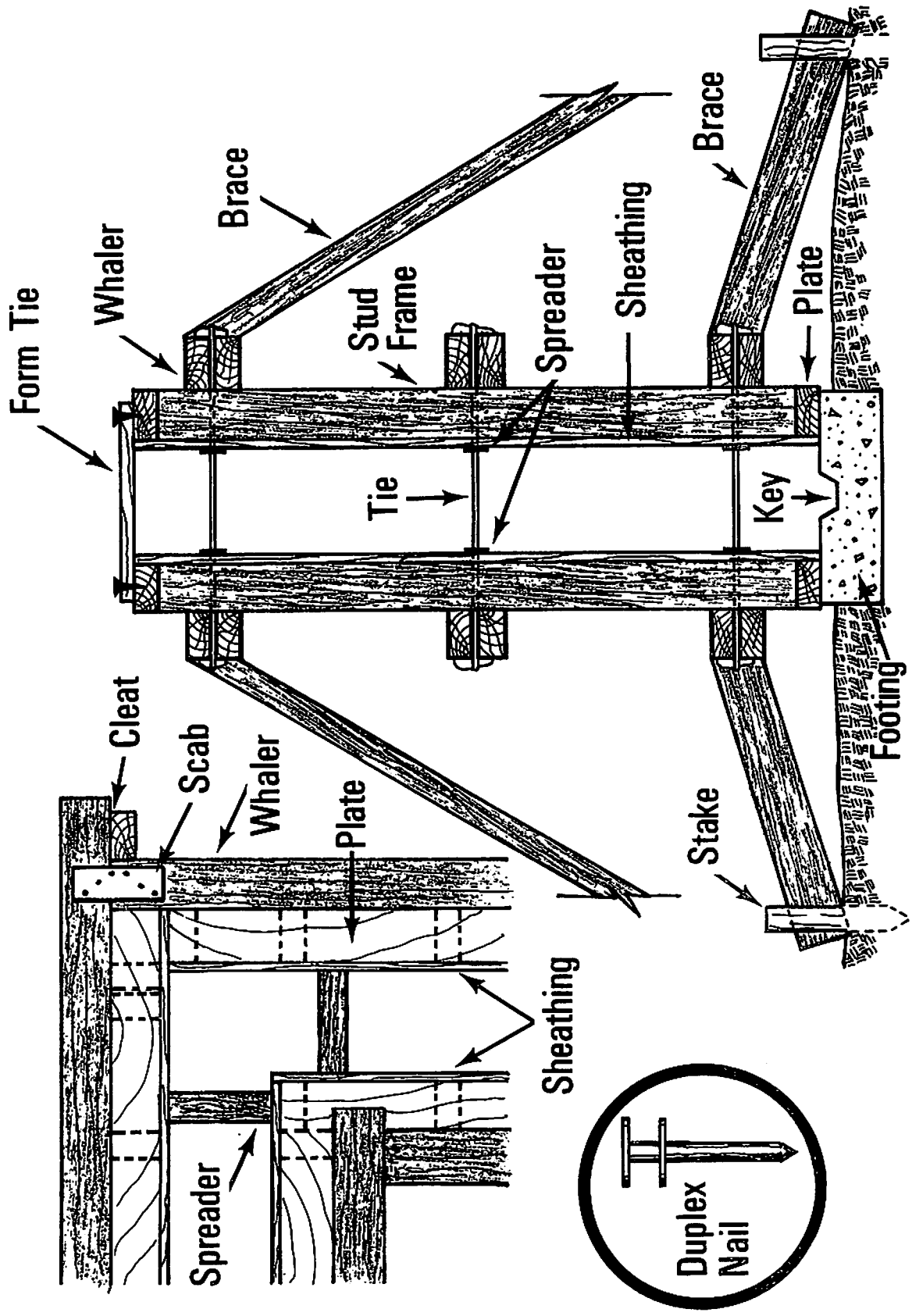
INFORMATION SHEET

VI. Methods of form construction

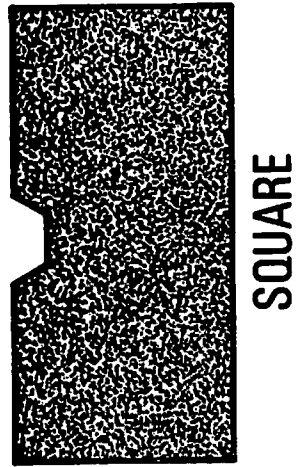
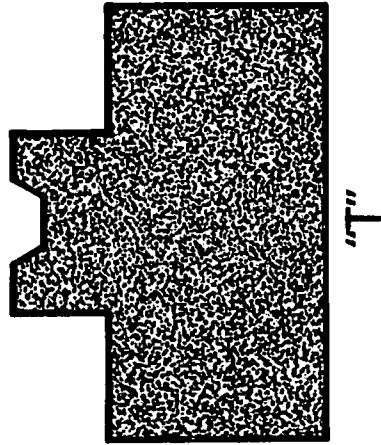
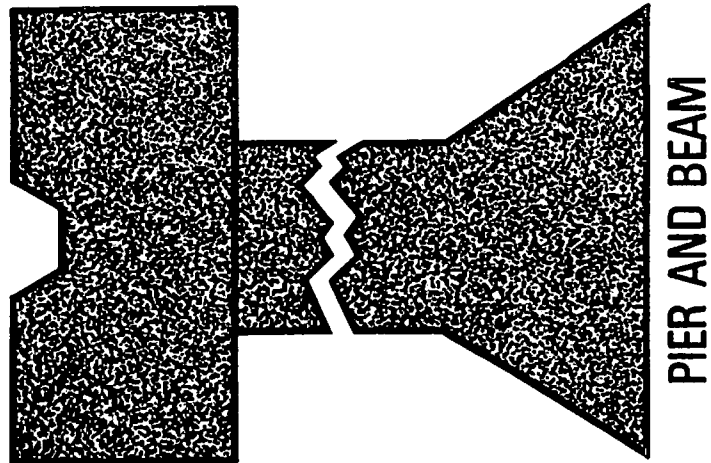
A. Pre-fabricated panels

B. Built on site

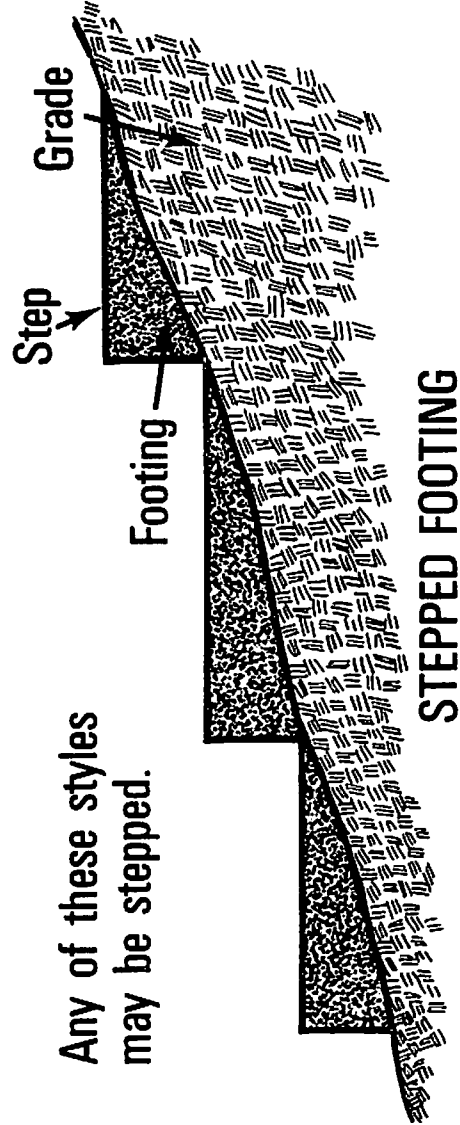
# Parts of a Form



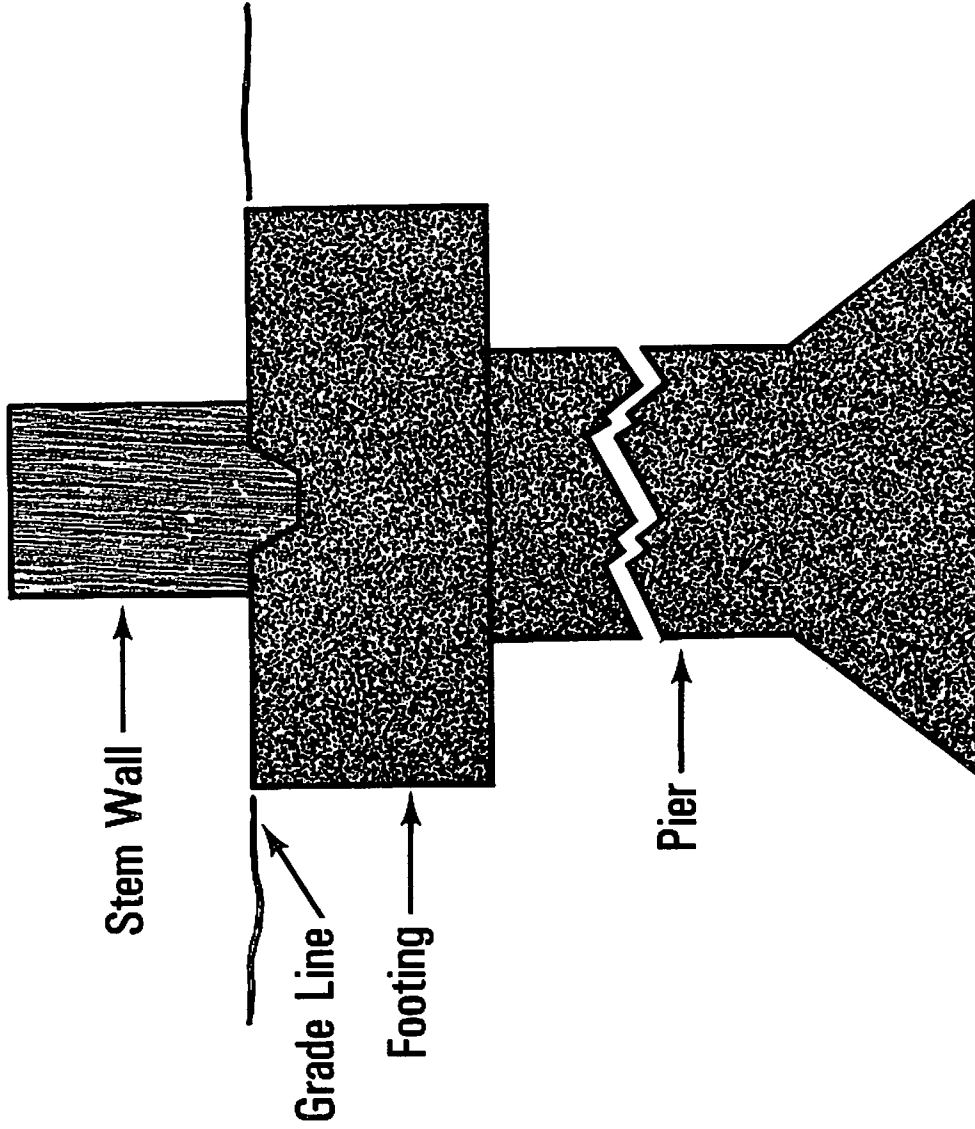
# Styles of Footings



Any of these styles may be stepped.



# Parts of a Foundation



**FORMING  
UNIT I****JOB SHEET #1--LAY OUT A FOOTING****I. Tools and materials needed****A. Tools**

1. Sledge hammer
2. Claw hammer
3. Handsaw (crosscut)
4. Electric handsaw (if electricity is available on site)
5. Builder's level (if available)
6. Plumb bob
7. Heavy cord or twine

**B. Material**

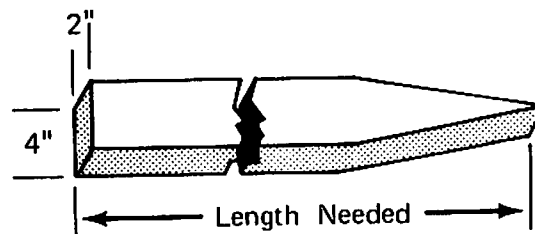
1. Batter board stakes--2 x 4's
2. Ledger boards--1 x 6's
3. Braces (if necessary)--1 x 4's
4. Nails--8d box
5. Corner stakes--2 x 2's

**II. Procedure**

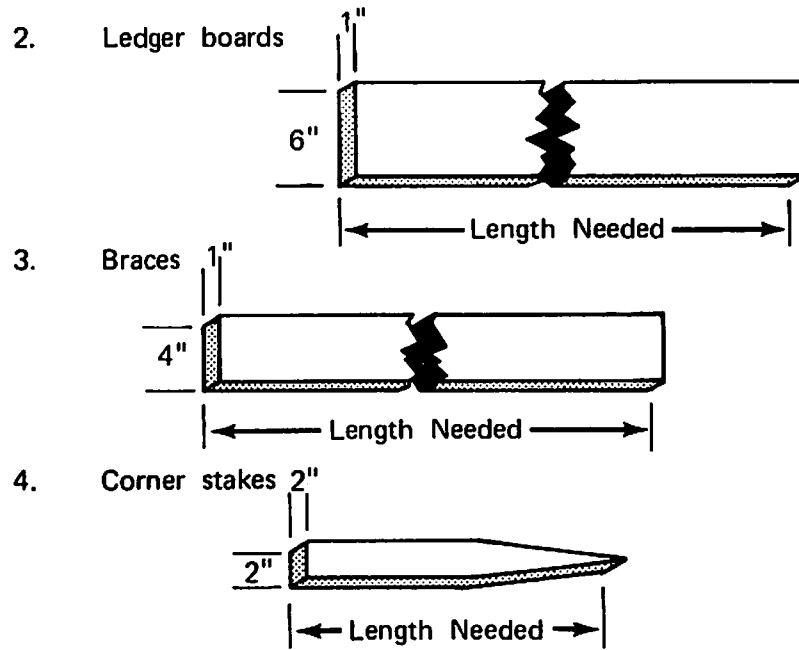
A. Order material from lumber yard

B. Cut material to size

1. Batter board stakes



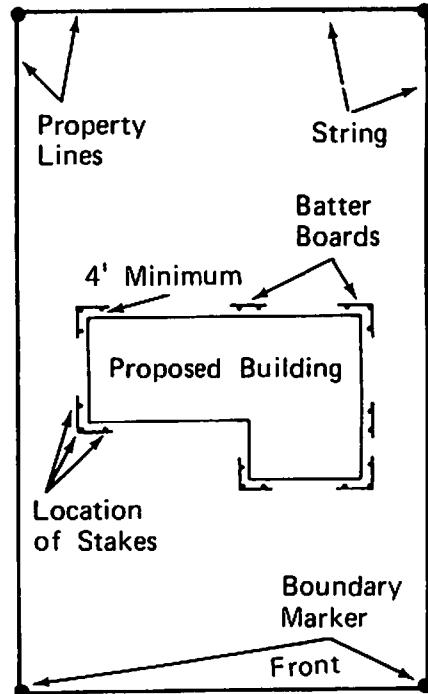
JOB SHEET #1



C. Locate property boundary markers

1. Stretch a string along all boundaries
2. Leave string in place until exact building lines have been located on batter boards (Figure 1)

FIGURE 1



## JOB SHEET #1

D. Locate approximate building lines on lot inside boundary lines

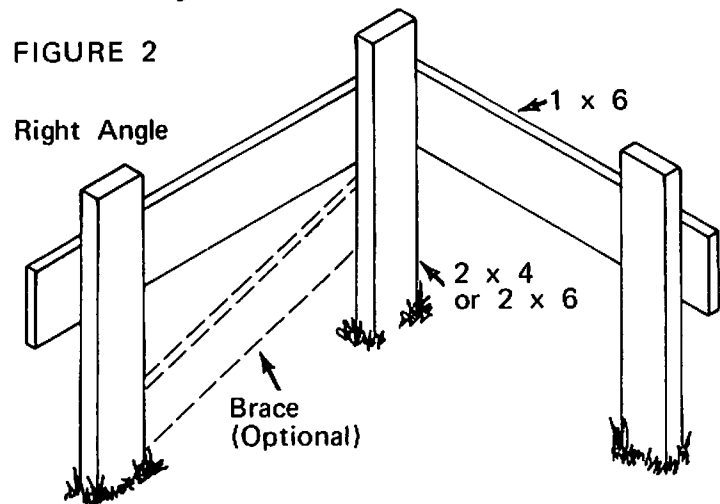
E. Erect batter boards

1. Drive batter board stakes at the corners of the building lines

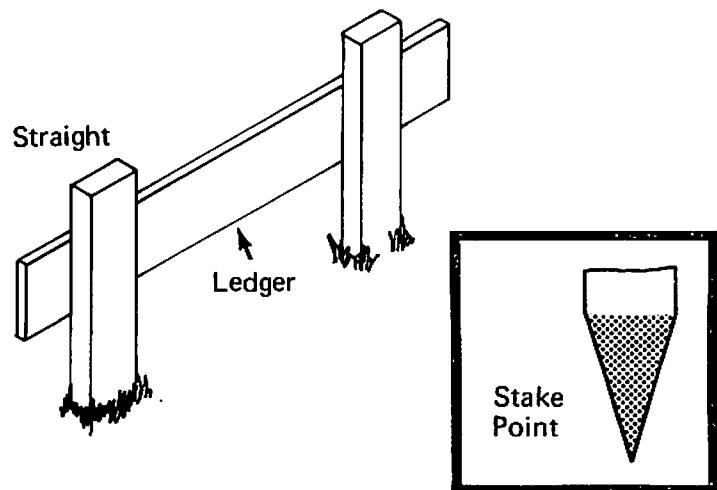
(NOTE: Use 2 x 4 stakes placed a minimum of four feet outside building lines. See Figure 1.)

2. Attach ledger boards to stakes

(NOTE: Use the builder's level to locate the top of all ledger boards at the same elevation from the bench mark. Use the 1" x 6" boards. See Figure 2.)



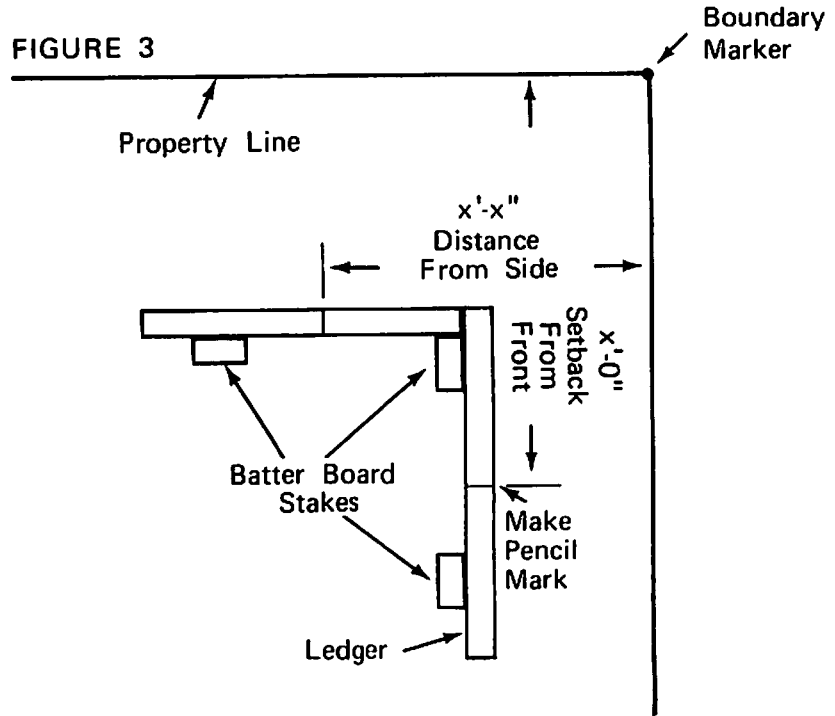
When the soil is loose or the stakes must be higher than 3 feet, braces should be used.



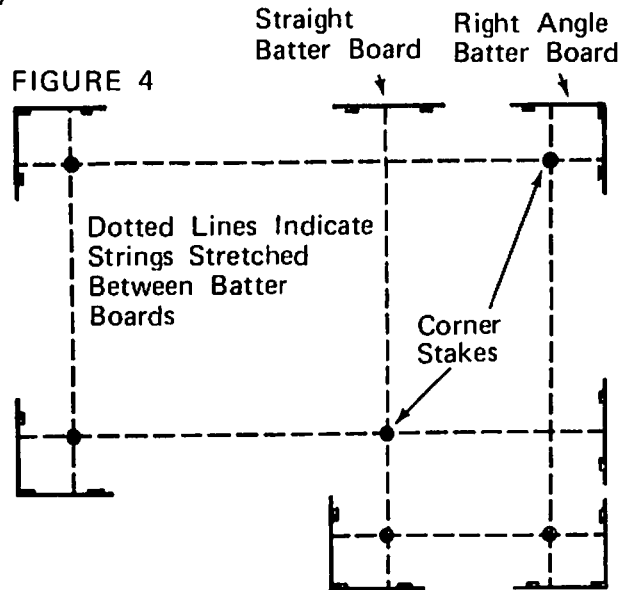
JOB SHEET #1

F. Locate building lines

1. Measure from property lines, as outlined by string, to the ledger boards and make a pencil mark on ledger board (Figure 3)



2. Attach string between points on ledger boards to locate building lines (Figure 4)



JOB SHEET #1

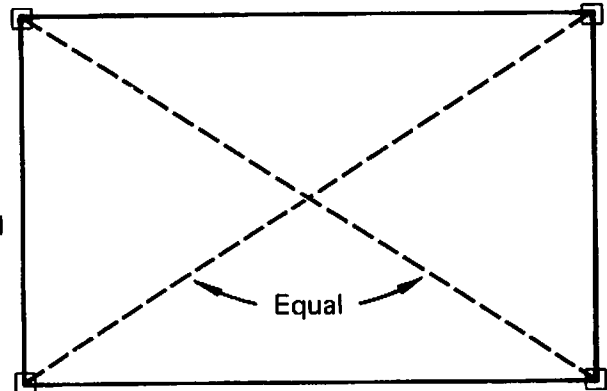
3. Square the corners of the building lines

(NOTE: Shift the string on the ledger boards until corners are square.)

a. Diagonal method (Figure 5)

FIGURE 5

Diagonals of a square or rectangle will be equal in length.

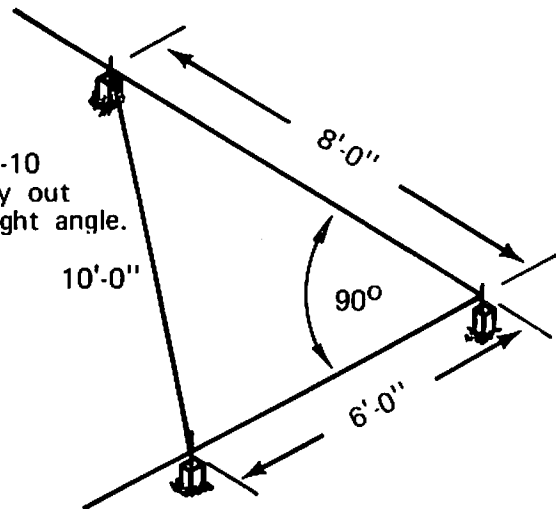


b. The 3-4-5 rule (Figure 6)

(NOTE: Any multiple of 3-4-5 may be used such as 6-8-10, 9-12-15, or 12-16-20.)

FIGURE 6

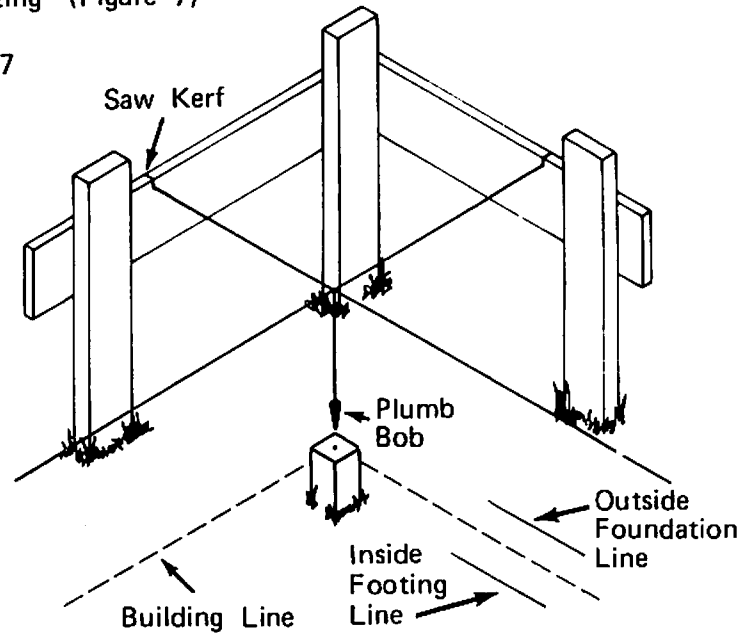
Using the 6-8-10 method to lay out or check a right angle.



JOB SHEET #1

- c. After the exact location of lines are established, saw a kerf in each ledger board at the exact location to keep string from shifting (Figure 7)

FIGURE 7



- G. Determine the width of the footing from the blueprints
- H. Locate the outside footing line from the building line  
(NOTE: See Figure 7.)
- I. Excavate the trench for the footing

**FORMING  
UNIT I**

**JOB SHEET #2--CONSTRUCT FORMS FOR A FOOTING**

**I. Tools and materials needed**

**A. Tools**

1. Electric handsaw
2. Crosscut handsaw
3. Claw hammer (16 ounce or larger)
4. Sledge hammer
5. 100 foot tape measure
6. Twelve or sixteen foot tape measure
7. Level (Four foot)
8. String
9. Builder's level

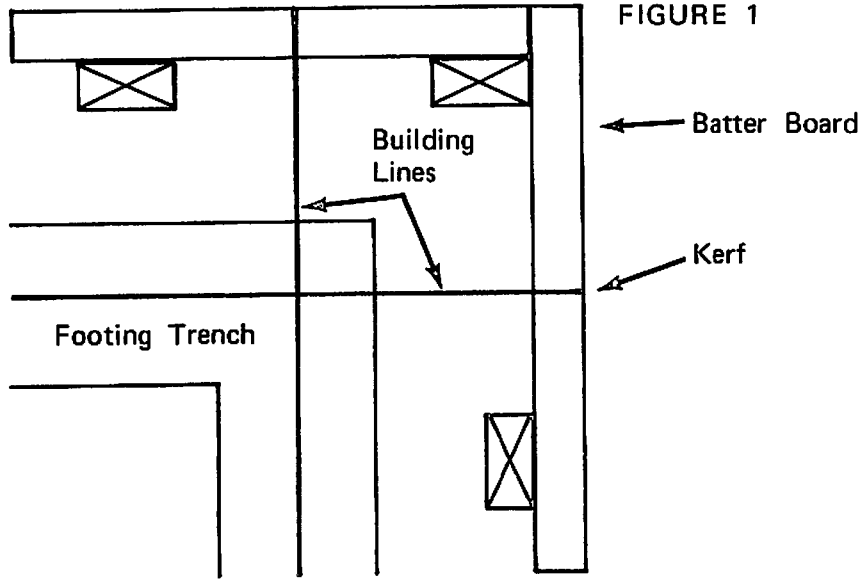
**B. Materials**

1. Stakes
2. Sheathing boards
3. Spreaders
4. Form ties
5. Whalers
6. Duplex nails
  - a. 8d
  - b. 16d

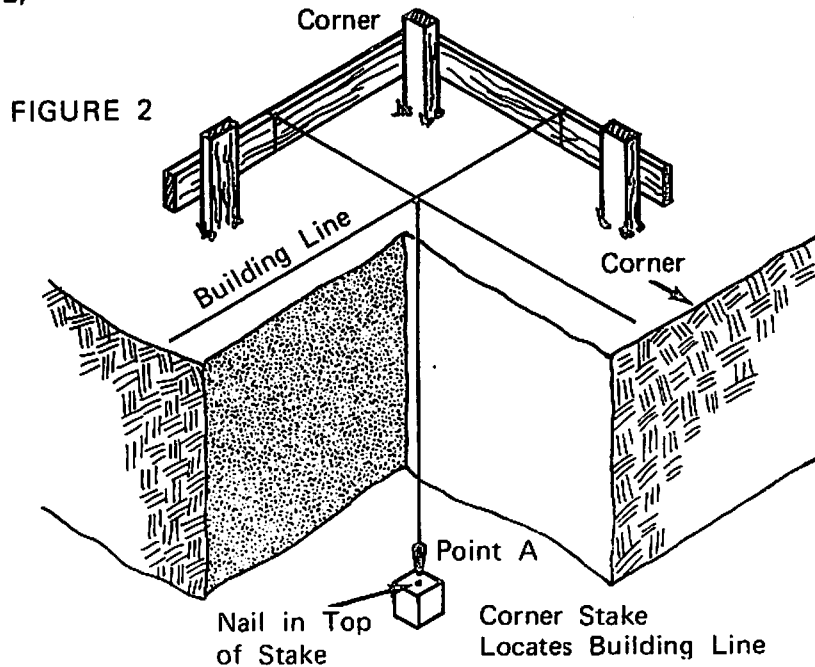
JOB SHEET #2

II. Procedure

- A. Locate the markings on the batter boards that indicate the building lines; secure the string in the kerfs and pull the lines taut (Figure 1)



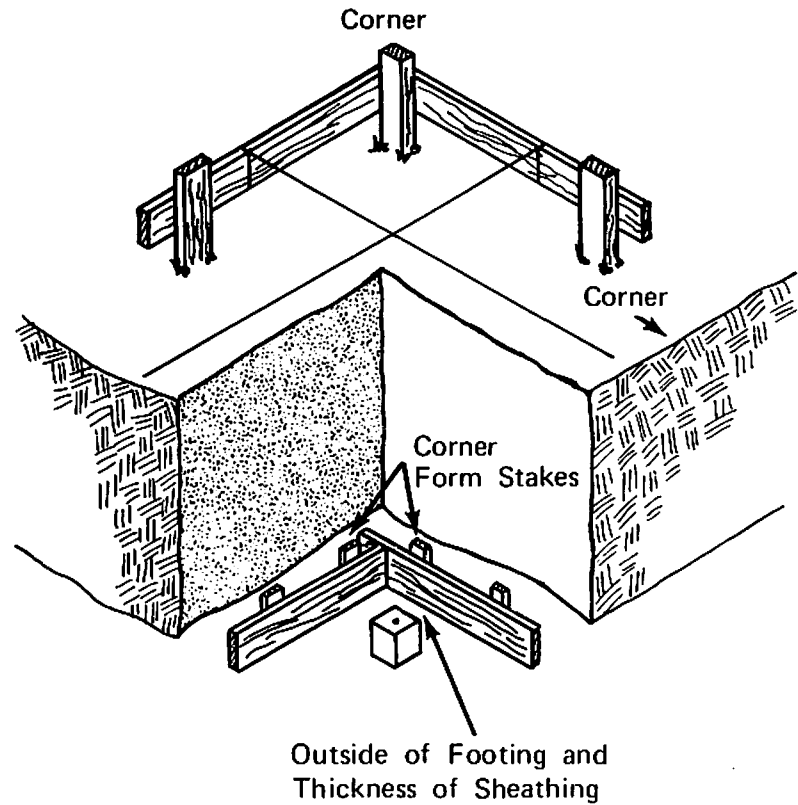
- B. From the intersection of the two lines, drop a plumb bob to point A; this locates the building corner; drive a corner stake at this location and drive a nail in top of it at the exact point where the plumb bob touches it (Figure 2)



## JOB SHEET #2

- C. Repeat step B at all corners
- D. Measure from the building corner stakes to the outside of the footing plus the thickness of the sheathing board; locate and drive the corner form stakes; leave the top of the stakes 1 to 2 inches above the grade point

FIGURE 3



(NOTE: Use the transit to locate the grade point. See Figure 3.)

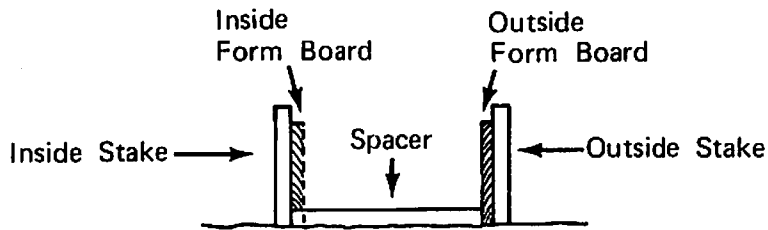
- E. Stretch a string between the corner stakes one inch above the grade point
- F. Drive intermediate stakes at about four foot intervals

JOB SHEET #2

- G. Place sheathing boards in position and nail them to the stakes one inch below the string
- H. Cut a spreader the width of the footing to locate the position for the inside form board

(NOTE: Remember to allow for the thickness of the sheathing when locating stakes. See Figure 4.)

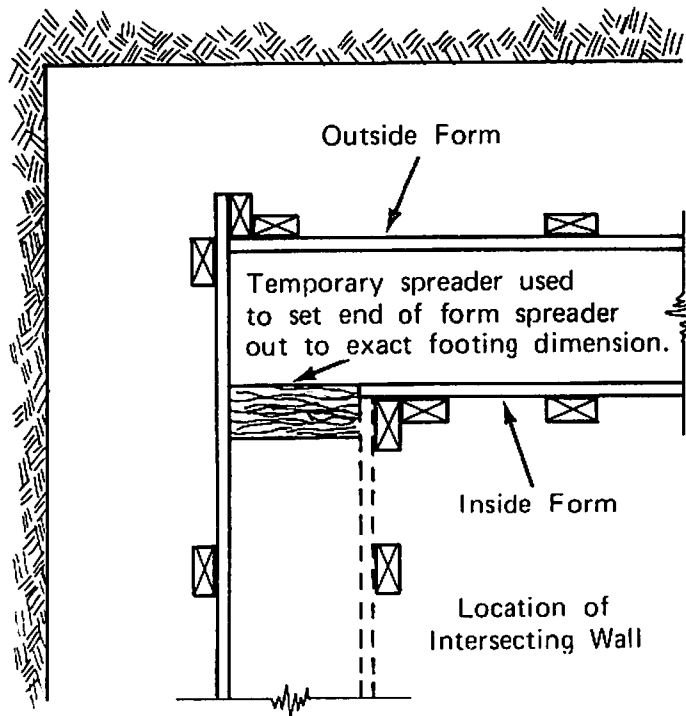
FIGURE 4



- I. Drive stakes as indicated in Figure 5 and attach the inside sheathing sheathing board to the stakes the same as the outside

(NOTE: Level across the top of the sheathing boards to locate the grade point for the inside form.)

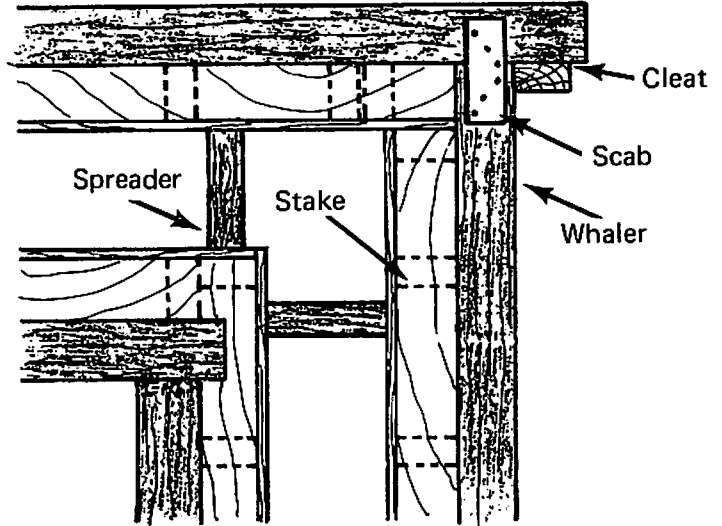
FIGURE 5



JOB SHEET #2

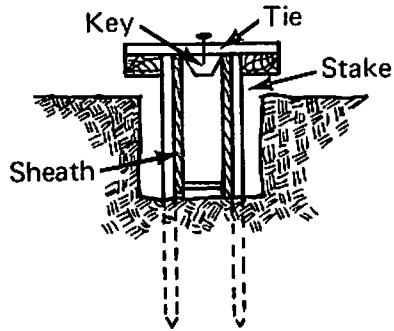
- J. Attach whalers around the top of the form on the outside of the stakes; see Figure 6

FIGURE 6



- K. Tie the forms together as indicated in Figure 7

Figure 7



- L. Install the key, if one is to be used, as indicated in Figure 7

**FORMING  
UNIT I****JOB SHEET #3--CONSTRUCT FORMS FOR A STEM WALL****I. Tools and materials needed****A. Tools**

1. Electric handsaw
2. Crosscut handsaw
3. Claw hammer (16 ounce or larger)
4. Sledge hammer
5. 100 foot tape measure
6. Twelve or sixteen foot tape measure
7. Level (Four foot)
8. String

**B. Materials**

1. Stakes
2. Sheathing boards
3. Spreaders
4. Form ties
5. Whalers
6. Duplex nails
  - a. 8d
  - b. 16d

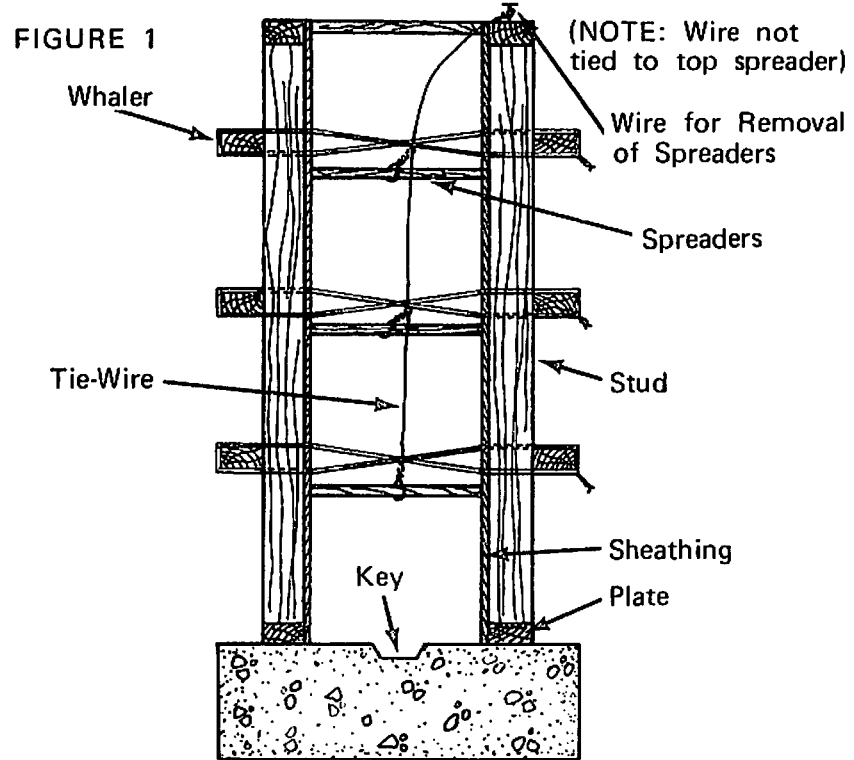
**II. Procedure**

- A. Determine the height of the stem wall from the bench mark
- B. Build the forms
  1. Lay out the bottom plate for studs

(NOTE: The stud spacing will vary from twelve to sixteen inches depending on the height of the form.)

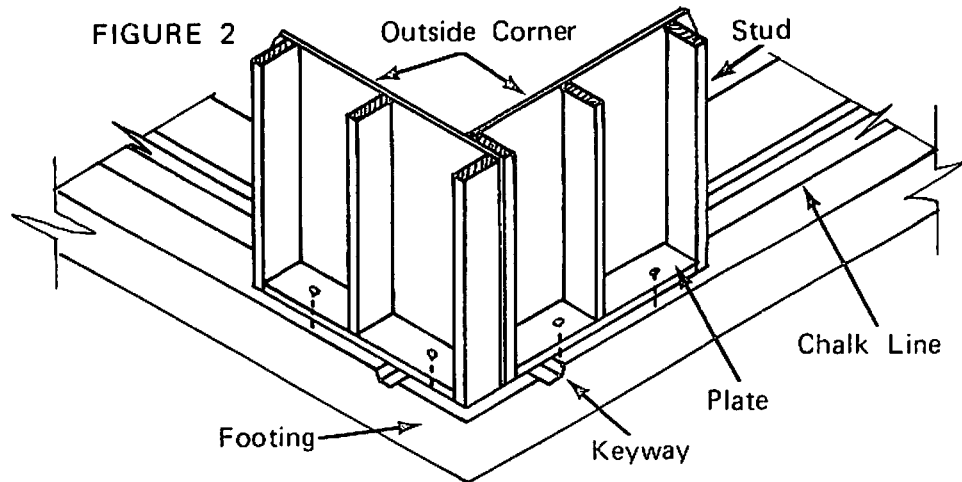
JOB SHEET #3

2. Nail the stakes to the bottom plate
3. Nail the sheathing to the plate and studs (Figure 1)



4. Set the outside forms first and install temporary braces (Figure 2)

(NOTE: Snap the grade line on the inside face of the outside form at this point.)



JOB SHEET #3

5. Set the inside forms using spreaders to get the correct spacing (Figure 3)

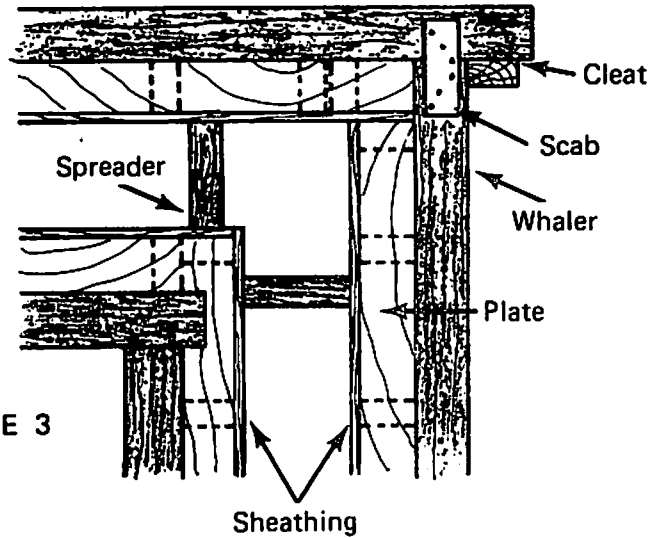
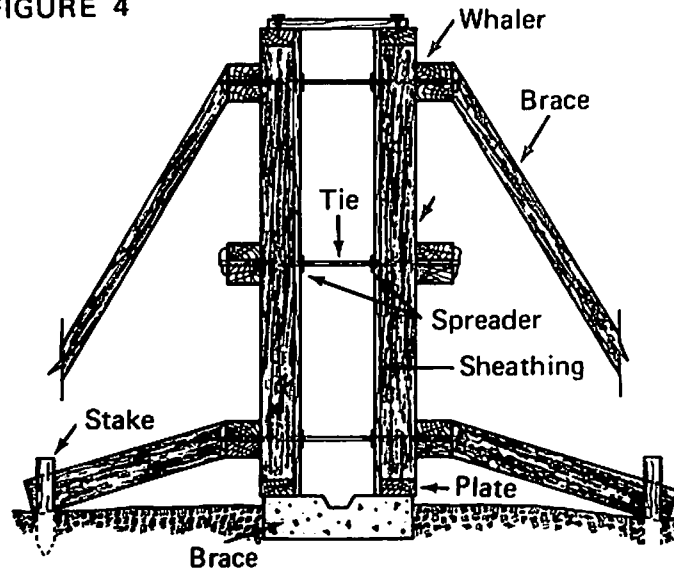


FIGURE 3

6. Install walers; see Figure 3
7. Install ties from the outside whaler to the inside whaler at each stake; see Figure 1  
(NOTE: Various forms of ties may be used.)
8. Brace the inside and outside forms at the top and bottom (Figure 4)  
(NOTE: It is almost impossible to brace forms too much.)

FIGURE 4



**FORMING  
UNIT I**

**JOB SHEET #4--CONSTRUCT FORMS FOR A PATIO**

(NOTE: Forms for sidewalks, driveways, and patios are constructed very similarly.)

**I. Tools and materials needed**

**A. Tools**

1. Sledge hammer
2. Claw hammer (16 ounce)
3. Electric handsaw
4. Crosscut handsaw
5. 100 foot tape measure
6. Twelve or sixteen foot tape measure
7. Level (4 foot)
8. Chalkline and reel
9. Builder's level

**B. Materials**

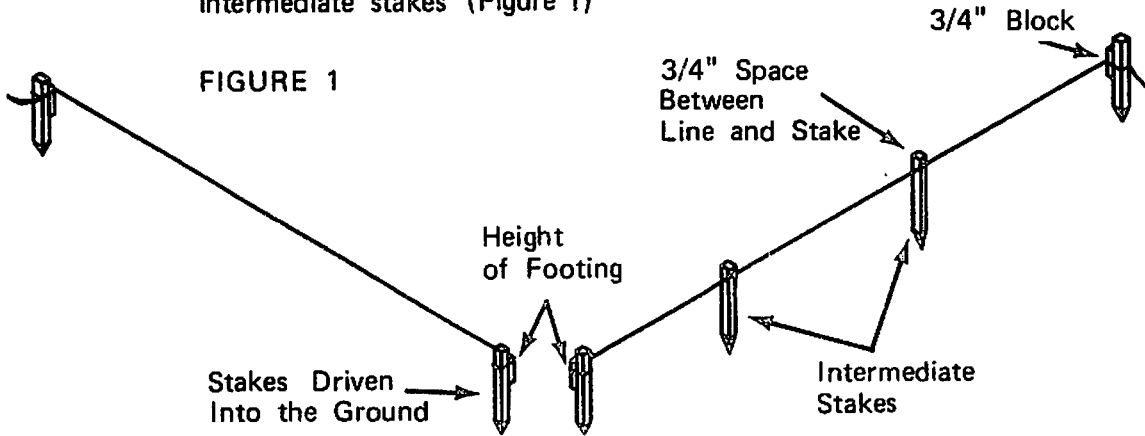
1. Stakes
2. 2 x 4's for sheathing
3. Nails
  - a. 6d box
  - b. 8d Duplex

**II. Procedure**

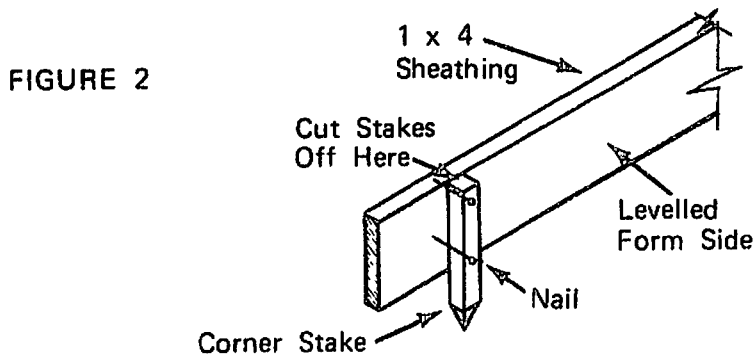
- A. Establish a grade line using the builder's level
- B. Excavate where necessary to achieve the correct slab thickness

JOB SHEET #4

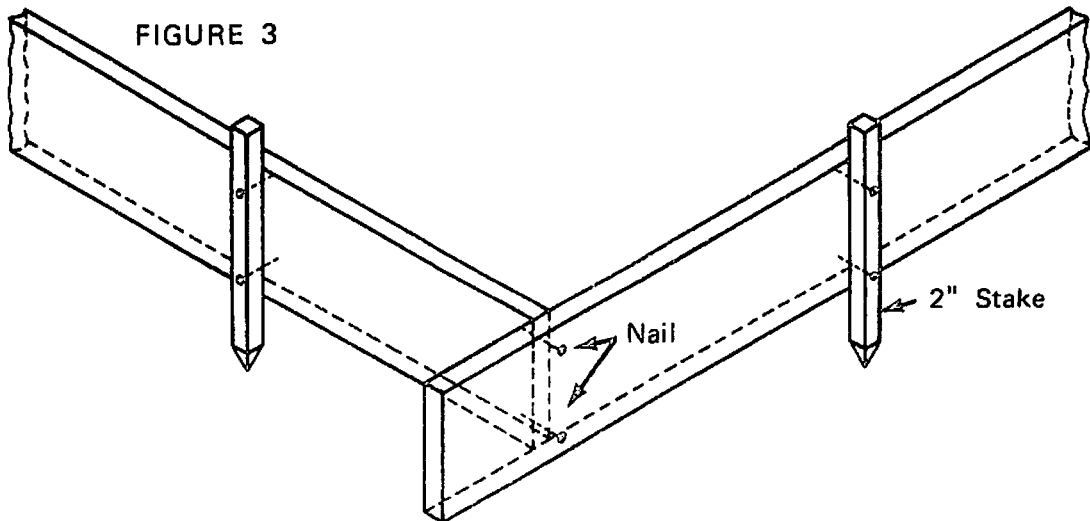
C. Drive corner stakes, stretch a line between corner stakes, and drive the intermediate stakes (Figure 1)



D. Nail 2 x 4 sheathing to stakes (Figure 2)



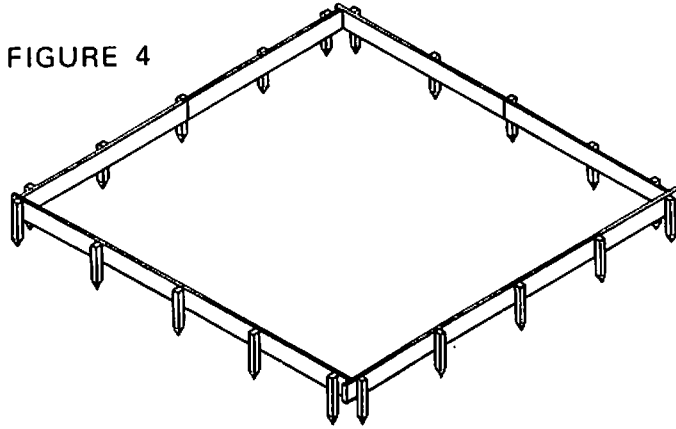
E. Tie the corners together as illustrated (Figure 3)



JOB SHEET #4

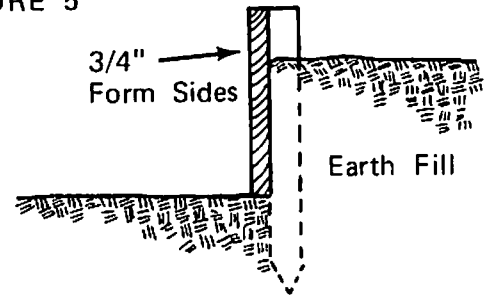
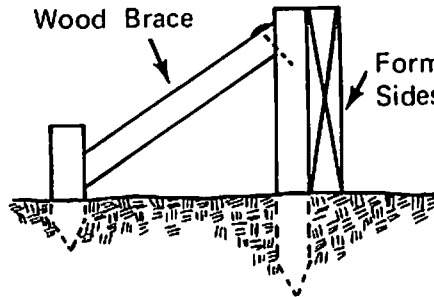
F. Tie all corners together as shown (Figure 4)

FIGURE 4



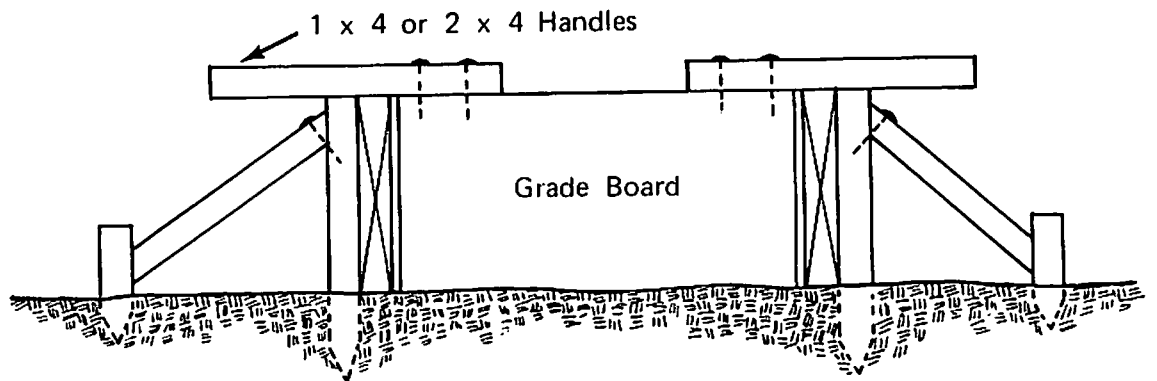
G. Brace the forms by one of the methods shown (Figure 5)

FIGURE 5



H. Grade to a uniform depth as shown (Figure 6)

FIGURE 6



**FORMING  
UNIT I****JOB SHEET #5--REMOVE FORMS AND PREPARE FOR STORAGE**

(NOTE: The part of this job sheet about preparation for storage is only applicable if prefabricated forms are used.)

**I. Tools and materials needed****A. Tools**

1. Wrecking bar (crow bar)
2. Claw hammer (16 ounce)
3. Wire cutter
4. Large paint brush

**B. Materials--Preservative****II. Procedure****A. Removing forms**

(NOTE: Remove in reverse order from installation.)

1. Remove braces

(NOTE: Care should be taken not to damage the lumber any more than necessary so that it may be reused.)

2. Loosen or cut the ties
3. Pull all nails holding the form sections together
4. Strip the forms from the green concrete

(NOTE: Be very careful as you strip the forms as the concrete is still green and can be chipped or damaged very easily at this stage.)

(CAUTION: Do not pry against green concrete.)

5. Remove all nails from forms that are not to be reused; remove only those nails from prefabricated forms that were used to join panels

**JOB SHEET #5**

**B. Prepare forms for storage**

1. Clean the dried concrete from the face of the forms
2. Coat all form surfaces with used crankcase oil
3. Stack the form panels face-to-face on a level surface
4. If they are to remain outside, cover them with a sheet of plastic

# LEWIS & CLARK CAREER CENTER

## COOPERATIVE WORK RELEASE PROGRAM AGREEMENT

- I
1. The cooperative work release program provides an opportunity for a student to work during the time he/she would normally be attending classes at Lewis & Clark Career Center. The program is available to students who have completed the first semester of their second year of instruction at Lewis & Clark.
  2. To qualify for this program, a student must have good attendance, good work habits, make at least a "B" average for the current school year, and be recommended by his/her vocational instructor.  
\*Current Grade: \_\_\_\_\_ \*Days Missed this Year: \_\_\_\_\_  
\*Must be initialed by vocational instructor.
  3. The earliest beginning date for the work program will be the first day of the last semester of the program.
  4. The work experience must be in the occupational field in which the student has received training at Lewis & Clark Career Center.
  5. Students will not be allowed to work for members of their immediate families.
  6. The work release program requires the approval of the vocational instructor, the high school principal, the student's parents, and the vocational director.
  7. The student is responsible for providing a completed employer training agreement prior to the first day of employment.
  8. The student must attend his/her classes at the home school. Should a student fail to attend classes on a day that he/she worked, the agreement is immediately terminated and the student must return to class at Lewis & Clark Career Center.
  9. The student must be on the job during the agreed hours of employment.
  10. Should the employment terminate for any reason, the student must report for classes at Lewis & Clark immediately.
  11. Lewis & Clark Career Center and the home high school will not be responsible for any accidents or job related problems while the student is in route to the job site or during the employment.

This agreement has been read and approved by the following:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Vocational Director

\_\_\_\_\_  
Vocational Instructor

\_\_\_\_\_  
Parent

\_\_\_\_\_  
High School Principal

\_\_\_\_\_  
Date

## EMPLOYER-STUDENT AGREEMENT

II Student's Name \_\_\_\_\_ Employer's Name \_\_\_\_\_

Employer's Address \_\_\_\_\_  
City State Zip

Employer's Telephone \_\_\_\_\_ Starting Date \_\_\_\_\_

Hours of Employment \_\_\_\_\_ Days to Work  M T W TH F   
(Select one day)

Description of work to be performed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

III The **EMPLOYER** agrees to provide a training station which will offer as much variety in work experiences for the student as is practically and economically possible, so that the student will receive broad occupational training. This includes adequate supervision and instruction, evaluating the student's progress once every week, not discharging the student without first consulting the coordinator in regard to such matters, not discriminating against students on the basis of race, color, national origin, gender, or disability in making available opportunities in cooperative education; and paying a beginning wage of \$ \_\_\_\_\_ per hour for \_\_\_\_\_ hours per school week. The employer/supervisor agrees to notify the school in case the student is absent or if there are other problems relating to the student's employment.

\_\_\_\_\_  
Employer or Supervisor's Signature Date

\_\_\_\_\_  
Student's Signature Date

NOTE: Return completed form to Lewis & Clark Career Center

## Private Transportation Consent Form

Dear Parent or Guardian, and Student,

At times it becomes necessary to use private vehicles to transport students to and from school sponsored activities. When this occurs, the school district requires the student and their parent or guardian sign the Private Transportation Release Consent Form that appears below:

Name of Activity: \_\_\_\_\_

Location of Activity: \_\_\_\_\_

Date(s) of Activity: \_\_\_\_\_

Name of Sponsor: \_\_\_\_\_

RETURN THIS FORM TO THE SCHOOL BY: (Date) \_\_\_\_\_

---

My child, \_\_\_\_\_, has my permission to travel from school property (or other location) to this activity by private transportation, either as the driver or as a passenger in a private automobile driven by another student, parent, or other person. I understand and acknowledge that the St. Charles R-VI School District will have no financial or legal responsibility for injuries arising out of such travel.

By signing this form, I hereby release the District, as well as its directors, officers, administrators, employees, and other agents from all liability for any and all injuries arising from my child's travel to this activity via private transportation. I further agree to indemnify and hold harmless the District, as well as its directors, officers, administrators, employees, and other agents, against any claims asserted by my child as a result of his or her travel to this activity via private transportation.

\_\_\_\_\_  
Parent or Guardian

\_\_\_\_\_  
Parent or Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

To be signed by students 16 years of age or older if either driving or riding in a private vehicle to a school sponsored event.

I acknowledge that the District will have no financial or legal responsibility for injuries arising out of my travel from school (or other location) to this activity. I further acknowledge that I have a responsibility to travel directly from school (or other location) to the activity and that failure to report to this activity on time may result in discipline, up to and including possible dismissal from this activity. I further acknowledge that inappropriate conduct during travel to this activity may result in such discipline, as well as additional discipline under Board of Education Policy, as such Policy applies to out-of-school misconduct.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



# Lewis Clark Career Center

2005 - 2006 Placement Summary

**Henke, Charlie**

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Total Students:	12	
Total Placed:	12	100%
Total Placed Related:	7	58%
<b>Positive MSIP Placement:</b>	<b>11</b>	<b>92%</b>

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Employed Related:	7	58%
Employed Not Related:	1	8%
Military Related:	0	0%
Military Not Related:	0	0%
Continuing Education Related:	0	0%
Continuing Education Not Related:	4	33%
Not Available:	0	0%
Not Placed:	0	0%
Status Unknown (Not Found):	0	0%

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Teacher Name	CIP Code	Number of Students	CENR	CER	ENR	ER	MNR	MR
<b>HOPKINS</b>								
	460201							
	Sum	16	2		2	12		
Sum		16	2		2	12		

**SCHOOL Lewis & Clark Career Center**

Core Data

9/25/2002

<b>PROGRAM</b>	<b>AM</b>	<b>PM</b>	<b>XD</b>	<b>TOTAL</b>
Auto Collision Repair	16	16	16	48
Auto Service Technology I	16	16		32
Auto Service Technology II	15	14	15	44
Brick & Stone Masonry	15	16		31
Building Trades	17	16		33
Computer Information Systems	17	16		33
Computer Maintenance Technology	17	16		33
Data Management	10	15		25
Design Drafting	18	14		32
Electrical Trades	15	16		31
Health Occupations	15	14		29
Health Related Occupations	14	12		26
Heating/Ventilation/AC	16	10		26
Lawn & Garden	13	16		29
Supermarket Careers	12	12		24
Welding	15	14		29
<b>TOTAL</b>	<b>241</b>	<b>233</b>	<b>31</b>	<b>505</b>

## EVALUATION OF THE Building Trades PROGRAM AND INSTRUCTION

	<b>Always</b>	<b>Usually</b>	<b>Seldom</b>	<b>Never</b>
1. The subject matter was well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The instructor was concerned about student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The instructor was knowledgeable in subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The instructor had the ability to explain difficult topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The use of visual aids was of value to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The use of handouts was of value to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The instructor's exams effectively evaluate your knowledge of the assigned material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The instructor spoke plainly and clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I always felt free to ask questions about the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The instructor appeared enthusiastic about the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The instructor was open-minded to other points of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The instructor was available for help outside of class hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The class workload was reasonable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The instructor's lectures were interesting as well as informative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The instructor was prepared for class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**TRADES INDUSTRIAL EDUCATION PROGRAM STANDARDS**  
**1. RESOURCE STANDARDS**  
**For**  
**Building Trades**

<b>1.A</b> The program offers a coherent sequence of courses leading to occupational competence		<input type="checkbox"/> Met <input type="checkbox"/> Not Met
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- |  |                                 |                                |
|--|---------------------------------|--------------------------------|
| • The program offers at least 5 courses.         | YES<br><input type="checkbox"/> | NO<br><input type="checkbox"/> |
| • The program offers at least 3 units of credit. | <input type="checkbox"/>        | <input type="checkbox"/>       |

<b>1.B</b> The teachers have a valid renewable teaching certificate for the program area.		<input type="checkbox"/> Met <input type="checkbox"/> Not Met
---	--	--

- |   |                                 |                                |
|---|---------------------------------|--------------------------------|
| • The district has on file a current teaching certificate for the teacher for the program area  | YES<br><input type="checkbox"/> | NO<br><input type="checkbox"/> |
| • The teacher maintains a file containing documentation of completion of the requirements for renewal of the teaching certificate. (kept in office) | <input type="checkbox"/>        | <input type="checkbox"/>       |

<b>1.C</b> Course offerings are appropriate for meeting the needs of students and employers		<input type="checkbox"/> Met <input type="checkbox"/> Not Met
---	--	--

- |  |                                 |                                |
|--|---------------------------------|--------------------------------|
| • Course offerings are based on enrollment trends, and employment needs. | YES<br><input type="checkbox"/> | NO<br><input type="checkbox"/> |
|--|---------------------------------|--------------------------------|

<b>1.D</b> Class size is appropriate for the program area.		<input type="checkbox"/> Met <input type="checkbox"/> Not Met
--	--	--

- |  |                                 |                                |
|--|---------------------------------|--------------------------------|
| • Class size does not exceed 18.   | YES<br><input type="checkbox"/> | NO<br><input type="checkbox"/> |
| • The number of students enrolled in the supervised trade experience component does not exceed 2 per business. | <input type="checkbox"/>        | <input type="checkbox"/>       |

<b>Comments on Resource Standards</b>	
	Number of Standards  Met: _____

## PROCESS STANDARDS

### 2. Curriculum

<b>2. A</b> The program has a written curriculum and services to meet the needs of students. The curriculum is congruent with the overall philosophy of the program	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
---	--

- |   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| • The written curriculum is formally adopted by the board.  | <input type="checkbox"/> | <input type="checkbox"/> |
| • The written curriculum guide includes the following components:   | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Rationale which relates the program goals to the district's mission and philosophy  | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ A general description of the content of the program   | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ General goals for graduates in the program area   | <input type="checkbox"/> | <input type="checkbox"/> |
| ○ Cross references to the knowledge (content), skills and competencies (process) students need to meet the goals established by the district and the Show Me Standards. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Curriculum and instructional strategies have been developed which integrate academic and vocational competencies.   | <input type="checkbox"/> | <input type="checkbox"/> |

<b>2. B</b> The curriculum has been developed with appropriate input and is reviewed on an annual basis.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
--	--

- |  | YES                      | NO                       |
|--|--------------------------|--------------------------|
| • The curriculum guide is utilized by staff and advisory committee with the advisory committee in the delivery of educational services.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| • Systematic procedures are in place to evaluate and revise the curriculum regularly based on actual student needs and indications of student mastery.           | <input type="checkbox"/> | <input type="checkbox"/> |
| • The curriculum is articulated through grade levels and common subject areas to ensure continuity of learning.  | <input type="checkbox"/> | <input type="checkbox"/> |
| • The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology Internship. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Resources in the community are used to enrich the curriculum.  | <input type="checkbox"/> | <input type="checkbox"/> |

<b>2. C</b> Learner outcomes and competencies for each course are clearly stated.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
---	--

- |  | YES                      | NO                       |
|--|--------------------------|--------------------------|
| • The curriculum for each course/program has identified competencies organized as units of instruction, with appropriate assessment methods and resources. | <input type="checkbox"/> | <input type="checkbox"/> |

Comments on Curriculum Standards:	Number of Standards  Met: _____

### 3. Instruction

<b>3. A Classroom instruction is congruent with the written curriculum</b>		Met Not Met
--	--	----------------

- |   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| • Daily lesson plans derived from the curriculum guide are used to direct the educational process.  | <input type="checkbox"/> | <input type="checkbox"/> |
| • The teacher is instructed in the use of non-biased practices and language which has been reinforced by policies, procedures and/or on-going awareness training to recognize racial, cultural, gender, or disability bias in curriculum and instructional practices. | <input type="checkbox"/> | <input type="checkbox"/> |

<b>3. B Students have the opportunity to participate in Supervised Trade Industrial Internship Experience.</b>		Met Not Met
--	--	----------------

- |   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| • Students are enrolled in both the class and the supervised employment simultaneously.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Training stations are appropriate for the occupational area of the program.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • There is a written Instructional Management Plan between the school and the training sponsor on file for each student.  | <input type="checkbox"/> | <input type="checkbox"/> |
| • There is a written training agreement between the school and the training sponsor on file for each student.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • The teacher provides both in class instruction and supervision.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • The teacher and the workforce development specialist have adequate supervision time in his/her schedule based on the number of student's participation in the supervised work experience component. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Evaluation of students on the job includes occupationally specific skills as well as general workplace readiness.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • The teacher provides frequent supervision at the training station.  | <input type="checkbox"/> | <input type="checkbox"/> |
| • The teacher and/or workforce development specialist closely screens and approves training stations.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • There is evidence that the supervised internship experience component of the program has the support of the counselors, administrators and business community.                                      | <input type="checkbox"/> | <input type="checkbox"/> |

<b>3. C The program provides students with assistance in the transition to the workplace and/or continued education.</b>		Met Not Met
--	--	----------------

- |  | YES                      | NO                       |
|--|--------------------------|--------------------------|
| • Worksite educational opportunities (job shadowing, experiential education, internship, etc.) are available.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| • Articulation agreements have been implemented with postsecondary institutions and/or with other community resources, where applicable. | <input type="checkbox"/> | <input type="checkbox"/> |

### 3. Instruction (cont.)

<b>3. D</b> Sufficient breadth and depth of instruction is provided in the classroom to meet the needs of all learners.	Met	Not Met
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- |  | YES                      | NO                       |
|--|--------------------------|--------------------------|
| • Varied instructional strategies are used to address all learning styles, including IEP, slow students.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Coordination procedures have been developed to insure appropriate instruction, review, and reinforcement for individual students served by special/support programs.               | <input type="checkbox"/> | <input type="checkbox"/> |
| • Students are provided appropriate support services (including supplementary aids and accommodations, when needed) to enter and succeed in the vocational education program.        | <input type="checkbox"/> | <input type="checkbox"/> |
| • The teacher is knowledgeable about special/support programs offered by the district, and actively participates in the Individual Education Plan/Vocational Education Plan process. | <input type="checkbox"/> | <input type="checkbox"/> |

<b>3. E</b> The teacher monitors student progress toward course objectives and learner outcomes.	Met	Not Met
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- |  | YES                      | NO                       |
|--|--------------------------|--------------------------|
| • Program and/or course objectives, assessment methods and performance expectations are shared with students and parents/guardians prior to instruction. | <input type="checkbox"/> | <input type="checkbox"/> |
| • An instructional management system exists for reporting student and class mastery of curriculum competences.   | <input type="checkbox"/> | <input type="checkbox"/> |

<b>3. F</b> The teacher and students have access to resources to effectively implement the curriculum of the program.	Met	Not Met
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- |   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| • Resources in the community are utilized to enrich the curriculum.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| • Procedures are in place for the periodic updating and replacement of instructional materials. | <input type="checkbox"/> | <input type="checkbox"/> |

<b>3. G</b> Equipment for the program supports the curriculum and instructional process.	Met	Not Met
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- |   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| • Appropriate instructional technology is available for students and staff.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| • Equipment is in good repair and proper working order.                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| • There are procedures for reporting and requesting repairs, and repairs are made promptly. | <input type="checkbox"/> | <input type="checkbox"/> |

<b>Comments on Instruction Standards:</b>	Number of Standards Met: _____