

Language of Architecture & Construction (Construction Careers Exploration)

Course Description

Language of Architecture and Construction (Construction Careers Exploration) is a 10.0 credit seminar-style course that exposes students to many career industries and fields. The course is split into two sections, (each consisting of 4 units, which are taken in the freshman's year) in which students are actively taking two (four) of the eight topics/units covered during one academic year. These topics include: Graphic Design; Construction; Drafting-General; Freshmen Seminar; Leadership, Education and Training; Printing; Safety; and Automotive.

Students acquire introductory-level knowledge and skills of these disciplines, and allows them to make an informed decision about their continued program of study in a given career field.

Language of Architecture & Construction (Construction Careers Exploration)

Pacing Guide		
Unit	Topic	Suggested Timing
<i>COHORT A – 36 weeks of instruction</i>		
Unit 1	Introduction and Overview of Graphic Design	approx. 9 weeks
Unit 2	Introduction and Overview of Construction	approx. 9 weeks
Unit 3	Introduction and Overview of Drafting - General	approx. 9 weeks
Unit 4	Introduction and Overview of Freshmen Seminar	approx. 9 weeks
<i>COHORT B – 36 weeks of instruction</i>		
Unit 5	Introduction and Overview of Leadership, Education and Training	approx. 9 weeks
Unit 6	Introduction and Overview of Printing	approx. 9 weeks
Unit 7	Introduction and Overview of Safety	approx. 9 weeks
Unit 8	Introduction and Overview of Automotive	approx. 9 weeks

Educational Technology Standards

8.1.12.A.3, 8.1.12.D.1, 8.1.12.F.1

➤ **Technology Operations and Concepts**

- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Example from unit: Students will create and present industry-related safety proposal.

➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

Example from unit: Students will correctly cite all utilized research, as well as identify appropriate sources.

➤ **Critical Thinking, Problem Solving, Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Example from unit: Students will assess technology and its use at in the given career field covered in the unit.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example from unit: Students will articulate skills and practices required of successful employees with regards to workplace safety.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

Example from unit: Students will utilize technical skills required to assess and utilized safe practices in a given industry.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example from unit: Students will articulate working introductory knowledge of safety concepts.

Career Ready Practices

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Example from unit: Students will utilize technology to transfer safety concepts into a digital medium.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Example from unit: Students will work collaboratively to develop materials that are culturally sensitive.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/assignments, and tutorials outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Video lessons online 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Video lesson • Spell-checker • Text speech software 	<ul style="list-style-type: none"> • Adjusted rubrics for projects • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Differentiated Instruction

Strategies to Accommodate Students Based on Content-Specific Needs

- Paired instruction
- Frequent one-on-one, informal and formal meetings
- Frequent revision of individualized goals and objectives
- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Small group instruction

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Elevated Projects Rubrics
- Independent Written and Video Online Tutorials
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Online Learning Communities
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Presentation of unit applicability in professional and education sectors
- Teacher-created Unit Assessments, Topic Assessments, Quizzes
- Industry-applicable DBQs, Essays, Short Answer
- Spot site visits and demonstrations/role-plays
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Game Analysis
- Create an Original Song, Animation, Board Game

Interdisciplinary Connections

English Language Arts

- Close reading of unit-specific industry-related content (NJSLSA.R1)
- Develop a proposal to increase recruitment in a given industry (NJSLSA.W2)

Social Studies

- Research the history of careers in field of site assignment (6.1.12)
- Research prominent historical individuals in a given industry/profession (6.2.12)

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry (1.2.12)
- Create a brochure for a specific industry (1.2.12)

Math

- Unit topic-specific/ industry applications (N.Q.A.1)
- Unit topic-specific/industry projection scenarios (A.CED.A.1)

Science

- Research and discuss latest developments in unit/industry-specific technology (HS-ETS1-4)
- Investigate applicable-careers within the field of the given unit (9.2.12)

World Language

- Translate unit-specific industry content (7.1.ILA)
- Create a translated index of unit-specific industry vocabulary (7.1.ILA)

New Jersey Core Curriculum Content Standards

9.3– Career and Technical Education

Career Cluster: Architecture and Construction

Pathway: Maintenance & Operations (AC-MO)

- 9.3.12.AC-MO.1: Recognize and employ universal construction signs and symbols to function safely in the workplace.
- 9.3.12.AC-MO.6: Maintain and inspect building systems to achieve safe and efficient operation of buildings.

Career Cluster: Manufacturing

Pathway: Health, Safety, and Environmental Assurance (MN-HSE)

- 9.3.MN-HSE.4: Evaluate a system of health, safety and/or environmental programs, projects, policies or procedures to determine compliance.
- 9.3.MN-HSE.5: Evaluate continuous improvement protocols and techniques in health, safety and/or environmental practices.

Pathway: Quality Assurance (MN-QA)

- 9.3.MN-QA.5: Perform safety inspections and training to ensure a safe and healthy workplace.

Career Cluster: Science, Technology, and Engineering & Mathematics

Pathway: Science, Technology, Engineering, & Mathematics (ST)

- 9.3.ST.3: Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

Career Cluster : Transportation, Distribution & Logistics

Pathway: Transportation, Distribution & Logistics (TD)

- 9.3.12.TD.5: Describe transportation, distribution and logistics employee rights and responsibilities and employers' obligations concerning occupational safety and health.

Career Cluster: Law, Public Safety, and Corrections & Security

Pathway: Emergency & Fire Management Services (LW-EFM)

- 9.3.LW-EFM.5: Execute safety procedures and protocols associated with local, state and federal regulations.

Career Cluster: Human Services

- 9.3.HU-FAM.5: Evaluate crisis prevention, intervention and resolution techniques to formulate emergency plans.

Common Career Technical Core (CCTC)

Career Cluster: Architecture and Construction

Pathway: Maintenance & Operations (AC-MO)

- AC-MO.1: Recognize and employ universal construction signs and symbols to function safely in the workplace.
- AC-MO.6: Maintain and inspect building systems to achieve safe and efficient operation of buildings.

Career Cluster: Manufacturing

Pathway: Health, Safety, and Environmental Assurance (MN-HSE)

- MN-HSE.4: Evaluate a system of health, safety and/or environmental programs, projects, policies or procedures to determine compliance.
- MN-HSE.5: Evaluate continuous improvement protocols and techniques in health, safety and/or environmental practices.

Pathway: Quality Assurance (MN-QA)

- MN-QA.5: Perform safety inspections and training to ensure a safe and healthy workplace.

Career Cluster: Science, Technology, and Engineering & Mathematics

Pathway: Science, Technology, Engineering, & Mathematics (ST)

- ST.3: Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

Career Cluster : Transportation, Distribution & Logistics

Pathway: Transportation, Distribution & Logistics (TD)

- TD.5: Describe transportation, distribution and logistics employee rights and responsibilities and employers' obligations concerning occupational safety and health.

Career Cluster: Law, Public Safety, and Corrections & Security

Pathway: Emergency & Fire Management Services (LW-EFM)

- LW-EFM.5: Execute safety procedures and protocols associated with local, state and federal regulations.

Career Cluster: Human Services

- HU-FAM.5: Evaluate crisis prevention, intervention and resolution techniques to formulate emergency plans.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p>Course: Language of Architecture & Construction (Construction Careers Exploration)</p> <p>Unit: 7- Safety</p> <p>Grade Level: 9-12</p>	<p>Unit Overview: In this unit students will focus on the rights and responsibilities regarding workplace safety. The emphasis is on preventing injury and illness to employees and volunteers in the workplace.</p>
<p>New Jersey Student Learning Standards (NJSLS): 9.2.12.C.7; 9.3.12.AC-MO.1; 9.3.12.AC-MO.6; 9.3.MN-HSE.4; 9.3.MN-HSE.5; 9.3.ST.3; 9.3.12.TD.5; 9.3.LW-EFM.5; 9.3.HU-FAM.5</p>	
<p>Common Career Technical Core (CCTC): AC-MO.1; AC-MO.6; MN-HSE.4; MN-HSE.5; ST.3; TD.5; LW-EFM.5; HU-FAM.5</p>	
<p>Common Core State Standards (CCSS): RL.11-12.1; W.11-12.1; W.11-12.7</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Explore the rights, responsibilities, and laws pertaining to workplace safety including government laws/regulations, and audits.</p> <p>NJSLS: 9.2.12.C.7; 9.3.12.AC-MO.1; 9.3.12.AC-MO.6;</p>	<p>Who is legally responsible for providing a safe environment and ensuring safe practices?</p> <p>What is the role of Occupational Safety and Health Administration (OSHA) regulations?</p> <p>What are the Hazard</p>	<ul style="list-style-type: none"> • Identify Occupational Safety and Health Administration (OSHA) safety-related standards and regulations in the workplace. • Common workplace injuries • Rights and 	<p><u>Journal/Quick Write:</u> How can workplace injuries be reduced, and who should be responsible for implementing reduction strategies?</p> <p><u>Brochure:</u> In groups of 2-4 students will create a general</p>	<p><u>OSHA Employer Responsibility:</u> https://www.osha.gov/a/s/opa/worker/employer-responsibility.html</p> <p><u>OSHA Worker Rights:</u> https://www.osha.gov/workers/index.html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>9.3.MN-HSE.4; 9.3.MN-QA.5; 9.3.12.TD.5; 9.3.LW-EFM.5; 9.3.HU-FAM.5</p> <p>CCTC: AC-MO.1; AC-MO.6; MN-HSE.4; MN-QA.5; TD.5; LW-EFM.5; HU-FAM.5</p> <p>CCSS: RL.11-12.1; W.11-12.7</p>	<p>Communication Standard (HCS) requirements for employers?</p>	<p>responsibilities of employees as well as the employer.</p> <ul style="list-style-type: none"> • Use of multimedia strategies for research on workplace injuries common to a specific company or industry sector • Effects of stress on the body • Science of lifting and proper body mechanics • Strategies for preventing work-related injuries • Fight-or-flight stress response • Categorize work-related injuries. • Identify at least two common workplace injuries within each of the following categories: work- 	<p>safety brochure from the perspective of the employer. The goal is to decrease the number of workplace injuries. Students should all be assigned a particular industry such as printing, culinary, machine shop etc.</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<p>related musculoskeletal disorders, traumatic physical injuries, environmental exposures, occupational diseases, and psychological disorders.</p>		
<p>Identify and demonstrate safe work practices.</p> <p>NJSLS: 9.3.12.AC-MO.6; 9.3.MN-HSE.4: 9.3.MN-HSE.5</p> <p>CCTC: AC-MO.6; MN-HSE.4: MN-HSE.5</p> <p>CCSS: RL.11-12.1; W.11-12.1</p>	<p>How can you develop a safe attitude?</p> <p>What is the role of a personal safety and industry productivity?</p> <p>What is the importance of general safety audits and safety training?</p>	<ul style="list-style-type: none"> • "Do's and Don'ts" on how to perform a specific task • Identify how to follow safety guidelines • Safety demonstration and training • Outline a safety plan • Create a hazard identification process. 	<p>Quick Write: How do you demonstrate safe work practices? Are they different based on your job? (health services, food services, etc.)</p> <p>Website: Using wix.com students in groups of 3-4 should build a safe work practices website based on a particular industry</p>	<p>Safe Work Habits: http://service.insperity.com/safety-newsletter/mar14/Topics/SafeWorkHabits.pdf?elqTrack=true</p> <p>OSHA Safe Work Practices: https://www.osha.gov/dte/grant_materials/fy06/46d6-ht23/safe-work-practices.pdf</p> <p>ISHA Safe Work</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<ul style="list-style-type: none"> • Complete a hazard assessment • plans • Staying healthy • Drug free workplace • Personal protective equipment 		<p>Practices: http://www.ihsa.ca/resources/safe_practices_procedures.aspx</p>
<p>Examine safe and sanitary working conditions in compliance with OSHA regulations.</p> <p>NJSLS: 9.3.12.AC-MO.1; 9.3.12.AC-MO.6; 9.3.MN-HSE.4: 9.3.MN-HSE.5; 9.3.12.TD.5</p> <p>CCTC: AC-MO.1; AC-MO.6; MN-HSE.4: MN-HSE.5; TD.5</p>	<p>To what extent is it the responsibility of the employee to maintain the workspace?</p> <p>Why is it important to have posted exit signs?</p> <p>How do employers ensure restrooms are accessible?</p> <p>To what extent are employers responsible</p>	<ul style="list-style-type: none"> • Develop a sanitation plan • Sanitary conditions • Quality standards • Common area sanitation • Toilets at construction jobsites • Workforce numbers • Job sites • Temporary field 	<p>Journal: Why is access to potable water important in the workplace?</p> <p>Oxford Style Debate: Should employers provide sanitation or should that be the role of employee?</p> <p>Flyer/Poster: Create a safety and sanitation poster for your workplace.</p>	<p>Restroom and Sanitary Requirements OSHA: https://www.osha.gov/S LTC/restrooms_sanitation/</p> <p>OSHA Sanitary Workplace: https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=9790</p>

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<p>CCSS: RL.11-12.1; W.11-12.1</p>	<p>for providing housekeeping and access to facilities?</p>	<p>conditions</p> <ul style="list-style-type: none"> • Emergency action • Electrical safety • Housekeeping, illumination, and sanitation • Confined spaces • Barricades • Safety color codes • Fall protection • Ladders and scaffolds 		
<p>Identify hazards that occur in or on machinery and examine the safety standards to prevent injury.</p> <p>NJSLS: 9.3.MN-HSE.4; 9.3.MN-HSE.5; 9.3.MN-QA.5; 9.3.ST.3</p> <p>CCTC: MN-HSE.4; MN-HSE.5; MN-QA.5; ST.3</p>	<p>Why is it important to complete accident reports?</p> <p>What is the purpose of an emergency plan?</p> <p>How can protective clothing and equipment prevent injuries?</p>	<ul style="list-style-type: none"> • Machine guardings and machine hazards • Office equipment safety • Hand and power tools • Cutting and shaping tools • Assembly, fastening, and disassembly tools • Drilling and boring 	<p>Gallery Walk: Students will be placed into groups of and create a poster on the safety guidelines for 1) Office equipment safety 2) Computer workstations 3) Hand and Power tools 4) Cutting and shaping tools.</p> <p>PR Campaign: Create a</p>	<p>Machine Safety: http://www.toptier.com/download/sick_im0032606.pdf</p> <p>OSHA Machine Safety: https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=standards&p_id=9836</p> <p>Hand and Power Tools OSHA: https://www.osha.gov/S</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>CCSS: RL.11-12.1; W.11-12.7</p>		<p>tools</p> <ul style="list-style-type: none"> • Wrenches, pliers, and snips • Electric tools • Pneumatic tools • Liquid fuel tools • Hydraulic tools and machines • Welding tools and equipment • Motorized vehicles • Culinary tools and equipment • 	<p>public relations campaign using video, a song, or an infomercial to encourage the use of eye protection in the workplace.</p>	<p>LTC/handpowertools/standards.html</p> <p>Kitchen Equipment OSHA: https://www.osha.gov/S-LTC/youth/restaurant/equipment_foodprep.html</p> <p>OSHA Office Equipment Safety: https://www.osha.gov/pls/imis/sic_manual.display?id=970&tab=description</p>
<p>Assess the safety regulations for storing and handling non-hazardous and hazardous materials.</p> <p>NJSLS: 9.3.MN-HSE.4; 9.3.MN-HSE.5; 9.3.MN-QA.5</p>	<p>What are the requirements for storing hazardous chemicals in an operation?</p> <p>How are chemicals classified as hazardous or non-hazardous?</p>	<ul style="list-style-type: none"> • Storing nonhazardous materials • Waste disposal • Materials moving and handling • Flammable and combustible liquids • Hazardous waste 	<p>Quick Write: Most solid waste is sent to landfills. Why would companies want to reduce waste?</p> <p>Venn Diagram: Compare and contrast disposal procedures for hazardous and</p>	<p>OSHA Hazardous Waste: https://www.osha.gov/S-LTC/hazardouswaste/</p> <p>OSHA Hazardous Waste Operations and Emergency Response https://www.osha.gov/Publications/OSHA3114/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>CCTC: MN-HSE.4: MN-HSE.5; MN-QA.5</p> <p>CCSS: RL.11-12.1; W.11-12.1</p>	<p>How do you clean up spills on the floor?</p>	<ul style="list-style-type: none"> • Symptoms of toxic exposure 	<p>nonhazardous waste.</p>	<p>osha3114.html</p> <p>OSHA Disposal of Waste Materials https://www.osha.gov/pdfs/oshaweb/owadisp/show_document?p_table=STANDARDS&p_id=10687</p>
<p>Debate and discuss the impact of dangerous atmospheres and fire prevention on workplace safety.</p> <p>NJSLS: 9.3.MN-HSE.4: 9.3.MN-HSE.5; 9.3.LW-EFM.5</p> <p>CCTC: MN-HSE.4: MN-HSE.5; LW-EFM.5</p> <p>CCSS: RL.11-12.1; W.11-12.7</p>	<p>What electrical hazards contribute to accidental fires?</p> <p>What are the different classifications of fires and fire extinguishers?</p> <p>With what frequency should equipment be cleaned in order to help prevent fires?</p> <p>How can air quality impact the workplace?</p>	<ul style="list-style-type: none"> • Fire safety • Air quality • POSHA • Oxygen deficient and oxygen enriched atmospheres • Toxic and flammable atmospheres • Confined workspaces • NIOSH 	<p>Guided Reading: Students will become familiar with the OSHA regulations for dangerous atmospheres and complete a guided reading exercise.</p> <p>Quick Write: What kind of occupations could expose workers to dangerous atmospheres?</p> <p>Pamphlet: Create a workplace document of good practices for working in confined</p>	<p>OSHA Flammable Atmospheres: https://www.osha.gov/S/LTC/etools/shipyard/show_document?table=STANDARDS&p_id=10687</p> <p>Nitrogen the Silent Killer: http://ehstoday.com/safety/confined-spaces/ehs_imp_38471</p> <p>OSHA Respiratory Protection: https://www.osha.gov/pdfs/oshaweb/owadisp/show_document?p_id=10687</p>

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Unit Vocabulary	
<p>Accident Arson accident investigation automatic systems Class A Fires Class B Fires Class C Fires Emergency Plan Evacuation Routes Flame Detectors General safety audit</p>	<p>physical hazards Premises safety program guidelines smoke detectors Hazard Communication Standard (HCS) Health Hazards Heat Detectors Liability Material Safety Data Sheet (MSDS) near miss Occupational Safety and Health Administration (OSHA)</p>

Suggested Unit Projects

Choose At Least One

Students will find three child labor laws that pertain to working teens in New Jersey. Submit the laws via Google Classroom. Create a presentation for the class on child labor and use information from the U.S. Department of Labor's site (www.dol.gov).

Identify a variety of health and safety hazards at typical worksites where young people find employment. Create a YouTube video on workplace safety geared towards teens in the workplace.

Suggested Structured Learning Experiences

FDNY Fire Zone
 The FDNY Fire Zone is state-of-the-art Fire Safety learning center. 34 W. 51st St., New York, NY 10020 (in Rockefeller Center). Tel: 212-698-4520.

Applebee's Kitchen Safety Tours
 Tel: 888-244-4022. Email: group_sales@applemetro.com.
 Website: www.applemetrorestaurants.com.