



www.rmctc.org

The Bricklaying Program

CIP 46.0101

Instructor: Jeffrey Manley

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Have Questions?

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Prices listed are subject to change.

* *Additional information about these items can be found in the Student Handbook*

It is the policy of Reading Muhlenberg CTC not to discriminate on the basis of sex, handicap, race and national origin in its educational and vocational programs, activities, or employment as required by the Title IX, Section 504, and Title VI.

READING MUHLENBERG CAREER & TECHNOLOGY CENTER

MISSION STATEMENT

The Reading Muhlenberg Career & Technology Center, in partnership with our diverse community, sponsoring districts, and business and industry, is committed to providing quality career and technical education, resulting in opportunities for students to gain employment, pursue post-secondary education, and develop an appreciation for lifelong learning.

VISION STATEMENT

The Reading Muhlenberg Career & Technology Center is a school where students obtain the necessary academic support and critical skill attainment in becoming productive members of a complex and demanding workforce. The School is assisted in this endeavor through partnerships established with its sponsoring districts, business and industry and post-secondary education institutions. Collectively, we strive to recognize and appreciate the School's students for their diversity and cooperatively work together to provide students with the opportunity to begin molding a destiny and establishing a personal legacy.

BELIEFS

- We believe in valuing the diversity of each student
- We believe education leads to opportunity
- We believe quality education starts with quality leadership
- We believe a career and technical education is a critical component of workforce development
- We believe technology is vital to learning and will help students connect with a rapidly changing world
- We believe technology must be embraced by teachers as a tool to help prepare students to meet current and future labor market demands
- We believe in providing all students with a positive educational experience
- We believe students should feel proud of what they have accomplished each day
- We believe students will be provided the opportunity to achieve their highest potential
- We believe students will be provided the opportunity to acquire and cultivate leadership skills
- We believe in providing students with a safe school environment
- We believe the success of a student is enhanced by parents and/or other influential adults through their support and involvement
- We believe in encouraging students to maintain a lifelong affiliation with the school
- We believe change is an ongoing process, not an event, and is fundamental for building quality programs of study
- We believe instruction must accommodate individual student learning styles

BRICKLAYING – BRK

- Construct masonry structures specializing in fireplace and arches with the use of hand tools, power tools and other materials while maintaining a safe environment.
- Discover how to manage construction projects by applying skills such as blueprint reading and estimating labor and materials.
- Install floor tile, repair old or damaged masonry work and lay hardscape pavers using a variety of masonry materials.



Job Titles – Career Pathways

- 41-2031 Retail Salespersons
- 47-2021 Brickmasons and Blockmasons
- 47-2044 Tile and Marble Setters
- 47-2061 Construction Laborers
- 47-3011 Helpers -- Brickmasons, Blockmasons, Stonemasons and Tile and Marble Setters

CTC knowledge transfers to college credits at:

Pennsylvania College of Technology
Thaddeus Stevens College of Technology

Student Certifications

NOCTI – National Occupational Competency Testing Institute Certification
* Construction Masonry - Bricklaying Option
OSHA Safety Certification
PBA - Pennsylvania Builders Association

Accreditations

PBA -Pennsylvania Builders Association



INSTRUCTOR - Mr. Jeffrey Manley

Biography

I began my career as a Mason by completing the Trowel Trades Program at RMCTC. I continued my masonry career for 16 years, with various contractors, eventually starting my own business. I enjoy this career field because every day is challenging, unique and rewarding. I chose the teaching profession because I enjoy coaching baseball, and helping students learn the trade I love.

Education

1974 Graduate from Muhlenberg High School and Reading Muhlenberg Vo-Tech Bricklaying class

Certifications & Awards

Temple University - Vocational Education II Teaching Certification,

Work Experience

Various Masonry Contractors – 1973-1989
Own business during Summer 1989-present

Hire Date 1989

Community Service

Schedule and organize workers at Kennedy House Soup Kitchen with my church organization
Muhlenberg High School assistant varsity baseball coach

Dear Parents/Guardian:

Welcome to Bricklaying at Reading Muhlenberg Career and Technology Center. Please allow me to introduce myself. My name is Jeffrey Manley and I have been the instructor here for over 25 years. It is a pleasure to have your child enrolled in the bricklaying program at RMCTC. This is an exciting journey your child has chosen and I hope to facilitate any questions or concerns you may have. It is for this reason that I make myself available to you at anytime. You may wish to call me at school, 610-921-7300 or email me, jmanley@rmctc.org. You are encouraged to visit my program at any time and attend our annual open house in October.

There are a few requirements for this class (see page 7) that all students are asked to adhere to and follow in order to remain safe and enjoy their time here at RMCTC. These requirements are set forth for your child's protection and well-being.

It is my pleasure to have your child as a student and I am looking forward to meeting with you in the near future.

Sincerely,

Jeff Manley
Bricklaying Instructor
RMCTC

In order to safeguard the physical well being of our students, it is necessary to require appropriate personal safety equipment and clothing be worn by our students while they are attending their training programs at our school.

The school will supply some safety equipment and the individual student is required to supply certain items (noted below).

Safety glasses, goggles, ear protection, and safety headgear are supplied to the student by RMCTC.

Student work boots and shop clothing are not supplied by the school and must be purchased by the individual student for his/her personal safety.

The following clothing is required for active participation in your son's/daughters instructional program:

- Work Pants (Dickies or blue jeans with belt)
- Work Shirt (tee or polo shirt which the school sells through the Retail Marketing program)
- Work Boots
- Sweatshirt w/hood (cold weather attire only)

Proper attire is mandatory for students who are exploring their future career. These articles of clothing are similar to what will be required of your child once he/she is gainfully employed in this trade. It is highly suggested your child purchase 2 pairs of jeans and/or Dickies and 2 tees or polo shirts. This will enable your child to rotate clothing while one set is being laundered.

If a student is not properly attired for his/her instructional activity, the daily performance grade will suffer. Eventually, a student may fail his/her course due to inappropriate dress. Please see the STUDENT HANDBOOK under "Dress Code" section for additional information.

Thank you for your cooperation.

Each student will read and understand the safety book given out at the beginning of the school year. An instructor administered test will be given to every student before he/she can proceed to the next phase of bricklaying. I want to ensure the safety and well being of every student and by passing this test, he/she is ready to begin their chosen craft. Each student is also asked to read from and understand the “level(s) I, II, III in NCCER Curriculum book”. These books are available in my shop theory room. Students are encouraged to read and report on additional information about bricklaying for extra credit. Students are also asked for “week-end writings” (summary of prior week). A daily “exit pass” is required for a grade.

Upon entering the bricklaying class each student is given a heavy duty canvas and leather bag. Inside the bag is a host of tools he/she will be responsible for during the school year. Please note the following list of tools supplied by RMCTC.

1. Brick hammer
2. Trowel
3. Chisel
4. Masons brush
5. Modular foot rule
6. Concave jointer
7. Flat jointer
8. 2' level
9. 4' level

BRICKLAYING
SHOP SAFETY RULES

SHOP DRESS:

- Work boots, kept repaired and clean at all times
- Work pants, Dickies or jeans (no holes)
- Work shirt or T-shirt
- Belt worn on pants at all times
- NO sneakers, sandals, etc.

WORK AREAS:

- Cleaned and free from debris

SAFETY GLASSES

- Worn at all times while working in the shop

TOOLS:

- Cleaned and sharpened

POWER TOOLS:

- NO one is permitted to operate any power tool without the consent of the instructor

HORSEPLAY:

- **ABSOLUTELY NONE**

NO THROWING:

- Mortar
- Tools
- Materials

NO RUNNING, NO PUSHING AND ABSOLUTELY NO ABUSIVE OR FOUL LANGUAGE

NO one is allowed outside of the classroom without the instructor's permission

PERSONAL HYGEINE:

- Locker kept clean
- Work shoes kept clean
- Socks must be worn and kept clean
- Work clothes kept clean (taken home to be washed at least once a week)

HAIR:

- Should be kept in an orderly fashion

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

STUDENT SIGNATURE: _____ DATE: _____

The grade you will receive in the masonry program will be based on two (2) basic areas: your knowledge (tests and papers), and your attitude on the job.

KNOWLEDGE

The knowledge grade comes from averaging tests and assignments. This will count as 40% of your total grade.

Tests and assignments will be given at regular intervals. Home assignments given and not handed in will count as failures. Tests that are not made-up within five (5) days due to absence will also count as failures. It is your job to do the assignments and to be sure to take the tests.

ATTITUDE (WORK ETHIC)

This grade is derived from a daily grading system. It counts as 60% of your grade. I will base your daily performance on a scale from 1 to 10 points. You start the day with 8 points and 2 points can be earned to make a perfect 10. Points will be deducted according to violations in safety and conduct in class.

Think of your grade as your pay in the working world. The better you work, the better your pay will be.

EXAMPLE OF GRADE

Daily Grade Average	80% x .30 = \$24.00
Skill (project) Average	75% x .40 = \$30.00
Test Grade Average	90% x .30 = \$27.00

	\$81.00

Points will be deducted for the following:

SAFETY VIOLATIONS:

1 st warning	2 points
2 nd warning	5 points
3 rd warning	10 points

WASTING TIME:

1 st warning	2 points
2 nd warning	5 points
3 rd warning	10 points

IMPROPER ATTIRE (including refusal to change for shop activities)	6 points
HORSEPLAY	5 points
DANGEROUS WORK HABITS	5 points
DISRESPECT TO AUTHORITY AND PROPERTY	3 points
DOES NOT WORK WELL WITH OTHERS	2 points
NOT RELIABLE OR DEPENDABLE	2 points
FAILURE TO DO CLEAN-UP ASSIGNMENT	3 points
WASTING MATERIALS	1 point
PURPOSELY DESTRUCTIVE	10 points
IMPROPER USE OF TOOLS	2 points
REFUSE TO DO ASSIGNED WORK/LESSON	10 points
ABSENT	10 points

STUDENT INFORMATION FORM

Please print the following information and return to your program area teacher.

Last Name	First Name	Middle Initial
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Street Address	City or Township	State	Zip Code
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Phone Number	Home School	Grade	Sex
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Date of Birth	Program
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Parent or Guardian with whom residing (name)	Relationship
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Mother's Name	Address	Phone Number
---------------	---------	--------------

Place of Employment	Phone Number
---------------------	--------------

Father's Name	Address	Phone Number
---------------	---------	--------------

Place of Employment	Phone Number
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GRADE REPORTING

Purpose: The intent of this grading procedure is to provide a student grade that accurately reflects student achievement. Progress will be measured in the areas of work ethics, and knowledge. All activities and assessments that are required as the student progresses through their skills (learning guides) will be reflected within the knowledge grade. Students will be evaluated according to established program standards on an individual basis. The ClassMate grading software automatically calculates student grades using the following formula:

Work Ethic 40%
Knowledge 60%
100%

Teachers must be able to justify grade percentages in the event of inquiries or concerns.

Interpreting a Grade: The two levels of evaluation are described below:

Work Ethics Grade: Each school day, every student receives a Work Ethics or daily grade. Criteria that comprise these grades are safety, student behavior, preparation/participation, productivity or time on task, professional appearance and extra effort. The Work Ethics grade range is based on a 0 to 10 model that students may earn each day depending on how many criteria they satisfactorily meet.

NOTE: Impact of Absenteeism, Tardiness/Early Dismissals - The direct effect of absenteeism on a student's grade will be through the Work Ethic component of the grading formula. If a student is Tardy or has an Early Dismissal the Work Ethic grade will automatically be defaulted to a five (5) from a possible ten (10) points. The instructor may change this value as they see fit.

Knowledge Grade: Throughout the marking period, a student's cognitive knowledge about various career-specific topics will be evaluated and recorded by the instructor. Examples of knowledge activities include: lab/shop assignments, homework, quizzes, tests, and research activities. The Knowledge grade range is based on actual points earned divided by the total accumulative points.

Task tracking: Students are contracted to complete tasks quarterly and these tasks are tracked to ensure students are completing the necessary skills to prepare for work or further education and to obtain job titles and certifications.

GRADE REPORTING (continued)

CTC Letter Conversion Table Grade Letter

100 – 97 A+

96 – 93 A

92 – 90 A-

89 – 87 B+

86 – 83 B

82 – 80 B-

79 – 77 C+

76 – 73 C

72 – 70 C-

69 – 65 D

64 – under F

Final Grade average is based on the student's four (4) numerical marking period grades. The final average will directly align to the letter conversion table listed above.

If a student has three (3) marking period grades of "F" the teacher shall give appropriate consideration to that student not passing for the year. If a student is on an **upward trend** at the end of the school year, this **may** justify having the student pass for the year. If the opposite is true, and the student is on a **downward trend**, the student **should** receive a failing grade.

The individual teacher must evaluate each student's achievement in terms of the expected goals for their program area.

Failure to complete assignments, frequent lateness or absence, and demonstrated indifference to school are major contributors to student failure. **Blatant refusal** to attempt or to complete a significant number of course requirements may, by itself, justify a final course grade of "F".

The following divisions are given as a guide to recording and interpreting the grading system. It remains for each teacher to objectively and fairly rate each student, not based upon personality, but performance.

Determination of Grades: Teachers will give thorough consideration using all grading components in determining students' grades to both class work and test results.

A = Excellent

1. This grade represents **superior work** and is distinctly an honor grade.
2. The excellent student **has reached all course objectives** with high quality achievement.
3. The excellent student displays unusual effort and works willingly and effectively in reaching required objectives.

GRADE REPORTING (continued)

B = Good

1. This grade represents **above average** quality achievements.
2. The good student **has reached a large majority of course objectives.**
3. The good student is industrious and willing to follow directions.

C = Average

1. This grade represents **acceptable** quality achievements.
2. The average student **has reached a majority of course objectives.**
3. The average student is cooperative and follows directions, yet extra effort and improvement are needed for more complete mastering of the material.

D = Passing

1. This grade represents a **minimum acceptable** quality achievement.
2. The student is performing below-average work and **has not reached a majority of course objectives.**
3. This achievement level indicates there is a great need for improvement, daily preparation and improved dedication and attendance.

F = Failure

1. This grade represents **unacceptable** quality achievements.
2. The failing student **has not reached necessary course objectives.**
3. The failing student has not attempted to complete assignments, is constantly late or absent, and generally has failed to accomplish the fundamental minimum essentials necessary in the program area.
4. It may be noted that generally a student does not fail because of a lack of ability; failure may be caused by laziness, non-dedication, or a general disregard to directions of the teacher and the unwillingness to use whatever ability he/she possesses.

Incomplete Grades: Incomplete grades must be updated no later than ten (10) days from the close of the marking period. As soon as the work is completed and the grade is available, it must be reported to the appropriate person.

Failures: Students who receive a failing final grade in a program area are permitted to repeat that program, but are urged not to do so for obvious reasons. If this situation presents itself, students and parents are advised to consider an alternative program which is probably more suited to the student's true interests and aptitudes and not merely satisfying a short-term or unrealistic desire.

Attendance and its Impact upon Grades: The importance of regular school attendance and its positive impact upon a student's performance grade cannot be overstated. If a student is absent, he or she does not have the opportunity to keep pace with their classmates and must work independently to acquire the information missed during any absence. Regardless of how well a student performs when he/she is present, habitual absenteeism usually results in a failing performance grade. This situation is not unlike the conditions of the business or industry for which the student is being trained.

GRADE REPORTING (continued)

Make up Work for Absences: Students have the opportunity to make-up school work due to an illness/being absent from school. **PROVIDED** their absence is excused. Students must submit make-up work within the following timelines:

1. One (1) to three (3) days excused absences – five (5) school days to complete assigned work.
2. Four (4) or more days excused absence – ten (10) school days to complete assigned work.

All work missed through unexcused absences will be graded as a zero

Report Cards (See Progress Reports): Students will receive a report card from the sending school district which will reflect the student's grade from their Career & Technology program and if appropriate their Social Studies class. Students will also receive a report card from RMCTC reflecting their program grade.

Senior Recognition Night: Reading Muhlenberg Career & Technology Center hosts an annual Senior Recognition Night, which honors our senior students. During this event, all students are recognized and may also receive awards that they have earned relevant to their accomplishments while attending Reading Muhlenberg CTC.

PARENT PORTAL: Please utilize our website, to track your child's progress by viewing their grades and attendance, along with any discipline action. In addition you will be able to review your child's report cards & progress reports as soon as they are available. You also have the ability to select the option to receive email notifications for specific instances that you choose. You can choose to receive an email automatically if your child is absent/tardy or both, if your child receives a discipline referral or suspension and if your child receives a specific grade. Log onto www.rmctc.org, click on "**Parents**", then click on "**parent portal**" which will navigate you to the link where you will log into the portal. You will have to "**create an account**" on your first visit to the portal by using your email address (you need to use the email address you provided us on your child's application) and setting up a password. Once registered you may return at any time to view your child's information.

SKILL/COMPETENCY CONTRACT

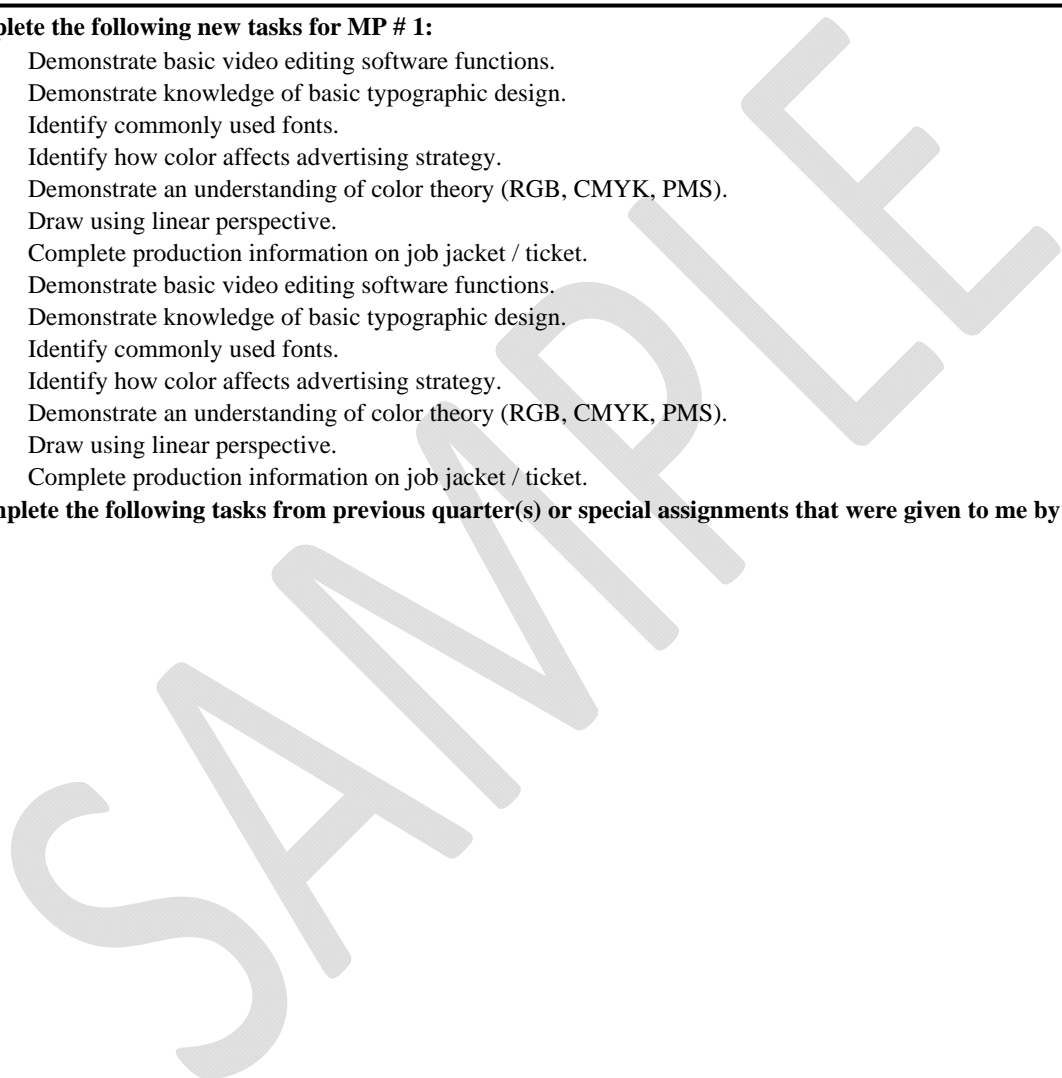
It is the ultimate goal of the Reading Muhlenberg CTC that each of our students leaves his/her program of study employable in his/her career objective(s). As such, it is necessary to keep our students on task and have them complete their competencies on a systematically progressive timetable.

	Fine Artists, Including Painters, Sculptors, & Illustrators	1
Student	Career Objective	Quarter

I will complete the following new tasks for MP # 1:

- Demonstrate basic video editing software functions.
- Demonstrate knowledge of basic typographic design.
- Identify commonly used fonts.
- Identify how color affects advertising strategy.
- Demonstrate an understanding of color theory (RGB, CMYK, PMS).
- Draw using linear perspective.
- Complete production information on job jacket / ticket.
- Demonstrate basic video editing software functions.
- Demonstrate knowledge of basic typographic design.
- Identify commonly used fonts.
- Identify how color affects advertising strategy.
- Demonstrate an understanding of color theory (RGB, CMYK, PMS).
- Draw using linear perspective.
- Complete production information on job jacket / ticket.

I must complete the following tasks from previous quarter(s) or special assignments that were given to me by my instructor:



Student Signature

Date

Instructor's Signature

Date

This contract is binding except for the following reasons: Hospitalization, Accident, Long Term Illness, Lack of Equipment, or Unforeseen Emergencies. Upon return to class, the situation will be discussed between the student and the instructor and an appropriate modification of contract will be determined.

Student Progress Report - MP

Student Name:

Progress Report # :
Sending School:
Location: Reading Muhlenberg CTC
Enrollment Date:
Course:
Class:
Instructor:
Grade:

Questions regarding this report can be answered by calling your child's teacher at (610) 921-7300 ext.. If the teacher is not available when you call, please leave your name and telephone number and your call will be returned.

Your child's progress in this class is:

Grade to Date: As of

Knowledge:

Work Ethic:

Knowledge:

Comments / Recommendations

Test / Quiz scores
Homework / Notebook / Assignments
Ability to apply knowledge
Preparedness - Uniform/Hygiene
Preparedness - Materials/Tools

Works to ability

Skill:

Comments / Recommendations

Work Habits
Completes Task sheets as required
Safety
Production - Quantity
Production - Quality
Respect for equipment / tools

Dependable

Employability

Comments / Recommendations

Cooperation / Responsibility
Attitude / Respect toward others
Self-Motivation
Ability to follow rules & regulations
Attendance / Tardiness
Referral to counselor for attendance

Dependable

Attendance Report

Excused

Unexcused

Tardy

Year To Date Totals

Current marking period

Instructor's Signature: _____

Issue Date:

Student's Signature: _____

Sign Date:

Parent's Signature: _____



2615 Warren Road
Reading, PA 19604
(610) 921-7300

School Year

ANNUAL EDUCATIONAL AND OCCUPATIONAL OBJECTIVES FOR STUDENTS ENROLLED IN A PDE-APPROVED CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM

INSTRUCTIONS: This form is to be completed each year by students enrolled in a Pennsylvania Department of Education (PDE) approved CTE program with the intent to take further technical instruction offered by the program to achieve a related occupational objective. The scope and sequence for the PDE approved program serves as the educational plan.

Form is to be completed by student and verified and signed by the instructor and guidance/career counselor:

STUDENT'S NAME:

Gender: Birthdate: Current Grade:

SECONDARY SCHOOL OFFERING APPROVED CTE PROGRAM:

SENDING SCHOOL DISTRICT (for CTCs/AVTSs/Charter Schools):

This student is enrolled in technical instruction offered by the following approved CTE program and associated Classification of Instructional Program (CIP):

PROGRAM NAME: CIP Code:

1. Is student enrolled in approved Tech Prep/Program of Study (POS) program technical instruction? Yes or No (Circle one)

2. If yes, is student taking minimum academic coursework per approved Tech Prep/POS program scope and sequence? Yes or No (Circle one)

3. Student's plans following high school graduation include: (Check all that apply) Yes or No (Circle one)

Employment or Military service/training - Specify Branch
Postsecondary education: College Technical School / Proprietary School

4. Student's program-related occupational objective:

Career Pathway

As a student enrolled in this program, my career objective is to prepare for and explore the following career pathway(s).

- Architectural & Civil Drafters
Drafters, All Other
Electrical & Electronics Drafter
Local - Copy Persons
Mechanical Drafters
Multi-Media Artists & Animators
Retail Salespersons

*This information is not auditable by the Office of Auditor General. I understand that this information will become part of my permanent file with Reading Muhlenberg CTC, 2615 Warren Rd., Reading, PA 19604. I also understand that this information will be forwarded to my home school district counseling office.

Student's Signature Date

Instructor's Signature Date Counselor's Signature Date

It is the policy of Reading Muhlenberg CTC not to discriminate on the basis of sex, handicap, race and national origin in its educational and vocational programs, activities, or employment as required by the Title IX, Section 504, and Title VI.

Pennsylvania State Board of Education, Chapter 4 Section 4.31(e) states that a student's record shall include the student's educational and occupational objectives. This form (PDE-408) or similar, locally developed form must be completed and signed each school year by the student enrolled in planned technical courses/instruction offered by the program and must be maintained in school files. The Office of the Auditor General will review student records to determine if the technical courses/instruction taken by the student coincides with the planned courses/instruction documented for the approved CTE program.

46.0101 Mason/Masonry
Bricklaying

Demonstrate Occupational Knowledge

Describe essentials in the career field of bricklaying.
Complete shop and RMCTC orientation.
Complete basic employability skills module.
Complete basic safety module.
Complete basic communication skills module.
Identify & describe work ethics necessary for success in the bricklaying field.
Describe the history of masonry.
Identify and describe trends in masonry today.
Construct brick steps.
Install brick pavers.

Shop and Tool Safety.

Demonstrate shop safety.
Apply safety practices.
Complete introduction to hand tools module.
Complete introduction to power tools module.

Perform Wall Layout

Set up and lay out a wall properly.

Trowel Use

Demonstrate trowel use in basic bricklaying.

Apply Measuring Skills

Complete introduction to construction math module.
Demonstrate an understanding of fractions in the masonry field.
Demonstrate an understanding of course measurements & conversions in the masonry field.
Demonstrate an understanding of drawing symbols in the masonry field.

Maintain and Construct Masonry Structures

Identify and describe moisture control in masonry.
Demonstrate repair techniques in masonry.
Demonstrate repair of a foundation wall in masonry.

Use Level Gage and Square

Demonstrate use of measures and measuring tools.

Apply Lay Basics

Demonstrate cutting masonry units.
Demonstrate laying masonry units.
Demonstrate bonding masonry units.

Tool and Point Joints

Identify & describe the properties of mortar.
Mortar joints.

Use Tools and Equipment

Demonstrate proper use of hand tools.
Demonstrate proper use of hand-powered mortar equipment.
Demonstrate proper use of power tools.
Demonstrate proper use of power equipment.
Demonstrate proper use of scaffolding.
Demonstrate proper use of leveling instruments.

Reinforcement Anchors

Demonstrate proper use of anchors.
Demonstrate proper use of wall ties.
Demonstrate proper use of durawall and reinforcements.

Read Basic Plans and Estimate Materials

Read drawings.
Estimate a job in a masonry field.
Complete introduction to blueprints module.

Arches

Build arches.

Construct Residential Chimney and Fireplace

Construct a fireplace.

Set Wall and Floor Tile

Install floor tile.
Install wall tile.

OSHA

Complete OSHA training.

Employability Skills

Establish career goals and develop a plan to meet goals.
Complete a job application.
Compose a resume, reference list and cover letter.
Prepare for a job interview.
Compose various employment letters, i.e. thank you and resignation.
Participate in online career search & develop online accounts.
Create a career portfolio.

PORTFOLIO

All students will be required to create a portfolio to showcase their accomplishments. A portfolio is a collection of work related to education, employment, and self-development.

The Portfolio will contain the following:

- a. Title Page
- b. Table of Contents
- c. Resume with Reference List
- d. Achievements-
 1. Awards
 2. Certifications
 3. Transcripts
 4. CTSO information
 5. PSC certificates (NOCTI)
- e. Skill Set
 1. Task List
 2. Certificate of Competency
- f. Work Samples
 1. Pictures
 2. Writing Samples
 3. Videos
- g. Other Related Information
 1. Computer Applications
 2. Community Activities
 3. Talents
 4. Sports
 5. Clubs

READING-MUHLENBERG CAREER & TECHNOLOGY CENTER

WORK BASED LEARNING Cooperative Education & Internships RULES / GUIDELINES

1. All Work Based Learning (WBL) students must have school WBL forms completed before starting the job/internship, and any student less than 18 years of age must also have a transferable work permit.
2. **ABSENT FROM SCHOOL????? – NO WORK!!!!!!!**
 - If you are absent from school in the morning, you may **NOT** go to work in the afternoon. **YOUR JOB IS PART OF YOUR SCHOOL DAY.** If you are at a **medical, social service, or court appointment** in the AM, you **may** go to work that day. However, you must bring a note **from the agency where you were**, to your attendance secretary, the next school day.
 - If you are ill, **YOU** must call your employer to inform him/her that you will not be reporting for work.
 - **IMPORTANT:** If your name is going to appear, for any reason, on your sending school absentee list, you must also **report off to Mrs. Albarran @ 610-921-7301. Failure to report off will result in removal from WBL.**
 - If **school is closed** for a holiday, in-service day, or a snow day, you **DO** go to work on those days, if you are scheduled.
 - If you are suspended **out of school** you may not work at your WBL job. This includes jobs that are scheduled with after school hours.
 - **REPETITIVE ABSENCES** at school or work will result in your removal from Work Based Learning.
3. All WBL students are required to **report to the CTC every Monday.** Any additional classroom time is at the discretion of your program area teacher. You are responsible for communicating this to your employer. On the **first Monday of each month**, immediately upon arrival, report directly to **Student Services**, where you will sign in with Mrs. Baller. Co-op students will record hours and earnings, and then return to your program area for the remainder of the school day. **Don't forget to bring your check stubs to record your hours and earnings!** Internship students will record hours. **If you miss two Monday meetings, you will be removed from WBL.**
 - Any violations of these rules will result in the following **discipline action:**
 - 1ST violation – VERBAL WARNING**
 - 2nd violation – REMOVAL FROM WORK BASED LEARNING**
6. When at work you are guided by and are responsible to your employer. Be sure to follow all of the Employers' rules and regulations because you will be terminated for the same reasons as any other employee.
7. If your work experience is terminated for any reason, you must return to school the next day, and inform your CTC teacher and the Work Based Learning Coordinator.
8. If you wish to terminate your employment, you must discuss this with your teacher and the Work Based Learning Coordinator, and leave the job properly by giving the employer a two-week notice and a letter of resignation.
9. If you have any questions concerning the rules and guidelines of Work Based Learning, please contact the WBL coordinator at 610-921-7337.

STUDENT SIGNATURE

PARENT/GUARDIAN SIGNATURE

Articulation Agreements

The Reading Muhlenberg Career and Technology Center has agreements
with the following:

Thaddeus Stevens College of Technology

Penn College of Technology

STUDENTS OCCUPATIONALLY & ACADEMICALLY READY



- *Earn college credits which will save you money on tuition*
 - *Shorten college attendance*
 - *Get on the right career path*
 - *Enter the job market prepared*
 - *Get a consistent education*
- *See your CTC School Counselor for More Information*

TO QUALIFY CTC STUDENTS MUST:

1. Earn a high school diploma, achieve a minimum 2.5 GPA on a 4.0 scale in your CTC program and complete the PDE approved Program of Study.
2. Earn the industry certifications offered by your program (if applicable).
3. Achieve Competent or Advanced on the NOCTI End of Program Assessment.
4. Achieve proficiency on ALL of the Program of Study Competency Task List.
5. Provide documentation to Postsecondary Institution that you have met all of the requirements!

Find out more about the colleges offering course credits you can earn while attending RMCTC. Go to collegetransfer.net, search: PA Bureau of CTE SOAR Programs, and find your program by CIP Code.



**To receive college credits, qualifying students have three years from their date of graduation to apply and matriculate into the related career and technical program at a partnering institution.*

Program Planning Tool

Program Title: BRICKLAYING

Student Name: _____

This document has been designed as a tool to facilitate student placement decisions and provides important information about the program. The chart on the reverse side is designed to assist in the identification of necessary skills, present educational levels, and supports, if any, that are needed to foster program success.

Program Completion Requirements

A successful student will...

- Secondary Academic Course Requirements: The PA Dept. of Education's focus is to ensure every student is college and career ready, therefore all students are recommended to follow a college prep sequence of academic classes. Courses such as applied math or general science are not appropriate for this program. PDE's goal is to have all students perform at the competent or advanced level on the Keystone Exams and Program of Study end-of-program assessment (NOCTI).
- Complete an Occupational Competency Assessment (i.e. NOCTI end-of-program exam) and score at the "competent" or "advanced" level. This end-of-program exam will cover the full scope of the program of study curriculum and includes (1) a multiple choice test and (2) a performance test consisting of occupational related tasks scored and evaluated by industry judges.
- Earn a minimum of one industry recognized certification. Students will be encouraged and expected to earn all recognized industry certifications that make up the scope of the curriculum. Accommodations are not permitted for industry certifications. These include Pennsylvania Builders Association and OSHA.
- Complete the approved program curriculum and earn a minimum of one RMCTC Job Title aligned with the student's career objective. Job titles are identified on the program task list, aligned with local workforce needs and high priority employment occupations, and annually reviewed and approved by the program's occupational advisory committee.
- Successful completion of Keystone Exams as determined by sending school district.
- Maintain a 95% attendance rate or better.
- Transition on to a post-secondary institution, military or related fulltime employment aligned to their CTC program of study.

Instructional Process/Specifications

A successful student will...

- Perform a wide variety of tasks in a laboratory environment with equipment consistent with industry standards. Up to 25 students are assigned to work "independently" and in "small teams". Students' progress by using learning guides in a self-directed manner. In the laboratory, students will be required to use a variety of hand and power tools that will include hammers, trowels, shovels, power saws, stone splitters, and power drills.
- Students will be required to prepare and work with mortar, cement, grout and other masonry materials. Students will also be required to use ladders and scaffolding. Using this equipment requires self-discipline and strict adherence to rules to ensure safety of self and others. The laboratory simulates a real working environment therefore students will be exposed to the noise levels, dust, debris, and fumes associated with the masonry profession.
- Participate in classroom theory and laboratory applications for generally 2 ½ hours each day; students will spend 40% of their time in classroom theory and 60% of their time doing laboratory applications and live work.
- Complete written and performance tests. Students will be evaluated weekly on occupational skill performance using rubrics. In addition, students will be evaluated daily on work ethics. Progress is measured by test performance, task completion and work ethic.
- Participate in Career & Technical Student Organizations including HBA, SkillsUSA and/or National Technical Honor Society.
- Participate in a paid or unpaid work based learning related to the Program of Study (cooperative education, clinical internship, and/or job shadowing).
- Read and study textbooks and technical manuals. Most textbooks are written at a 10th to 11th grade reading level and most technical manuals are written at a higher level.
- Complete homework on time. Homework typically involves chapter or workbook assignments, on line research assignments and writing assignments.
- Purchase appropriate work and safety attire, tools, and equipment. Following is an estimated breakdown of costs:
 - UNIFORM: Dickies or Blue Jeans \$40, Work Shirts (tee or polo from school) \$20, Belt \$10, Boots \$30, Hooded Sweatshirt \$20

Program Planning Tool

CTE Requirements	Present Educational Ability/Level	Support Needs
<p>Program Completion – Strong self-determination skills and understanding of personal strengths and weaknesses. Ability to meet industry established standards of performance, complete the program of study without curriculum modifications, and earn industry certifications without testing accommodations.</p>		
<p>Reading & Language Arts Level - Text and manuals written on a 10th-11th grade reading level. Proficient on end-of-course exam (Keystone). Must have ability to read and understand technical plans, blueprints and schematics.</p>		
<p>Math Level - At grade level and proficient on end-of-course exam (Keystone). Knowledge of arithmetic, algebra, geometry and their applications. Ability to calculate materials using floor plans, elevations and sectional plans. Ability to apply construction geometry; calculate board and square feet, linear measures, square measures, and cubic measures; convert fractions, decimals, and percents, simplify measurements. Ability to use math to solve problems.</p>		
<p>Aptitude – Mechanical, numerical ability, critical thinking, inductive reasoning, visualization and spatial relations. Problem solving and troubleshooting skills.</p>		
<p>Safety & Physical – Manual dexterity, multi-limb coordination while standing, sitting or lying down, arm-hand steadiness and finger dexterity. General body coordination and stamina that requires considerable use of arms, legs and whole body. High degree of self-discipline and focus needed for safety around moving equipment, hand tools, power tools and other equipment found in the industry. Physical strength and stamina with the ability to lift 50 lbs. overhead. Ability to work in all weather conditions, work independently, have good eye/hand coordination, color discrimination, no fear of heights or working in closed spaces.</p>		
<p>Interpersonal/ Social – Active listening, communication skills with supervisors and peers, ability to work alone or cooperatively on a team.</p>		
<p>Other Occupational/Program Considerations - Teamwork, excellent measuring skills, Learning and work environment with dust, dirt, and debris found in masonry industry, loud and sometime startling noises, ongoing background noise, moving people and construction equipment, small spaces, interior or exterior work factors (all weather conditions), high spaces using scaffolding and ladders.</p>		

Scope and Sequence Bricklaying 46.0101



Academic Subjects – Career success and postsecondary education success require the same level of college prep coursework. The Pennsylvania Department of Education’s (PDE) focus is to ensure that every student is prepared for college and a career. Academic courses such as applied math or general science cannot be listed on the program’s scope and sequence. PDE’s goal is to have all students perform at the competent or advanced level on the PSSA, and earn the Pennsylvania Skills Certificate on the end-of-program assessment.

Subject (Hours)	Secondary School				Postsecondary Institution			
	Grade 9 (Hours)	Grade 10 (Hours)	Grade 11 (Hours)	Grade 12 (Hours)	First Semester	Second Semester	Third Semester	Fourth Semester
Technical		Safety Procedures & Basic Masonry Principles	Intermediate Masonry Principles	Advanced Masonry Principles	BCT 102: Construction Safety and Equipment	BCT 117 Construction Materials and Application I	MCT 233: Stone Masonry	MCT 262 : Structural Masonry Systems
		Wall Layout	Measuring Skills	Masonry Structures-Hardscapes	BCT 103: Construction Hand and Power Tools	BCT 107: Print Reading and Architectural Drafting	MCT 239: Fireplace Construction	BCT 256 Residential Construction, Planning, Schedule
		Trowel Use	Power Tools in Masonry	Tool & Point Joints	BCT 110 Site Preparation and Layout	MCT 129 Brick Masonry	BCT 238 Concrete Construction	
		Level Gauge & Square	Reinforcement Anchors	Tools & Equipment	MCT 115 Concrete Block Construction			
		Apply Lay Basics	Job Seeking/Keeping Skills	Read Plans & Estimate Materials				
		Tool & Point Joints		Arches, Chimney & Fireplaces				
		Tools & Equipment		Set Wall & Floor Tile				
		Job Seeking/Keeping Skills		OSHA-10 Hour Safety Card				
English	College Prep English 9	College Prep English 10	College Prep English 11	College Prep English 12		ENL 111 English Composition I	ENL 201 Technical and Professional Communications	
Math	Algebra I	Geometry	Algebra II	Trigonometry	MTH 124 Technical Algebra and Trig			
Science	Accl Integrated Science	Biology	Chemistry	Physics			PHS 114: Physics with Technological Applications	
Humanities	Citizenship	World Cultures	American History I	American Government			Humanities Elective	Fitness Elective
Other	Physical Education	Physical Education	Physical Education	Physical Education				
	Health	Health	Driver's Ed Theory					

CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSO)

All students enrolled in Reading Muhlenberg Career & Technology Center have the opportunity to participate in at least one Career & Technical Student Organization (CTSO) while enrolled at the CTC. Students who become members in these co-curricular organizations have the opportunity to participate in team building, leadership, community service and social events.

Students also have the opportunity to attend skill competitions where the skills they have learned are "put to the test" against other competitors. These competitions include testing of knowledge and hands-on skills in a variety of trade and leadership events. Students who are fortunate enough to win their events at a district or state competition are able to compete at the national level and travel to locations such as Louisville, KY, Kansas City, MO, San Diego, CA, Orlando, FL, and Cleveland, OH.

SkillsUSA



<http://skillsusa.org>

SkillsUSA is a national organization of students, teachers and industry representatives who are working together to prepare students for careers in technical, skilled and service occupations. SkillsUSA provides quality education experiences for students in leadership, teamwork, citizenship and character development. It builds and reinforces self-confidence, work attitudes and communications skills. It emphasizes total quality at work, high ethical standards, superior work skills, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.

Home Builders of America (HBA)



<http://www.pabuilders.org/>

The purpose of the HBA Student Chapter Program is to give students first hand exposure to the "real world" of the building industry and an invaluable complement to their academic studies.

National Technical Honor Society (NTHS)



www.nths.org

NTHS is the acknowledged leader in the recognition of outstanding student achievement in career and technical education. Over 2000 schools and colleges throughout the U.S. and its territories are affiliated with the NTHS. Member schools agree that NTHS encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in today's highly competitive workplace.

NTHS members receive: the NTHS membership certificate, pin, card, window decal, white tassel, official NTHS diploma seal, and three personal letters of recommendation for employment, college admission, or scholarships. Students will have access to our online career center including these valuable services: MonsterTRAK, Wells Fargo, Career Safe, and Career Key.



Certificate of Competence

Awarded
May 24, 2011

This is to verify that

Has met the standards of competence in the

Curriculum by completing the following job title(s)

Gerald P. Witmer Jr.

Director

Teacher