

Date: April 20, 2012	
Content – Desired Results	
<p>Overall Expectations: A1. demonstrate an understanding of construction materials, processes, and components. A2. describe the building codes, regulations, and standards that govern construction projects. C1. demonstrate appropriate technical skills, including the safe use of construction tools, equipment, and materials. C2. demonstrate safe and accurate building techniques. E1. demonstrate an understanding of and comply with health and safety regulations and practices specific to the construction industry.</p>	
<p>Specific Expectations: A1.4 identify and describe various residential construction processes. A1.5 identify and describe structural and non-structural components of buildings. A2.2 identify and describe regulations and/or bylaws that apply to the design and construction of residential buildings. C1.1 demonstrate safe work practices when using hand tools, power tools, equipment, and materials. E1.2 outline and comply with health and safety legislation and practices for the construction industry. E1.4 describe the rights and responsibilities of employees (e.g., the right to know, the right to refuse, the right to participate, as outlined in the Occupational Health and Safety Act). E1.5 use protective clothing, gear, and equipment appropriately (e.g., dust mask, hard hat, safety glasses, safety harness).</p>	<p>Modified Expectations:</p>

TCJ 3C – Construction Technology
Lesson Plan – Plumbing – Soldering a Copper Line

<p>Understandings: <i>Students will understand that/Students will know/Students will be able to...</i></p> <ul style="list-style-type: none"> • Gain an understanding of the plumbing process through hands on experience. • Gain an understanding of industry specific terminology. • Gain an understanding of plumbing safety and policies through application. 	
Product – Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Assessment - Soldering a Copper Line worksheet rubric and marking form. • Discussion and hands on participation. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Assessment is carried out by the teacher through observation of participation and student progress/ understanding and in rubric/ marking form.
Process – Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> • Teacher leads discussion on the plumbing process. Students follow along on the ‘Soldering A Copper Line’ worksheet. (Appendix A) • Teacher reviews Facility Emergency Procedures, Fire Extinguisher, and First Aid procedures for the classroom with the students. (Appendix B) • Teacher reviews the Material Safety and Data Sheets for Solder, Propane and Flux with a focus on the first aid treatment with the students. (Appendix C, D, E) • Teacher demonstration reviewing proper safety protocol and soldering procedure throughout. • Students will each take a turn soldering a copper line and being evaluated by the instructor. (Appendix F) 	