PARKWAY WEST CAREER & TECHNOLOGY CENTER

FLEXIBLE INSTRUCTIONAL DAY PLAN

Flexible Instructional Days

Online Application

IMPORTANT: To avoid losing your work, please save or submit the application within 10 minutes. You can't save or submit the application unless the required information (Public School Entity, Contact, Email, Phone) is entered correctly and the assurances are selected. You can't submit the application unless the narratives are completed.

Public School Entity

103027307 Parkv

Choose your public school entity.

Contact

Alfred McGivem

Enter the first and last name of a primary contact familiar with your program.

Email

mcgivem@parkw

Enter the email address of the primary contact.

Phone

(412) 923-1772

Enter the phone number of the primary contact.

Assurances

Select each box below to indicate your assurance that:

☑ Staff, students, and parents shall be made aware of notification procedures prior to the institution of a flexible instructional day and the means of notification shall be fully accessible.

☑ Responsibilities shall be agreed upon and expectations shall be communicated to all staff, students, and parents prior to the institution of a flexible instructional day.

☑ Attendance shall be strictly enforced in compliance with Article XIII during flexible instructional days.

- Students shall be provided health services during a flexible instructional day in compliance with Article XIV.

- Free Appropriate Public Education (FAPE) shall be afforded all students during a flexible instructional day in compliance with the Individuals with Disabilities Education Act (IDEA).

- Should technology ever be employed during a flexible instructional day, policies and measures are in place to ensure the cyber-safety and security of students accessing online school services and digital resources.

- Should technology ever be employed during a flexible instructional day, technical assistance and support shall be provided, as appropriate, to ensure access to instruction and resources.

Narratives

Describe the procedure for notifying all students, parents, and professional staff that a flexible instructional day is instituted.

Initially, we will send information to all parents notifying them of the possibilities of a Flexible Instruction Day and provide the following information. This will be accomplished through information packet sent home and one or two parent participation events held after school.

Q & A For Parents of Parkway West CTC students
What is FIDs and how will it impact your family? Read below.

What is a Flexible Instructional Day (FID)? Flexible instructional days (FID) are deemed a school day and count toward the number of instructional days/hours required under Article 15 of the Public School Code and Chapter 11 of the state Board of Education regulations. FIDs employ "nontraditional strategies" to provide a continuation of instruction on regularly scheduled school days when circumstances (primarily weather) call for an alternate approach. Parkway West CTC applied and was approved to participate in this program for the next three school years.

How will it work for Parkway West CTC? On days When the school cannot be open due to inclement weather or another significant event. The teachers and students will stay home to complete their Lesson for the day. As long as students complete their assignments, they will receive credit for the school day.

So, how does student attendance work? Student attendance will be determined by verification and completion of the lesson and or assignment during the assignment window which will be from 7:40 am until 2:25 pm on the day that school is closed.

What is expected of students? Students are expected to work on assignments from home as assigned and given to Via the Schoology LMS or the hard copies that were provided to your student. If a child does not have Internet access or equipment to log on, the student should communicate this with the teacher. Students will be provided hard copies of the assignment and can turn it into his/her instructor for full credit on the next day school is in session.

What's the benefit of a FID? It's an effort to address inclement weather days or other significant event while at the same time attempting to eliminate the need to extend the school year. Parkway West CTC will utilize FIDs in lieu of cancelling instruction for the day. Online learning will be part of the student's educational experience and it is our goal that this virtual instruction will provide students with the experience necessary to be successful in future online endeavors.

What if I have a student with special needs? The FID lesson will be designed for students with special needs utilizing their program modifications, specially designed instruction and supplementary aids and services identified in their individualized education plans or 504 service agreements. Upon return from a FID, teachers of students with special needs will meet with their students to review work submitted, checking for completion and understanding. If needed, students will have an additional 3 school days to complete assignments. Any related services (PT, OT, Speech, etc...) scheduled during the FID will be rescheduled according to the frequency requirements of the students' individualized education plan (IEP or 504). On the FID, paraprofessional personnel will be available to answer questions through email or through the Schoology LMS between the hours of 7:40 to 10:45 a.m., and 11:30 until 2:25 p.m. The Special Education director will also field parent questions and phone calls prior to the FID day.

Over the past several school years the Parkway West CTC has employed Blackboard/Alert Now system for notifying parents of any usual or unusual events here at the school. This system will e-mail, call and text all parents of students enrolled in the CTC. The system seamlessly and simultaneously, notifies parents of the event. On the day of the event, all pertinent information will also be placed on our website, Facebook page, Instagram, and Twitter accounts. It will be the responsibility of the Principal and the Public Relations Coordinator to initiate these information platforms. The procedures and expectations are detailed in the procedural question below.

Describe the procedure for instituting a flexible instructional day, including (if applicable) the use of technology and equitable accommodations for students and professional staff lacking sufficient home access to devices and/or the Internet.

Blackboard/Alert Now will be activated by the Principal. This system will email, call and text all parents of students enrolled in the CTC seamlessly and simultaneously. All pertinent information will be placed on our website at Parkwaywest.org, Facebook page, Instagram, and Twitter accounts. It will be the responsibility of the Public Relations Coordinator to initiate communication to these information platforms.

The aforementioned communication will direct parents and students to our website where detailed instruction will be provided on how to access instruction for the day. This information will be provided mainly for parents as the students will be introduced to the procedures as follows.

Since the 2015-2016 school year the PWCTC staff has been utilizing the Schoology Learning Management System (LMS). Teachers and students utilize this system regularly and are experienced with the process. This system has proven to be invaluable for absent students as well as to assist teachers and students in communicating clarification on assignments and projects. It is our intention for this platform to be our main vehicle for providing instruction on our Flexible Instruction Days. Each teacher will produce and include five (FID) folders within the system. They will be labelled #1 through #5 and used in sequence. Prior to the event teachers will work with students in class and show them where they can locate the clearly identifiable FID folders. The students will complete a mock FID assignment in class with the teacher present and clarify the process and expectation. These assignments, although different, will be set up sequentially and the direction for completion will be similar for all five days so as to limit confusion.

While the following information will include screen shots with clearly defined clicks they are not included here due to application restraints. The will be listed in the appendices as Appendix G (Parent Guide).

Flex Day Lesson – Parent Guide

Introduction

This guide is designed to help parents navigate Schoology so they are able to help their child complete the work that has been assigned by their teacher(s) on Flex Days. It will walk you through where to locate the material for that day and what the student needs to complete.

How to Access Schoology

1. Your child will need to go http://www.pwctc.schoology.com.

2. A Google login screen will load and your child's Parkway email address needs to be typed in (**first name.last name@parkwaywest.org**).

3. The next screen will require your child's password. They use the same password when they are here at Parkway.

4. Once the password has been entered, they will be taken to the main Schoology page.

Accessing the Flex Day Lessons

1. Once logged into Schoology, click the "Courses" link at the top of the page.

2. Select the course that you want to access. Some students will have both a program course (example: Culinary Arts) as well as an academic class (example: US History I). Remember to check the academic page if you were scheduled to have academics on that day.

3. After you select a class, you will see folders for each of the four nine weeks. You will also see a "Flex Day Lessons" folder at the bottom. Click the "Flex Day Lessons" Folder.

4. Inside the "Flex Day Lessons" folder will be five flex day lessons, each in a separate folder. When a flex day is used, your child will complete only one folder's lesson beginning with Flex Day 1.

5. Click the folder to open the flex day lesson.

6. Inside you will find an instructions page with the day and date. On that page, you will see a message from the teacher instructing the students what needs to be completed for that day's lesson.

7. Below the instruction page you will see the learning guide that is associated with the lesson. This document will describe the objectives for the lesson, list new vocabulary, and states how the lesson aligns with state standards.

8. Any notes that are associated with that day's lesson, if applicable, may be posted for the students to complete note packets or use as reference for assignments.

9. There will be an assessment in the folder as well. The assessment will be available for students to complete through the day and will not close.

10. Additional educational requirements may be posted in Schoology for your child to complete, such as watch a video, post to a discussion board, complete open-ended questions, etc. Each teacher's page will be different, but each instruction page will let your student know exactly what they are to complete and all necessary support materials will be posted.

While all current staff does have access to technology/internet services in their homes, if any event persists that makes their system unavailable the school building will be open on the event day beginning at 10 am for staff only.

Students and parents will be notified of the use of technology/internet on flexible instruction days. Prior to the initiation of such an event all parents will be sent a questionnaire asking the following, 1. Does your student have access to a computer and/or other device (tablet, phone) that can be utilized to access the internet? 2. Do you give your student permission to independently or under your supervision use these items for instruction that may be provided on a snow day or other event that causes PWCTC to close the school building for the day? 3. Do you have parental/or other controls on these devices that will prevent your student from being vulnerable to outside influence, or are you willing to assume responsibility for their internet safety? While the Schoology LMS utilized is password protected and not vulnerable to outside influence, the students will be asked to remain within those confines while completing school work. If a parent provides a negative answer to any of the three questions, the student in question will be placed on a "hard copy" list which will be provided to each of that students teachers. These students will then be assigned a physical "Flex – Pack". These packs will include a hard copy of the same assignment that will be placed on the Schoology site as described above and updated as necessary. In addition, a "Flex Pack Attendance Form" will be included for each of the five possible days. These attendance forms must be returned on the day the student returns to the school building and must include a parent's signature.

Flex Pack Completion Sign-Off Form

In order to verify that each student has completed the **Flex Pack** assignments, a Parent/Guardian/Teacher must complete, sign, and return this document.

Verification for each **Flex Pack** Day is required.

Please complete the following:

Student _____ I.D. # _____

Grade _____ **School** __PWCTC__ **Program/Academic Course** _____

Flex Pack Day # Completed: (Circle One) #1 #2 #3 #4 #5

Signature _____ **Date** _____

Students that require accommodations will also have the ability to communicate directly with paraprofessionals throughout the day. Paraprofessionals will login to the Schoology system and send a message to all students that they support. They will let that student know that they are on line and can help them in any way they can. The director of pupil services will oversee this interaction. Teachers are also aware of any of the specially designed instruction and will also be able to make appropriate accommodations. In the event that a student's SDI cannot be met via this system, the student will not be penalized in any way and appropriate remediation will be afforded those students upon our return to school.

With the sending school serving as the LEA for all IEP students sent to Parkway West CTC, the Director of Pupil Services who is a part of each IEP team or those preparing 504 service agreements will request that the following statement/language be in all PWCTC students IEP under the (Other/SDI) category.

- Students may receive individualized independent assignments at their individual instructional level
- Additional time to complete assignments will be provided
- Individual assistance and review of assignments will be provided as required upon return

The PWCTC Director of Special Services continuously monitors and reviews the status of all specially designed instruction and its implementation.

Describe the responsibilities of professional staff for a flexible instructional day.

Prior to the Flexible Instruction Day each teacher will create a total of five (5) Flex Day folders each containing instruction and assignments equivalent to the amount of material that would be covered on a typical school day. These folders will be placed within the Schoology LMS. The teachers will also review with the students the location of such folders and the expectation of their responsibilities if a Flex Day is initiated. Furthermore teachers will create and provide "Flex Packs" for students that do not have access to the internet and or appropriate technical equipment or elect the "hard copy" option.

On the Flex Day it will be the responsibility of all teaching staff to be logged into the Schoology learning management system by 7:40 am on the morning that a Flex Day is initiated. Teachers that need to use the school facility will be expected to be logged in by 10:00 am. The teacher will initially message all students via the system and announce that they are present and available for any clarification that is needed. If any individualized instruction is necessary the teacher will interact with each student or a group of students in real time. While the day progresses and more students begin to login it will be the teacher responsibility to track participation and transfer attendance to the SMS (CSIU) which will officially record the day's attendance. Each student will be able to complete the lessons provided while having the teacher present. PWCTC is a partial program providing 2 hours and 45 minutes of instruction to each student daily. The teachers will be required to provide online assignments and instruction that will require an equal amount of instruction as if the regular school day was held. PWCTC offers an AM and a PM session. While it will not be required, students will be encouraged to login during their regular daily schedule. This will create a more manageable instruction period for each staff member. The teachers will be able to log off of the LMS from 10:45 to 11:30 AM for their lunch break. Teachers must be logged back into the system by 11:30 and remain available until 2:25 for student assistance. A final attendance report will be required at that time.

Paraprofessionals will login to the system and send a message to all IEP students on their rosters. They will let that student know that they are on line and will accommodate them in any way they can. The director of pupil services will oversee this interaction. Teachers are also aware of any of the specially designed instruction and will make appropriate accommodations. In the event that a student's SDI cannot be met via this system, the student will not be penalized in any way and appropriate time with a instructor or paraprofessional will be afforded to those students upon our return to school.

Within 48 hours of the completion of each Flexible Instruction day a mandatory faculty meeting will be held to discuss the previous flex day. Furthermore, PWCTC admin will investigate overall attendance and assignment completion. What works well? What is not working? The Administration will work to adjust Flex Days so as to better serve our students.

Describe the responsibilities of students for a flexible instructional day.

It will be the responsibility of the student to login to the Schoology LMS between the hours of 7:40 am and 2:25 pm. The student will then open the folder labeled Flex which will be on their teachers' class page. Inside of this folder will be 5 additional folders labeled Flex#1 through Flex #5. They will click on the appropriate (first) folder. Once a

folder is opened and completed it will be archived and unavailable to the student. Therefore; once folder #1 is done it will leave the folder and Folder#2 will be the first folder listed. This will avoid confusion. The folders will also be released one at a time, in reality only the folder that is to be completed will be available to the student. Once the student gets the appropriate folder opened, each and every student school wide will receive the following greeting accompanied by the Parent Guide as mentioned earlier.

Welcome to Parkway West Career and Technology Center's flexible instruction day. Since you are here we know that there has been an event that prevents you from attending school for the day. In an effort to provide an educational experience on days like this, PWCTC has developed the following educational experience for you. Your participation is crucial to the success of the day. If you have any questions your teacher will be online and available from 7:40 to 10:45 a.m, and 11:30 until 2:25 p.m. The assignment that follows should be set up in a way that is familiar to you. But, again if you have questions please message your teacher via the chat within the Schoology system. Remember: If today is a day that you are assigned to an academic class you must report in to both teachers and complete both assignments for the day.

To begin please complete the following four steps:

1. Message your instructor to let them know you have arrived to class.
2. Open Fid Folder #1
3. Read all included materials, watch any provided videos, and complete all written parts of the assignment. If there is anything you do not understand please message your teacher. This is a real time system and they should respond relatively quickly.
4. After you have completed the assignments in their entirety and before you log off, message your teacher to let them know you have finished. They will respond and clarify anything that they may need to and then give you permission to leave class for the day.

Describe the procedure for identifying student participation (i.e., attendance) during a flexible instructional day.

The Schoology LMS will allow teachers to recognize which students have logged onto the system and completed the prepared lessons. The teacher will track this participation and note the attendance on our SMS (CSIU) which is our standard attendance platform. Students/Teachers will also be able to communicate in real time while both are logged into the system.

Students that do not have internet access or the appropriate technology are assigned to complete a "Flex Pack" which will include the following attendance verification form which the parents will need to sign and return.

Flex Pack Completion Sign-Off Form

In order to verify that each student has completed the **Flex Pack** assignments, a _Parent/Guardian/Teacher_ must complete, sign, and return this document.

Verification for each **Flex Pack Day** is required.

Please complete the following:

Student _____   I.D. # _____

Grade_____ School __PWCTC__ Program/Academic Course _____

Flex Pack Day # Completed: (Circle One) #1 #2 #3 #4 #5

Signature _____ Date _____

- -

File Upload

Upload as *six separate* **PDF** files named **"Appendix [LETTER]_FID19"** exemplars designed to progress the learning for all students in support of course objectives and representative of instruction on a flexible instructional day.

- Appendix A: English Language Arts exemplar *(any level within grades K-8)*
- Appendix B: English Language Arts exemplar *(any level within grades 9-12)*
- Appendix C: Mathematics exemplar *(any level within grades K-8)*
- Appendix D: Mathematics exemplar *(any level within grades 9-12)*
- Appendix E: Science exemplar *(any level within grades 9-12)*
- Appendix F: Social Studies exemplar *(any level within grades 9-12)*

Exemplars must include the following design elements: reference standards and sequence, establish expectations for instructional outcomes, identify opportunities for accommodations, list resources to be utilized, delineate student participation, and define evidence of learning.

Upload as *a single* **PDF** file named **"Board_FID19"** the official **Board minutes evidencing approval of the FID program as submitted to PDE.** No later than September 30, 2019, upload a copy of the official minutes **or** a copy of the resolution presented to the Board for approval with a signed letter from the Board president verifying the date the resolution was presented and detailing the results of the vote. If submitting a letter and copy of the resolution, the official minutes must be uploaded as soon as possible after Board approval and no later than October 31, 2019.

Print, sign, and upload as *a single* PDF file named "[Public School Entity]_Signature_FID19" this completed online application. The signature must be that of the Chief Administrative Officer (e.g., Superintendent) authorized to provide assurance of compliance with statutory requirement on behalf of the public school entity.

Parkway West Career and Technology Center

7101 Steubenville Pike   Oakdale, PA 15071   412-923-1772   Fax: 412-787-7257   www.parkwaywest.org

| Dr. Darby L. Copeland | Brock J. Snedeker | Dr. Alfred J. McGivern | Chris R. Hamilton |
| Executive Director | Assistant Director / Principal | Assistant Principal | Business Manager |

September 4, 2019

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126

RE: Parkway West Career and Technology Center Flexible Instructional Day Approval

To Whom It May Concern:

The purpose of this letter is to satisfy the requirements of Act 64 of 2019 for the enactment and imposition of a Flexible Instructional Day ("FID") Program. The Parkway West Career and Technology Center Joint Operating Committee has received a draft resolution pertaining to the Flexible Instruction Days and its implementation. The resolution was drafted by our Solicitor and the Joint Operating Committee will take action on said resolution at its duly advertised public meeting held on Tuesday, September 3, 2019. The proposed resolution is attached.

Very truly yours,

Angela Petersen
Joint Operating Committee President

<u>RESOLUTION NUMBER 2 OF 2019</u>

A RESOLUTION OF THE JOINT OPERATING COMMITTEE OF THE PARKWAY WEST CAREER AND TECHNOLOGY CENTER APPROVING A FLEXIBLE INSTRUCTION DAY PLAN AS PROPOSED BY ADMINISTRATION

WHEREAS, the Joint Operating Committee recognizes that Act 64 of 2019 amended the Public School Code of 1949 to include Section 1506; and

WHEREAS, Section 1506 of the Public School Code of 1949 permits the development of a Flexible Instructional Day ("FID") Program, enabling the public school entities to meet the 180 instructional day requirement of section 1501; and

WHEREAS, the FID Program must be approved by the local School Board of Directors prior to acceptance by the Pennsylvania Department of Education ("PDE"); and

WHEREAS, the Parkway West Career and Technology Center, being a public school entity according to Act 64 of 2019, has developed and wishes to enact an FID Program for the 2019-2020 academic year; and

WHEREAS, the Parkway West Career and Technology Center has presented the proposed FID program to the Joint Operating Committee at its duly advertised public meeting held on Tuesday September 3, 2019.

NOW, THEREFORE, be it resolved by the Joint Operating Committee of the Parkway West Career and Technology Center as follows:

1. The FID Program presented to the Joint Operating Committee to be enforced for the next three (3) consecutive school years as detailed in the paragraphs above is hereby approved.

RESOLVED this 3rd day of September, 2019.

ATTEST: PARKWAY WEST CAREER AND
                                                    TECHNOLOGY CENTER

_____   _____
Secretary   President

Chief Administrative Officer Signature

The signature must be that of the Chief Administrative Officer (e.g., Superintendent) authorized to provide assurance of compliance with statutory requirement on behalf of the public school entity.

Darwin Copeland

Executive Director

8/27/19

Signature

Printed Name

Title

Date

Cosmetology

Exemplar

Parkway West CTC

Cosmetology III & Cosmetology IV
FLEX DAY 1

Good Morning and/or Good Afternoon:

Welcome to Flex Day 1.

Due to today's school cancellation, all supplemental assignments for today's class are available to Cosmetology III and Cosmetology IV students via Schoology. These assignments are accessible in your assigned Schoology Course, under the red folder titled "Flex Day 1".

The assignments are listed below and will be open to you for the duration of the school closing. In order for you to obtain full credit for class AND to be marked "PRESENT" during this cancellation, you will need to complete the following assignments:

1- First, review the attached Learning Guide.

2- Second, read the assigned Textbook Chapter (available in Schoology Flex Folder).

3- Third, review the attached Milady PowerPoint.

4- Fourth, answer and submit the Chapter Review Questions.

5- Finally, take and submit the Chapter Examination.

Please review these assignments as early into the day as possible, so that you may receive assistance from your instructor if need be. If you have any questions and/or concerns, please contact Ms. Simon between 7:40 A.M. and 2:20 P.M. via email. Ms. Simon's email contact is the following: simon@parkwaywest.org

Complete your assignments and then enjoy your day at home. :)

Thank you,

Ms. Caroline C. Simon
Cosmetology Supervisor
(412) 923-1772, Extension 135
simon@parkwaywest.org

Parkway CTC Learning Guide

Program: Cosmetology III & IV
Planned Course: Hair Care, Nail Care, and Skin Care
Major Project: 6.2 Salon Management
POS # N/A: There is not a POS for Cosmetology.

Key Content: (Competencies/Tasks)

B. Describe the specifications of a successful salon business.

Vocabulary:

Ch. 30 "Preparing for Licensure and Employment"

1- Deductive Reasoning: Process of researching logical conclusions with logical reasoning
2- Employment Portfolio: Collection of photos and documents that reflect skills and abilities
3- Resume: Written summary of a person's education and work experience
4- Stem: The basic question or problem
5- Test-Wise: Understanding the strategies for successful test taking
6- Transferable Skills: Skills mastered at other jobs that can be put to use in a new job
7- Work Ethic: Taking pride in your work; committing yourself to doing a good job

General Safety:

1- Salon professionals must complete a thorough consultation prior to the completion of any cosmetic service, to ensure that the requested service is appropriate and safe for the client's hair, skin, and/or nails. This includes the completion of a hair and scalp analysis.

2- Guests should be properly draped for non-chemical services with a sanex or towel, followed by a cape. Guests should properly draped for a chemical service with a sanex, towel, plastic cape, and a second towel secured on top.

3- Prior to chemical services, the skin must be protected to prevent staining and/or discomfort.

4- Prior to heat-styling, the hair must be protected well with a heat protectant to prevent the hair from burning. Oil-based products work well to coat the hair prior to extreme heat, such as that used during heat-styling.

5- The temperature of pressing combs must checked prior to use, and monitored during the salon service. Pressing combs can be tested on a sanex strip or tissue paper. If scorching is evident, the comb must be cooled prior to use.

6- First-Aid kits should be fully stocked, and located nearby in case of an accidental burn or cut to the client or the operator.

- ❏ Students must first review this entire Learning Guide.
- ❏ Students must read the assigned Textbook Chapter (Chapter 30).
- ❏ Students must review the attached Milady PowerPoint (Chapter 30).
- ❏ Students must answer and submit the Chapter Review Questions (Chapter 30).
- ❏ Students must take and submit the Chapter Examination (Chapter 30).

NOCTI Integration:

Theoretical Component: Students must maintain the ability to recall and understand the theoretical components behind every cosmetic service, as well as Chapter 30 "Preparing for Licensure and Employment". This chapter will assist cosmetology students in obtaining a state license.

Practical Component: On NOCTI, there are four performance assessments including the following: 90-Degree Haircut, Mock Chemical Applications, Basic Manicure, and Blowdry/Press/Curl. Chapter 30 addresses licensure, which is pivotal to students being able to perform these services professionally in a salon.

Common Core Academic Standards:

RST. 11-12.2   Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST. 11-12.4   Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific or technical context relevant to grades 11-12 text and topics.

Assessment:

- ❏ The theoretical assessment includes the following: Chapter 30 Examination. (On Flex Day 1)

- ❏ There will not be a practical assessment on Flex Days, as students are not in a proper lab setting, under the supervision of a licensed instructor.

Chapter 30

Preparing for Licensure and Employment

Learning Objectives

- Describe the process of taking and passing your state licensing examination.
- Determine your career focus by using the Inventory of Personal Characteristics and Technical Skills.
- List the different salon business categories.

(continues)

Learning Objectives *(continued)*

- Develop a cover letter, resume, and employment portfolio.
- Know how to explore the job market, research potential employers, and operate within the legal aspects of employment.

Introduction

- Top professionals owe their success to no one but themselves, because they created it.
- If you want to enjoy similar success, you must prepare for the opportunities that await you.
- No matter what changes occur in the economy, there are often more jobs available for entry-level cosmetology professionals than there are people to fill them.

Preparing for the Written Exam

- Plan a realistic study schedule.
- Read content carefully.
- Become an active studier.
- Keep a well-organized notebook.

(continues)

Preparing for the Written Exam (continued)

- Develop a detailed vocabulary list.
- Take effective notes.
- Organize and review handouts.
- Review past quizzes and tests.
- Listen carefully for test cues.

(continues)

Preparing for the Written Exam (continued)

Holistic Hints

- Be mentally ready.
- Develop a positive attitude.
- Get rest the night before the test.
- Dress comfortably and professionally.
- Anticipate text anxiety.
- Avoid cramming the night before.
- Find out if the written portion of the test is computerized.

On Test Day

- Relax and slow down physically.
- Review the material lightly the day of the exam.
- Do a "test drive" to the site before test day.
- Arrive early.
- Read the directions and listen carefully.

(continues)

On Test Day (continued)

- Ask if you do not understand something.
- Skim the test before beginning.
- Budget your time.
- Wear a watch to monitor the time.
- Begin as soon as possible.
- Answer the easiest questions first.

(continues)

On Test Day (continued)

- Mark skipped questions.
- Read the questions carefully.
- Answer as many questions as possible.
- Look over the finished test.
- Change answers with good reason only.
- Check the test or test booklet.

Deductive Reasoning

- Eliminate incorrect options.
- Watch for key words or terms.
- Study the stem.
- Watch for grammatical clues.
- Look at similar or related questions.
- In essay questions, watch for words like *compare, contrast, discuss, evaluate, analyze, define,* or *describe* and develop your answer accordingly.
- When questions include a paragraph to read and question to answer, read questions first.

Understanding Test Formats

True/False

- Watch for qualifying words.

- To be true, entire statement must be true.

- Long statements may be more likely to be true.

(continues)

Understanding Test Formats *(continued)*

Multiple Choice

- Read the entire question including all choices carefully.
- Look for the best answer.
- Eliminate incorrect answers.
- When two choices are close or similar, one is probably right.
- When two choices are identical, both must be wrong.

(continues)

Understanding Test Formats *(continued)*

Multiply Choice

- When two of the choices are opposite, one is probably right and the other wrong.
- "All of the above" responses are often correct.
- Pay attention to words like *not, except,* and *but.*
- Guess if you don't know, provided there is no penalty.
- The answer to one question may be in the stem of another.

(continues)

Understanding Test Formats *(continued)*

Matching

- Read both lists before beginning.

- Check off items from the brief response list to eliminate choices.

(continues)

Understanding Test Formats *(continued)*

Essays

- Organize answer to cue words in question.

- Think carefully and outline answer before you begin writing.

- Be complete, accurate, relevant, well-organized, and clear.

The Practical Exam

- Practice correct skills often.

- Participate in mock exams.

- Be familiar with the information contained in the exam bulletins sent by the licensing agency.

- Make a list of equipment and implements you are expected to bring to the exam.

- Make certain that all equipment and implements are clean and working prior to the exam.

(continues)

The Practical Exam *(continued)*

- Observe other practical exams.
- Locate exam site prior to exam.
- Listen carefully to instructions.
- Focus on your own knowledge.
- Follow infection control and safety procedures.
- Look the part.

Prepare for Employment

Goal Affirming Questions

- What do I want from my career?
- What areas are most interesting to me?
- What are my strongest skills?
- What are my best personal qualities?

(continues)

Prepare for Employment *(continued)*

Inventory Personal Characteristics

- Posture, poise
- Grooming and personal hygiene
- Manners and courtesy
- Communications skills
- Positive attitude

(continues)

Prepare for Employment *(continued)*

- Self-motivation
- Personal habits
- Responsibility
- Self-esteem and self-confidence
- Honesty and integrity
- Dependability

(continues)

Prepare for Employment (continued)

Inventory of Technical Skills

- Analyze skills in each area.

- Are skills suitable for any salon type? If not, why not?

- What skills should be developed to work in the desired salon type?

(continues)

Prepare for Employment (continued)

INVENTORY OF PERSONAL CHARACTERISTICS

INVENTORY OF TECHNICAL SKILLS

How to Get the Job You Want

- Motivation

- Integrity

- Good technical and communication skills

- Strong work ethic

- Enthusiasm

A Salon Survey

- In the United States alone, there are 1.1 million professional salon and spa establishments, and these salons employed more than 758,000 active cosmetology professionals.

(continues)

A Salon Survey (continued)

- Small independent salons

- Independent salon chains

(continues)

A Salon Survey (continued)

- Large national salon chains

A Salon Survey (continued)

- Franchise salons
- Basic value-priced operations

A Salon Survey (continued)

- Mid-priced full-service salons
- High-end image salons or day spas
- Booth rental establishments

Resume Development

- **Resume** – a written summary of your education and work experience
- Informs potential employer of achievements and accomplishments

Resume Development (continued)

- Keep it simple and on one page.
- Print it on good-quality bond paper (neutral shade).
- Include name, address, phone, and e-mail.
- List recent relevant work experience.
- List relevant education and name of school where you graduated.
- List your abilities and accomplishments.
- Focus on information relevant to job.

The Do's and Don'ts of Resumes

- Put your complete contact information on your resume.
- Make it easy to read.
- Know your audience.
- Keep it short.
- Stress your accomplishments.
- Focus on your career goals.

(continues)

The Do's and Don'ts of Resumes *(continued)*

- Emphasize **transferable skills**.
- Use action verbs.
- Make it neat.
- Include professional references.
- Be realistic.
- Always include a cover letter.

(continues)

The Do's and Don'ts of Resumes *(continued)*

- Note any skills with new technologies.
- Avoid salary references.
- Avoid information about why you left former positions.
- Don't stretch the truth.

Achievement-Oriented Resume

Employment Portfolio

What it includes

- Diplomas, secondary and post-secondary
- Awards and achievements
- Achievement-oriented resume
- Letters of reference from former employers
- Summary of continuing education

(continues)

Employment Portfolio *(continued)*

- Statement of membership in industry and other professional organizations
- Statement of civic affiliations
- Before-and-after photos of services
- Statement of why you have chosen cosmetology as a career
- Other relevant information

(continues)

Employment Portfolio *(continued)*

- Separate sections of a printed portfolio with tabs.
- A bound portfolio should be easy to carry.
- For an online portfolio, fully charge your electronic and bookmark the web page.
- Photos should all be the same dimensions.

Online Portfolios

- If you are technologically savvy or can hire someone to assist you, create a digital portfolio or an online showcase of your work.
- Don't expect potential employers to take the extra time to visit a website or view a DVD.
- Bring along a printed copy of everything you want the employer to see.

Online Portfolios *(continued)*

Targeting the Establishment

- Your first job will probably not be your dream job.
- Don't wait until graduation to begin your search.
- Locate a salon that serves the types of clients you wish to serve.
- Obtain a list of area salons.
- Watch for salons that advertise locally.
- Check out websites and social networking sites.
- Keep the salon's culture in mind.

Field Research

- Call and use your best phone manner.
- Explain that you are about to graduate and are researching potential positions.
- Ask if the salon is looking for a stylist.
- Ask if you can make an appointment to observe.

Field Research *(continued)*

- Confirm appointment

> Dear Ms. (or Mr.) _____.
>
> This is just a quick reminder that I'll be visiting your salon this Friday, June 12th, at 2:00 PM. I am looking forward to meeting with you, and I am eager to observe your salon and staff at work. If you should need to reach me before that time for any reason, please call or text me at _____ or e-mail me at _____.
>
> Sincerely,
> (Your name)

Salon Visit

- Salon image
- Professionalism
- Management
- Client service
- Prices
- Retail
- In-salon marketing
- Services
- Note of thanks

Salon Visit Checklist

SALON VISIT CHECKLIST

When you visit a salon, observe the following areas and rate them from 1 to 5, with 5 considered being the best.

_____ **SALON IMAGE:** Is the salon's image consistent and appropriate for your interests? Is the image pleasing and inviting? What is the décor and arrangement? If you are not comfortable or if you find it unattractive, mark the salon off your list of employment possibilities.

_____ **PROFESSIONALISM:** Do the employees present the appropriate professional appearance and behavior? Do they give their clients the appropriate levels of attention and personal service, or do they act as if work is their time to socialize?

_____ **MANAGEMENT:** Does the salon show signs of being well-managed? Is the phone answered promptly with professional telephone skills? Is the mood of the salon positive? Does everyone appear to work as a team?

_____ **CLIENT SERVICE:** Are clients greeted promptly and warmly when they enter the salon? Are they kept informed of the status of their appointment? Are they offered a magazine or beverage while they wait? Is there a comfortable reception area? Are there changing rooms and attractive smocks?

_____ **PRICES:** Compare price for value. Are clients getting their money's worth? Do they pay the same price in one salon but get better service and attention in another? If possible, take home salon brochures and price lists.

_____ **RETAIL:** Is there a well-stocked retail display offering clients a variety of product lines and a range of prices? Do the stylists and receptionist (if applicable) promote retail sales?

_____ **IN-SALON MARKETING:** Are there posters or promotions throughout the salon? If so, are they professionally made, and do they reflect contemporary styles?

_____ **SERVICES:** Make a list of all services offered by each salon and the product lines they carry. This will help you decide what earning potential stylists have in each salon.

SALON NAME: _____

SALON MANAGER: _____

Sample Thank-You Notes

Dear Ms. (or Mr.) _____

I appreciate having had the opportunity to observe your salon/spa in operation last Friday. Thank you for the time you and your staff gave me. I was impressed by the efficient and courteous manner in which your stylists served their clients. The atmosphere was pleasant, and the mood was positive. Should you ever have an opening for a professional with my skills and training, I would welcome the opportunity to apply. You can contact me at the e-mail address and phone number listed below. I hope we will meet again soon.

Sincerely,

(your name, address, telephone, e-mail address)

Dear Ms. (or Mr.) _____

I appreciate having had the opportunity to observe your salon in operation last Friday. I know how busy you and all your staff are, and I want to thank you for the time that you gave me. I hope my presence didn't interfere with the flow of your operations too much. I certainly appreciate the courtesies that were extended to me by you and your staff. I wish you and your salon continued success.

Sincerely,

(your name)

Arrange for a Job Interview

- Send resume and cover letter.
- Check salon's website.
- Follow up with a phone call or e-mail.

(continues)

Arrange for a Job Interview _(continued)_

Your Name
Your Address
Your Phone Number

Ms. (or Mr.) _____
Salon Name
Salon Address

Dear Ms. (or Mr.) _____,

We met in August when you allowed me to observe your salon and staff while I was still in cosmetology training. Since that time, I have graduated and have received my license. I have enclosed my resume for your review and consideration.

I would appreciate the opportunity to meet with you and discuss either current or future career opportunities at your salon. I was extremely impressed with your staff and business, and I would like to share with you how my skills and training might add to your salon's success.

I look forward to meeting with you again soon.

Sincerely,

(your name)

Interview Preparation

Identification

- Social security number
- Driver's license number
- Names, addresses, phone numbers of former employers
- Contact information of nearest relative

Interview Wardrobe

- Appropriate for position
- Fashionable and flattering
- Accessories appropriate
- Nails well groomed
- Hairstyle professional and current
- Makeup/facial hair appropriate
- Fragrance subtle
- Handbag or briefcase (not both)

Supporting Materials

- Resume
- Facts and figures
- Portfolio

Review and Prepare for Anticipated Interview Questions

- Why do you want to work here?
- What did you like best about your training?
- Are you punctual and regular in attendance?
- Will your school director or instructor confirm this?
- What skills do you feel are your strongest?
- In which areas do you consider yourself to be less strong?

(continues)

Review and Prepare for Anticipated Interview Questions *(continued)*

- Are you a team player? Please explain.
- Do you consider yourself flexible? Please explain.
- What are your career goals?
- What days and hours are you available for work?
- Are there any obstacles that would prevent you from keeping your commitment to full-time employment? Please explain.
- What assets do you believe you would bring to this salon and this position?

(continues)

Review and Prepare for Anticipated Interview Questions *(continued)*

- What computer skills do you have?
- How would you handle a problematic client?
- How do you feel about retailing?
- Would you be willing to attend our company's training program?
- Would you please describe ways that you provide excellent customer service?
- What consultation questions might you ask a client?
- Are you prepared to train for a year before you have your own clients?

Be Prepared to Perform a Service

- Confirm prior to interview whether you will be required to perform a service.
- If so, make sure model is appropriately dressed and prepared.
- Take necessary supplies and products.

The Interview

- Be on time.
- Turn off cell phone and remove ear devices.
- Project a warm, friendly smile.
- Walk, sit, and stand with good posture.
- Be polite and courteous.
- Don't sit until asked.
- Don't smoke or chew gum.

(continues)

The Interview *(continued)*

- Don't bring your own drink or snacks.
- Don't lean on or touch interviewer's desk.
- Appear confident.
- Speak clearly.
- Answer questions honestly.
- Never criticize former employers.
- Acknowledge interviewer with thanks.

(continues)

The Interview *(continued)*

Questions to ask the interviewer

- What are you looking for in a professional?
- Is there a job description I may review?
- Is there a salon manual?
- How frequently does the salon advertise?
- How long do employees typically work here?
- Are employees encouraged to grow in skill and responsibility? How?

(continues)

The Interview *(continued)*

- Does the salon offer continuing education opportunities?
- What does your training program involve?
- Is there room for advancement?
- What are the requirements for promotion?
- What benefits are offered?

(continues)

The Interview *(continued)*

- What outside and community activities is the salon involved in?
- What is the form of compensation?
- When will the position be filled?
- May I contact you in a week regarding your decision?
- May I have a tour of the salon?

Legal Aspects of the Employment Interview

- Age or date of birth
- Disabilities or physical traits
- Drug use or smoking
- Citizenship

Employee Contracts

- Non-compete agreements
- Confidentiality agreements
- Cannot interfere with right to work

The Employment Application

- You will be required to complete an application anytime you apply for a position.
- Your resume and the list you have prepared prior to the interview will assist you in completing the application quickly and accurately.

Doing It Right

- Take it one step at a time.
- Develop a dynamic portfolio.
- Learn all that you can about your new position and the establishment you will be serving.
- Visit the MiladyPro.com website

Summary and Review

- Complete an inventory of your own personal characteristics and skills abilities in order to establish the type of salon you are best suited for.
- You can seek a wide variety of salons and will likely be able to choose the one you like best rather than taking the first job that is offered.
- It's important that you are totally prepared for the job interview in dress and attitude.
- You must have prepared documents to aid you in the interview process: a resume that sizzles, a list of pertinent facts, and your well-prepared, dynamic employment portfolio. *(continues)*

Summary and Review *(continued)*

- Once you obtain that long-awaited position, learn everything you can about the company and your duties.
- Continue to grow and learn.
- Completion of your training is not an ending, but a beginning.
- Become a life-long learner and make a positive contribution to the wonderful industry you have chosen.

Chapter Review Questions

1. What habits and characteristics do test-wise students have?

2. What is deductive reasoning?

3. What are the four most common testing formats?

4. List and describe the different types of salon businesses available to cosmetologists.

(continues)

Chapter Review Questions (continued)

5. What is a resume?

6. What is an employment portfolio?

7. List the items that should be included in your employment portfolio.

8. What are some questions that you should never be asked when interviewing for a job?

Parkway West Career and Technology Center

Cosmetology III: Section 1

Chapter 30 Review Questions

Instructor: **Ms. Simon**

ID: **0322**

Name:

Score: / 100

Instructions:

Please read Chapter 30 "Preparing for Licensure and Employment".

You may use the <u>electronic</u> textbook to do so.

This chapter begins on page 1024 and concludes on page 1053.

Answer the 8 review questions.

Question 1 /1

What habits and characteristics do test-wise students have?

_____

_____

_____

_____

_____

_____

_____

_____

Name:

Question 2   /1

What is deductive reasoning?

_____

_____

_____

_____

_____

_____

_____

_____

Name:

Question 3

What are the four most common testing formats?

_____

_____

_____

_____

_____

_____

_____

Name:

Question 4 /1

List and describe the different types of salon businesses available to cosmetologists.

_____

_____

_____

_____

_____

_____

_____

Name:

Question 5   /1

What is a resume?

_____

_____

_____

_____

_____

_____

_____

_____

Name:

Question 6 /1

What is an employment portfolio?

_____

_____

_____

_____

_____

_____

_____

Name:

Question 7   /1

List the items that should be included in your employment portfolio.

_____

_____

_____

_____

_____

_____

_____

Name:

Question 8   /1

What are some _questions_ that you should never be asked when interviewing for a job?

_____

_____

_____

_____

_____

_____

_____

_____

Parkway West Career and Technology Center

Cosmetology III: Section 1

Preparing for Licensure and Employment Exam

Instructor: **Ms. Simon**

ID: **8720**

Question 1   /1

Dani is putting together her portfolio. Which photographs should she include?

☐ Before and after shots showing the services that she has provided

☐ Family pictures in which she is enjoying herself

☐ Photos of styles that inspire her

☐ Candid shots taken as she performed services

Question 2   /1

Janine's job coach advises her that it is important to have good test-taking strategies. This is best described as being _____.

☐ educated

☐ employable

☐ test-wise

☐ test-capable

Question 3   /1

When choosing a salon for employment opportunities, it is critical to choose one that _____.

☐ places all employees in the same position

☐ is trendy and fashionable

☐ provides for an easy commute

☐ services the type of clients you wish to serve

Question 4   /1

What is the technique of establishing contacts that may eventually lead to employment opportunities?

☐ Advertising

☐ Marketing

☐ Sampling

☐ Networking

Question 5   /1

Ingrid is an excellent cosmetologist but has difficulty taking tests. She meets with a job coach, who advises her to look for qualifying conditions in test questions. Which question includes a qualifying condition?

☐ Which of the following is usually part of a practical exam?

☐ Define each of the following terms.

☐ Compare and contrast different types of salons.

☐ What are the requirements for licensure?

Question 6   /1

Nina is worried about taking the written licensing examination because she has a learning disability that affects her reading skills. Which action should she consider?

☐ Ask to be excused from the written portion and only take the applied portion.

☐ Accept the fact that, because of her disability, she may never get a license.

☐ Provide documentation of her disability and ask for an accommodation, such as additional time to take the exam.

☐ Take the exam just like everyone else, and then retake it as necessary.

Question 7   /1

To prepare for questions that may be asked during an employment interview, it is important to _____.

☐ avoid difficult questions

☐ master the art of transparency

☐ be noncommittal

☐ reflect on the answers in advance

Question 8   /1

Vanya, a single mother of three with a minimum-wage job, is interviewing for salon positions as she finishes up cosmetology school. She is concerned about what she will wear to her job interviews. What is the best advice?

☐ Concentrate on hair and make-up; clothing is unimportant.

☐ Contact a group such as Dress for Success or Wardrobe for Opportunity to obtain appropriate clothing.

☐ Wear clothing from your school store or in your school colors to show school loyalty.

☐ Wear a cover-up over everyday clothing so that you can demonstrate services as needed.

Question 9   /1

Diedre enjoys spending extra time with her clients and building relationships with each of them. Which type of salon might be particularly suitable for her?

☐ Mid-priced, full-service

☐ Franchise

☐ Basic value-priced

☐ National chain

Question 10

/1

If possible, a <u>simple resume</u> should have _____ page(s).

☐ one

☐ two

☐ three

☐ four or more

Question 11

/1

Padma's class is role-playing for interview practice and she is playing the part of the interviewer. Which question could Padma ask that would be legal for a prospective employer?

☐ Are you younger than 18 years old?

☐ Do you have any children?

☐ What is your native language?

☐ Do you regularly go to church?

Question 12

/1

Jayden has accepted a job offer with a salon that is typical for the majority of salons in the United States. What type of operation is it?

☐ Small independent salon

☐ National chain

☐ Independent salon chain

☐ Franchise

Question 13   /1

During salon visits, to ensure that all key areas are observed, it is important to develop a _____.

- [ ] summary
- [ ] notebook
- [ ] checklist
- [ ] catalog

Question 14   /1

Information that is contained on a resume should be relevant to _____.

- [ ] unrelated experiences
- [ ] salary requirements
- [ ] prior duties and responsibilities
- [ ] the position your are seeking

Question 15   /1

Shondra is preparing her resume for a salon position and is struggling with the content in the prior work experience section. All of her previous work has been as a store clerk. What should she do?

- [ ] Skip the employment history section because she has no experience in the relevant area.
- [ ] Modify her job description to target the desired qualifications of her desired position.
- [ ] Emphasize how being a store clerk has enabled her to learn how to deal with all sorts of customers.
- [ ] Include the prior employment as a store clerk, but leave out her supervisor's contact information.

Question 16

/1

Patti in interviewing for her dream job. The interviewer asks her about the number of children she has. What is the best approach to answering this question?

- [ ] Calmly state that she would prefer to focus on her relevant skills.
- [ ] Explain that while she does have children, she does not plan on having any more.
- [ ] Be truthful and share pictures of her children with the interviewer.
- [ ] Tell the interviewer the question is illegal and that she will need to speak to her lawyer.

Question 17

/1

What is the average time an employer will spend scanning a resume?

- [ ] 10 seconds
- [ ] 20 seconds
- [ ] 60 seconds
- [ ] 2 minutes

Question 18

/1

A salon with a national name, consistent image, and business formula used in every location is called a(n)

- [ ] value-priced salon
- [ ] independent salon
- [ ] high-end salon
- [ ] franchise salon

Name:

Question 19

/1

During a job interview, Oskar is asked to describe his code of moral and artistic values. What is he being asked to comment on?

- [ ] His work ethic
- [ ] His enthusiasm
- [ ] His integrity
- [ ] His "people" attitude

Question 20

/1

A small salon that is owned by an individual or two or more partners is called a(n) _____.

- [ ] high-end salon
- [ ] franchise salon
- [ ] independent salon
- [ ] corporate chain

Question 21

/1

After your salon visit, it is customary to _____.

- [ ] text a message to the manager
- [ ] call the receptionist
- [ ] wait for a call back
- [ ] send a thank-you note

Question 22

/1

When selecting an interview wardrobe, it is critical that the selection be _____.

- [ ] appropriate for the position
- [ ] trendy and from a label
- [ ] in your favorite color(s)
- [ ] uniform, regardless of position

Question 23

/1

Comparing answers to some of your questions from salon interviews will help you choose _____.

- [ ] your mode of transportation and housing arrangements
- [ ] a salon that offers immediate management positions
- [ ] a salon with a largest number of valued clients
- [ ] the salon that offers the best package of income and career development

Question 24

/1

The drive to take the necessary action to achieve a goal is known as _____.

- [ ] motivation
- [ ] integrity
- [ ] ability
- [ ] enthusiasm

Question 25   /1

When researching potential employment opportunities, it is important that the stylist make _____.

- [ ] honest remarks
- [ ] no conclusions
- [ ] informed comparisons
- [ ] casual conversation

Question 26   /1

A student who is preparing for success should begin to prepare for a test by practicing good study habits and _____.

- [ ] focusing on time management
- [ ] planning for late night studying
- [ ] accepting a high _anxiety_ level
- [ ] going with the flow

Question 27   /1

What factor most affects how well you perform during the written licensing examinations and on tests in general?

- [ ] Your handout materials
- [ ] Your ability to guess well
- [ ] Your personal development
- [ ] Your mastery of course content

Question 28 /1

What is a bound collection of photos and documents that reflect skills and accomplishments in your field?

☐ Employment portfolio

☐ Brochure

☐ Employment notebook

☐ Resume

Possible Points: 28   Factor: x3.57   Test Value: 100

Instructions for grading: Grade each question and tally the score to obtain the total test points. If the factor does not equal 1, multiply the total points by the factor to obtain the student's final score.

Question 1

Dani is putting together her portfolio. Which photographs should she include?

✔ Before and after shots showing the services that she has provided

1 possible pts.

Question 2

Janine's job coach advises her that it is important to have good test-taking strategies. This is best described as being ____.

✔ test-wise

1 possible pts.

Question 3

When choosing a salon for employment opportunities, it is critical to choose one that ____.

✔ services the type of clients you wish to serve

1 possible pts.

Question 4

What is the technique of establishing contacts that may eventually lead to employment opportunities?

✔ Networking

1 possible pts.

Question 5

Ingrid is an excellent cosmetologist but has difficulty taking tests. She meets with a job coach, who advises her to look for qualifying conditions in test questions. Which question includes a qualifying condition?

✔ Which of the following is usually part of a practical exam?

1 possible pts.

Question 6

Nina is worried about taking the written licensing examination because she has a learning disability that affects her reading skills. Which action should she consider?

✔ Provide documentation of her disability and ask for an accommodation, such as additional time to take the exam.

1 possible pts.

Question 7

To prepare for questions that may be asked during an employment interview, it is important to _____.

✔ reflect on the answers in advance

1 possible pts.

Question 8

Vanya, a single mother of three with a minimum-wage job, is interviewing for salon positions as she finishes up cosmetology school. She is concerned about what she will wear to her job interviews. What is the best advice?

☑ Contact a group such as Dress for Success or Wardrobe for Opportunity to obtain appropriate clothing.

1 possible pts.

Question 9

Diedre enjoys spending extra time with her clients and building relationships with each of them. Which type of salon might be particularly suitable for her?

☑ Mid-priced, full-service

1 possible pts.

Question 10

If possible, a <u>simple resume</u> should have _____ page(s).

☑ one

1 possible pts.

Question 11

Padma's class is role-playing for interview practice and she is playing the part of the interviewer. Which question could Padma ask that would be legal for a prospective employer?

✔ Are you younger than 18 years old?

1 possible pts.

Question 12

Jayden has accepted a job offer with a salon that is typical for the majority of salons in the United States. What type of operation is it?

✔ Small independent salon

1 possible pts.

Question 13

During salon visits, to ensure that all key areas are observed, it is important to develop a _____.

✔ checklist

1 possible pts.

Question 14

Information that is contained on a resume should be relevant to _____.

✔ the position your are seeking

1 possible pts.

Question 15

Shondra is preparing her resume for a salon position and is struggling with the content in the prior work experience section. All of her previous work has been as a store clerk. What should she do?

✔ Emphasize how being a store clerk has enabled her to learn how to deal with all sorts of customers.

1 possible pts.

Question 16

Patti in interviewing for her dream job. The interviewer asks her about the number of children she has. What is the best approach to answering this question?

✔ Calmly state that she would prefer to focus on her relevant skills.

1 possible pts.

Question 17

What is the average time an employer will spend scanning a resume?

✔ 20 seconds

1 possible pts.

Question 18

A salon with a national name, consistent image, and business formula used in every location is called a(n) _____.

✔ franchise salon

1 possible pts.

Question 19

During a job interview, Oskar is asked to describe his code of moral and artistic values. What is he being asked to comment on?

✔ His integrity

1 possible pts.

Question 20

A small salon that is owned by an individual or two or more partners is called a(n) _____.

✔ independent salon

1 possible pts.

Question 21

After your salon visit, it is customary to _____.

✔ send a thank-you note

1 possible pts.

Question 22

When selecting an interview wardrobe, it is critical that the selection be _____.

✔ appropriate for the position

1 possible pts.

Question 23

Comparing answers to some of your questions from salon interviews will help you choose _____.

☑ the salon that offers the best package of income and career development

1 possible pts.

Question 24

The drive to take the necessary action to achieve a goal is known as _____.

☑ motivation

1 possible pts.

Question 25

When researching potential employment opportunities, it is important that the stylist make _____.

☑ informed comparisons

1 possible pts.

Question 26

A student who is preparing for success should begin to prepare for a test by practicing good study habits and _____.

☑ focusing on time management

1 possible pts.

Question 27

What factor most affects how well you perform during the written licensing examinations and on tests in general?

☑ Your mastery of course content

1 possible pts.

Question 28

What is a bound collection of photos and documents that reflect skills and accomplishments in your field?

☑ Employment portfolio

1 possible pts.

Electrical System Technology

Exemplar

Parkway West CTC

Flex Day Lesson – Parent Guide

Introduction

This guide is designed to help parents navigate Schoology so they are able to help their child complete the work that has been assigned by their teacher(s) on Flex Days. It will walk you through where to locate the material for that day and what the student needs to complete.

How to Access Schoology

1. Your child will need to go http://www.pwctc.schoology.com.

2. A Google login screen will load and your child's Parkway email address needs to be typed in (**first name.last name@parkwaywest.org**).

G Sign in with Google

Sign in
to continue to schoology.com

Email or phone

|

Forgot email?

To continue, Google will share your name, email address, language preference, and profile picture with schoology.com. Before using this app, you can review schoology.com's privacy policy and terms of service

Create account   Next

English (United States) ▾   Help   Privacy   Terms

Student email address goes here.
Example: mary.smith@parkwaywest.org

3. The next screen will require your child's password. They use the same password when they are here at Parkway.

4. Once the password has been entered, they will be taken to the main Schoology page.

Accessing the Flex Day Lessons for Electrical Systems Technology

1. Once logged into Schoology, click the "Courses" link at the top of the page.
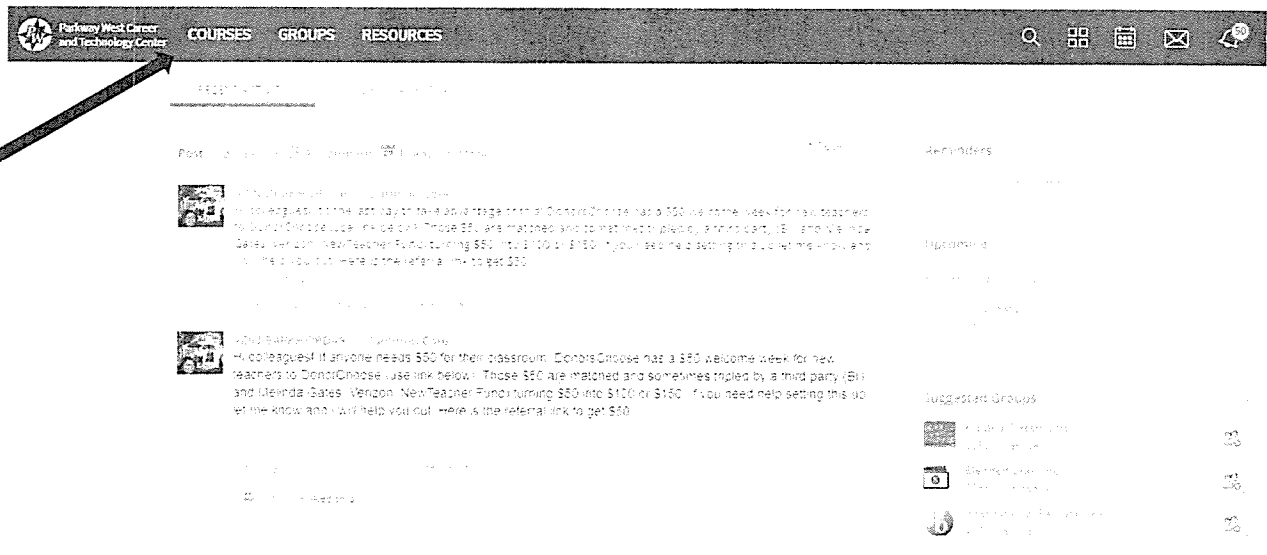
2. Select the course that you want to access. (example: Electrical Systems Technology)

3. After you select a class, you will see folders for each of the four nine weeks. You will also see a "Flex Day Lessons" folder at the bottom.

4. Click the "Flex Day Lessons" folder.
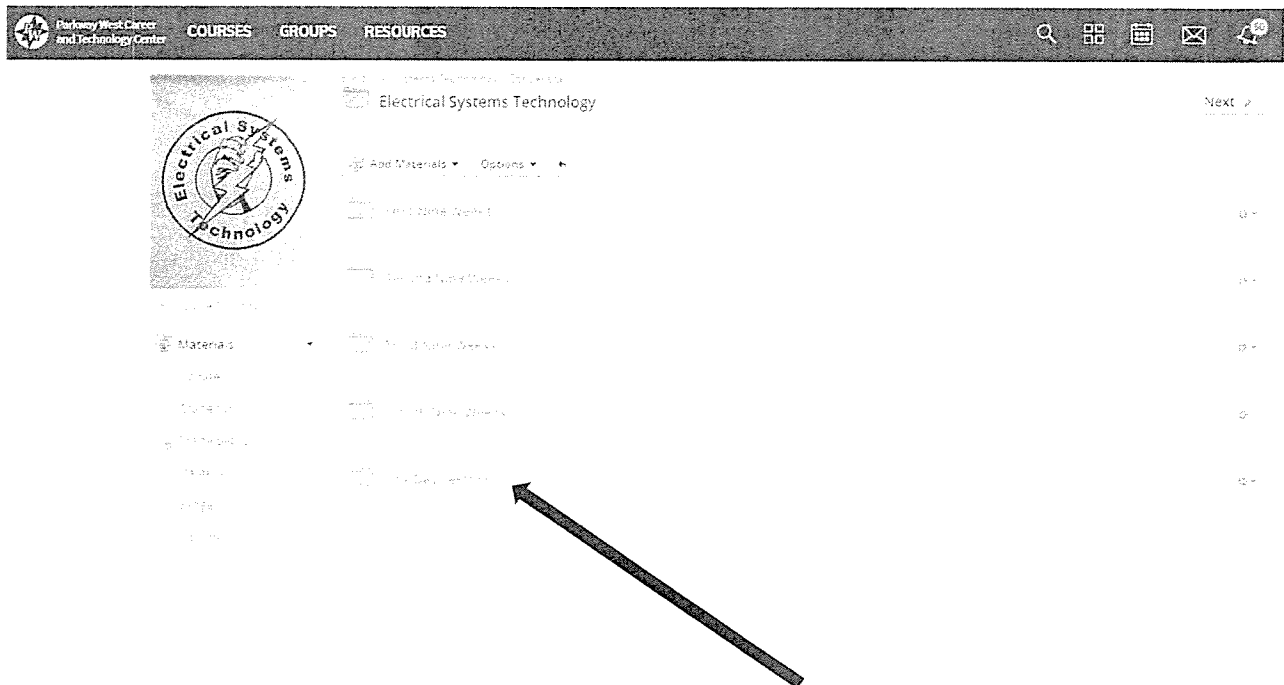
5. Inside the "Flex Day Lessons" folders will be five flex day lessons. Each in a separate folder. When a flex day is used, your child will complete only one folder's lesson beginning with Flex Day 1.

6. Click the folder to open the flex day lesson.

7. Inside you will find an instructions page labeled: Learning Guide - Module 00107-15 Exam (Basic Communication Skills) Click on that folder.
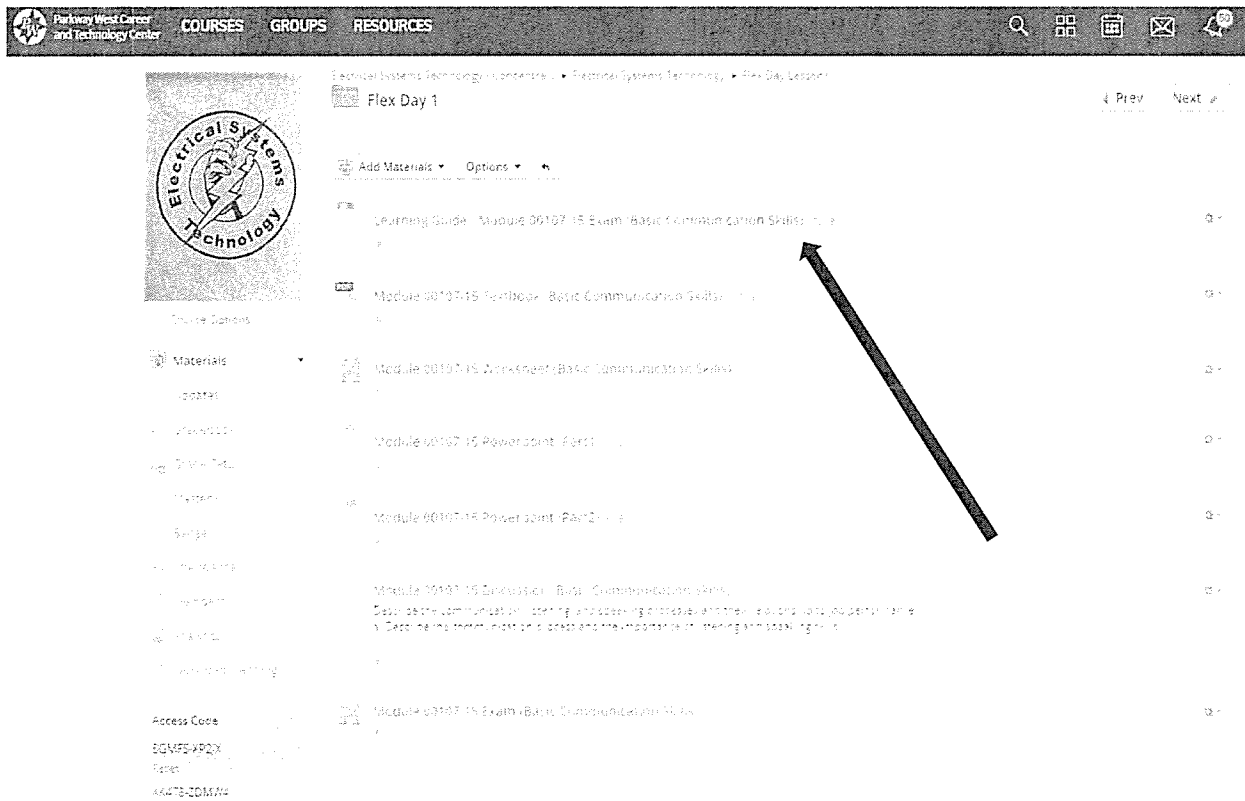
8. After reading all the instructions, complete the 6 assignments in <u>order:</u>

    i.   Module 00107-15 Textbook (Basic Communication Skills)

    ii.   Module 00107-15 Worksheet (Basic Communication Skills)

    iii.   Module 00107-15 Powerpoint (Part1)

    iv.   Module 00107-15 Powerpoint (Part2)

    v.   Module 00107-15 Discussion (Basic Communication Skills)

    vi.   Module 00107-15 Exam (Basic Communication Skills)
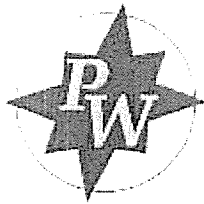
Parkway CTC Learning Guide

Program: Electrical Systems Technology
Planned Course: 1.1 Basic Safety
Major Project: E. Demonstrate basic electrical safety.
POS # 107

Key Content: (Competencies/Tasks)

1. Describe the communication, listening, and speaking processes and their relationship to job performance.
   a. Describe the communication process and the importance of listening and speaking skills.
   b. Describe the listening process and identify good listening skills.
   c. Describe the speaking process and identify good speaking skills.

Vocabulary:

Active Listening – is a technique that is used in counseling, training, and solving disputes or conflicts. It requires that the listener fully concentrate, understand, respond and then remember what is being said. This is opposed to other listening techniques like reflective listening and empathic listening.

Body language – the process of communicating nonverbally through conscious or unconscious gestures and movements.

Jargon – special words or expressions that are used by a particular profession or group and are difficult for others to understand.

Nonverbal communication – without the use of spoken language. Nonverbal communication includes gestures, facial expressions, and body positions

Paraphrase - express the meaning of (the writer or speaker or something written or spoken) using different words, especially to achieve greater clarity

Safety:

The following safety consideration should be emphasized when introducing trainees to the construction environment:
- Remind trainees that some forms of PPE may be required any time they are in the shop or on a job site.

Action Steps: What you will need to do. (Follow the order)

1. Show the Session Two PowerPoint® presentation.
2. Emphasize the importance of good reading and writing skills.
3. Explain the importance of job-related reading requirements and review good reading skills.
4. Discuss job-related writing requirements and identify the good writing habits that support them.
5. Have trainees practice and/or complete the tasks associated with Performance Task 2.

NOCTI integration:

Communication procedures they will use are similar to the one they will use on their NOCTI test.

Common Core Academic Standards:

CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject

CC.1.4.11-12.H Write with a sharp, distinct focus identifying topic, task, and audience.
• Introduce the precise, knowledgeable claim.

Assessment:

o   Student will complete the Module 00107-15 Exam (Basic Communication Skills)
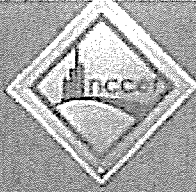
Basic Communication Skills

The construction professional communicates constantly. The ability to communicate skillfully will help to make you a better worker and a more effective leader. This module provides guidance in listening to understand, and speaking with clarity. It explains how to use and understand written materials, and it also provides techniques and guidelines that will help you to improve your writing skills.

Module Seven

1.0.0 COMMUNICATION

Objective

Describe the communication, listening, and speaking processes and their relationship to job performance

a. Describe the communication process and the importance of listening and speaking skills.
b. Describe the listening process and identify good listening skills.
c. Describe the speaking process and identify good speaking skills.

Performance Task

1. Perform a given task after listening to oral instructions.

Trade Terms

Active listening: A process that involves respecting others, listening to what is being said, and understanding what is being said.

Body language: A person's facial expression, physical posture, gestures, and use of space, all of which communicate feelings and ideas.

Jargon: Specialized terms used in a specific industry.

Nonverbal communication: All communication that does not use words. This includes appearance, personal environment, use of time, and body language.

Paraphrase: Express something heard or read using different words.

Every construction professional learns how to use tools. Depending on your trade, the tools you use could include welding machines and cutting torches, press brakes and plasma cutters, or surveyor's levels and pipe threaders. However, some of the most important tools you will use on the job are not tools you can hold in your hand or put in a toolbox. These tools are your abilities to read, write, listen, and speak.

At first, you might think that these are not really construction tools. They are things you already learned how to do in school, so why do you have to learn them all over again? The types of communication that take place in the construction workplace are very specialized and technical, just like the communications between pilots and air traffic control. Good communications result in a job done safely—a pilot hears and understands the message to change course to avoid a storm, and a construction worker hears and understands the message to install a water heater according to the local code requirements. In a way, you are learning another language, a special language that only trained professionals know how to use. Even though you will use a professional language that other people may not understand, the same communication skills apply to all professions, whether doctors, builders, managers, or mechanics.

The following are some specific examples of why these skills are so important in the construction industry:

- *Listening* – Your supervisor tells you where to set up safety barriers, but because you did not listen carefully, you missed a spot. As a result, your co-worker falls and is injured.
- *Speaking* – You must train two co-workers to do a new task, but you mumble, use words they don't understand, and don't answer their questions clearly. Your co-workers do the task incorrectly, and all of you must work overtime to fix the mistakes.
- *Reading* – Your supervisor tells you to read the manufacturer's basic operating and safety instructions for the new drill press before you use it. You don't really understand the instructions, but you don't want to ask him. You go ahead with what you think is correct and damage the drill press.
- *Writing* – Your supervisor asks you to write up a material takeoff (supply list) for a project. You rush through the list and don't check what you've written. The supplier delivers 250 feet of PVC piping cut to your specified sizes instead of 25 feet.

As you can see, good communication on the work site has a direct effect on safety, schedules, and budgets. A good communications toolbox is a badge of honor; it lets everyone know that you have important skills and knowledge. And like a physical toolbox, the ability to communicate well verbally and in writing is something that you can take with you to any job. You will find that good communications skills can help you advance your career. This module introduces you to the techniques you will need to read, write, listen, and speak effectively on the job.

1.1.0 The Communication Process

There are two basic steps to clear communication (*Figure 1*). First, a sender sends a spoken or written message through a communication channel to a receiver (examples of communication channels include meetings, phones, two-way radios, and email). When the receiver gets the message, he or she figures out what it means by listening or reading carefully. If anything is not clear, the receiver gives the sender feedback by asking the sender for more information.

This process is called two-way communication, and it is the most effective way to make sure that everyone understands what's going on. It sounds simple, doesn't it? So why is good communication so hard to achieve? When we try to communicate, a lot of things—called noise—can get in the way. Following are some examples of communication noise:

- The sender uses work-related words, or jargon, that the receiver does not understand.
- The sender does not speak clearly.
- The sender's written message is disorganized or contains mistakes.
- The sender is not specific.
- The sender does not get to the point.
- The receiver is tired or distracted or just not paying attention.
- The receiver has poor listening or reading skills.
- Actual noise on the construction site makes it physically hard to hear a message.
- There is a mechanical problem with the equipment used to communicate, such as static on a phone or radio line.

1.1.1 Nonverbal Communication

It is obvious that humans communicate with their words, known technically as verbal communication. If a mechanic asks for a ratchet set, he or she expects to get it because the words have a shared meaning between the listener and speaker. However, did you know that people communicate constantly without using any words at all? This kind of communication is called nonverbal communication. It is hard to communicate some kinds of information with nonverbal communication. For example, try asking for that ratchet set without any words. For expressing attitudes and emotion, nonverbal communication is a very powerful form of communication.

Imagine that you are talking to a doctor in a clinic. The whole time you are talking, he is yawning, checking his cell phone messages, and cleaning his fingernails. After you finish, he writes out a prescription. Do you trust the diagnosis and the value of the prescription? His nonverbal communication told you that he was bored and inattentive. Perhaps the doctor missed the most important thing you said about your condition, including an allergy to certain medications.

Similarly, you can express feelings and attitudes in a variety of ways without intention. You may show you are nervous by fidgeting in your chair or fiddling with your hands. You may show you are angry by raising your voice, folding your arms, and furrowing your eyebrows. You may show you are happy to see someone by smiling widely and giving him or her a warm handshake. The ways for a person to communicate nonverbally are limitless.
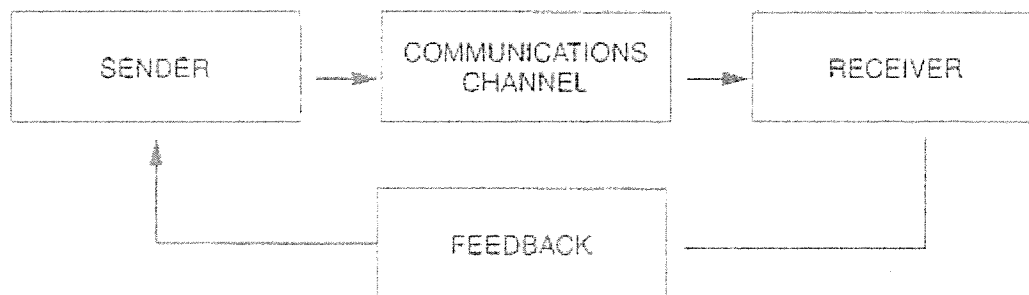

Figure 1 The communication process.

Did You Know?

Following Instructions Prevents Accidents

Many accidents are the result of not listening to or not understanding instructions. For example, according to a study by the US Occupational Safety and Health Administration (OSHA), over a 10-year period, 39 percent of crane operator deaths in the United States resulted from electrocution caused by contact with electrical power lines. This was the single largest cause of death in the study. How many of those accidents could have been prevented if the operator had heard, understood, and followed instructions? The answer is unknown, but it may have prevented all of them.

There are several basic categories of nonverbal communication:

- *Grooming* – Generally, people who maintain an attractive appearance have more successful careers. A groomed appearance communicates self-discipline and awareness. Shaving or keeping a trimmed beard could make the difference between getting promoted at work or being passed up by newcomers. Likewise, messy hair can communicate that someone is incompetent and unable to take on new responsibilities.
- *Dress* – Dress appropriately and neatly. Appropriate dress doesn't automatically mean formal dress. (Imagine working on a hot rooftop in a suit.) The best way to know how to dress in your work environment is to observe the people around you who are most successful, particularly the people in the position that you hope to obtain next. Even on occasions in which casual dress is allowed, such as a company outing to a baseball game, you must make sure that your casual clothing is clean and attractive. Casual does not mean messy. Many workplaces require a uniform. Of course, people working in these environments should always arrive at work with a neat and clean uniform.
- *Condition of one's personal environment* – People make their spaces their own by the way they arrange things even if the space does not belong to them. An office worker can show a sloppy work ethic by having binders, pens, paper clips, and candy wrappers strewn about his or her cubicle. A technician also might show a lack of responsibility by having gloves, coupons, magazines, and bags from fast food restaurants on the dashboard of his or her work vehicle. Whoever sees those environments unconsciously makes judgments about the character of the people who work there.
- *Use of time* – Clearly, people show respect and care by arriving on time or early to their scheduled events. Workers who show up late may be considered lazy or inconsiderate by those around them. Further, they may hinder the productivity of the entire organization by making others wait for them. Not only should you arrive or start on time, but when you hold meetings, you should also try to end on time. Doing so shows a humility on your part that others will appreciate.
- *Facial expressions* – One of the main ways that humans express and read emotions is through facial expressions. A smile can express interest and excitement. A frown could express displeasure or pain. An expressionless face expresses an emotion too, perhaps boredom or the desire to get away from whoever is talking. Of course, eyes are known as the window of the soul. Direct eye contact can express interest, understanding, intelligence, and confidence. On the other hand, a lack of eye contact could show inattention, a lack of confidence, or deceit. A person should not look into the eyes of another person the entire time while speaking, however. Too much eye contact could give the impression of initiating a challenge or trying to dominate. There is no solid rule for what amount of eye contact is appropriate. Different cultures have different rules. For example, in the West, authority figures expect subordinates to look at them when they are reprimanding them. In parts of Asia, however, etiquette requires the one being scolded to look down at the ground as a sign of respect. In the United States, people look at each other's eyes 50 to 60 percent of the time as they communicate.

- *Posture and gestures* – Slouching may feel comfortable, but it may also make people think of you as a sloppy person. Likewise, folding your arms in front of you may make you feel warmer on a cold day, but it will make you seem distant from others and unwilling to talk. Having a confident and powerful posture shows other people that you are confident and powerful. What if you feel timid and weak? Assume a powerful posture anyway. Research shows that people who kept a certain powerful posture for a few minutes—such as leaning slightly over a desk with their hands wide apart on the desk—experienced less stress and actually behaved more boldly when doing a task later. Those who had practiced low-power poses for a few minutes—such as folding their hands in their lap or touching their neck—showed a higher level of stress and behaved more timidly.
- *Physical distance* – Various cultures have different accepted personal distances. People of some countries stand close together while speaking, whereas others stand further apart. Also, different social situations call for a different personal range. People stand closer to their close friends and family members than they do to their business associates. Here is one rule of thumb to follow: let the more powerful person choose the distance. A manager or company owner may politely come and stand close to an employee, but an employee would be rude to do the same to his or her manager.

When it comes to safety and the accuracy of information communicated on the job, there is no doubt that what you say plays a greater role than the way you say it. However, beyond that, your nonverbal communication habits have a major effect on the quality of what is said and how it is received.

1.1.2 Listening and Speaking Skills

Every day on the job can be a learning experience. The more you learn, the more you will be able to help others learn, too (*Figure 2*). An effective method of learning and teaching is through verbal communication—that is, through speaking and listening. As a construction professional, you need to be able to state your ideas clearly. You also need to be able to listen to and understand ideas that other people express. The following are some of the ways that verbal teaching and learning take place on the job:

- *Giving and taking instructions* – One worker may read the steps in a calibration process while a second worker accomplishes the task.
- *Offering and listening to presentations* – Equipment manufacturers may visit the job site or offices to provide operating instruction for a new piece of equipment.
- *Participating in team discussions* – Safety is often discussed among teams; offer your input.

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Figure 2 Teaching and learning are often accomplished by speaking and listening.

A Sense of Humor

A special tip. Maintain a sense of humor! A good sense of humor will get you through many situations. As a construction professional, you should always take yourself seriously. This means speaking well and conveying the proper professional attitude. But your listeners will always appreciate you more if you show them that you have a sense of humor and have a light side to you. Humor can diffuse tension and relieve frustration over things that aren't working properly. Remember, though, never to tell off-color or offensive jokes or make jokes at another person's expense. Also, never play practical jokes, as they can lead to accidents and injuries on the job.

Listening in the Classroom

When you are in the classroom, be aware of things that affect your ability to listen well. Take action to correct these problems. Is someone on the other side of the room speaking too softly? Ask other classmates to face the class when they speak and to speak loudly. Is there noise out in the hall? Ask permission to close the door to shut out noise from outside. Did your instructor say something you did not understand? Ask your instructor to explain things you don't understand.

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* *Talking with your co-workers and your supervisor* – Listen carefully as they speak, without distracting yourself by thinking of a response too quickly. A slight pause in the conversation to prepare a response after a speaker is finished actually encourages others to listen more carefully to you.
* *Talking with clients* – Again, listening skills are critical.

Before we discuss some of the ways to become a more effective listener and speaker, evaluate your current speaking and listening skills by completing the self-assessment quizzes in *Figures* 3 and 4.

At this stage in your career, you will probably do more listening than speaking. You may be wondering why it is so important to be a good listener. The answer is simple: experience. People learn by listening, not by speaking. You are only beginning to learn how the construction industry works, and there is a lot to learn! Teachers, supervisors, and experienced workers can guide you to make sure you are learning what you need to know (*Figure 5*).

Are You a Good Listener?

Do you have good listening habits? Take the following self–assessment quiz to find out. Be sure to answer each question honestly.

	Always	Sometimes	Rarely
1. I maintain eye contact when someone is talking to me.	☐	☐	☐
2. I pay attention when someone is talking to me.	☐	☐	☐
3. I ask questions when I don't understand something I hear.	☐	☐	☐
4. I take notes when receiving instructions.	☐	☐	☐
5. I repeat instructions my supervisor has given me to make sure I understand them.	☐	☐	☐
6. I nod my head or say I understand to show others I am listening to them.	☐	☐	☐
7. I let others speak without interrupting.	☐	☐	☐
8. I move to a quieter spot or ask someone to speak up if I am in a noisy location.	☐	☐	☐
9. I put aside what I am doing when someone is speaking to me.	☐	☐	☐
10. I listen with an open mind.	☐	☐	☐

Figure 3 Listening skills self-assessment.

Figure 8 Learn to read the warning signs of listening problems.

- *Emotion* – When angry or upset, humans tend to stop listening actively. Try counting to 10 or asking the speaker to excuse you for a minute. Go get a drink of water and calm down. When you are ready, come back and focus your mind on the task to be done.

- *Boredom* – Maybe the speaker is dull or overbearing. Maybe you think you know it all already. There is no easy tip for overcoming this barrier. You just have to force yourself to stay focused. Keep in mind that the speaker has important information you need to hear.

- *Distractions* – Anything from too much noise and activity on the site to problems at home can steal your attention. If the problem is noise, ask the speaker to move away from it. If a personal problem is keeping you from listening, concentrate harder on staying focused. In some cases it may help if you explain to your supervisor why you are having trouble concentrating.

- *Your ego* – Do you finish people's sentences for them? Do you interrupt others a lot? Do you think about the things you are going to say next instead of listening? That is your ego putting itself squarely between you and effective listening. Be aware of your ego and try to tone it down a bit so you can get the information you need.

Ten Tips for Dealing with Conflict

Conflict can cause emotions to heat up, it can ruin relationships, and it can decrease productivity. Maybe you don't care to be friends with the person who bothers you at work. However, you still have to get along in order to accomplish your work. Allowing conflicts to get worse can only make your work less pleasurable and less effective. Here are some tips for dealing with conflicts at work:

- *Deal with it quickly.* While it is still a small problem, it will be easier to solve. Further, your frustration will not have increased to the breaking point.
- *Set aside a time to discuss the problem.* Dedicating a time later will help emotions cool and provide a neutral emotional atmosphere. You will also have more time to discuss the issue fully.
- *Discuss the problem with civility.* As the old saying goes, "A soft answer turns away wrath." Getting angry will only make the other person angry as well, escalating the situation.
- *Ask questions first.* If a co-worker had a reason for doing what made you angry, you should know what it is. Maybe just knowing why the person behaved that way will solve the problem.
- *Never say "never."* Do not say "always" either. "You never help me" is probably not true, and it will make the other person feel defensive. "You always criticize me" will also make the other person angry.
- *Always focus on specifics, not generalities.* Notice the difference between, "You are a careless person who hurts the whole team," and, "On the last two jobs we had, you forgot to bring the key for the building. We all had to wait while you went back for it. Is there anything you can do or I can do to make sure this doesn't happen again?"
- *Do not bring up things from the past that do not relate to the current situation.* Bringing up something that the co-worker did last year will only cause his or her temper to flare up.
- *Put yourself in the other person's shoes.* Understand what the other person needs in order to come out of the conflict happy. One of the main things people need is an intact sense of honor. If you publicly insult that person or force him or her with an overwhelming use of authority or even logic, you will implant a grudge that will inevitably hurt you later. Beyond giving the person the honor he or she needs, see if you can also compromise on some of the issues you disagree on.
- *Praise the person's good points.* This will show that you are not attacking his or her character, and it will help focus attention on the issue rather than the interpersonal tension.
- *Take the blame for your part of the problem.* Sincerely accepting some blame for the issue can make a huge difference. However, do not take the blame in a self-righteous or manipulative manner in order to shame the other person into submission.

1.3.0 Speaking on the Job

Although you can use the skills presented in this module to give a speech if necessary, the term *speaking skills* does not refer merely to your ability to give a speech or make a presentation to a group of people. It also refers to your ability to communicate effectively, one-on-one, to others on the job every day.

Effective listening depends on effective speaking. After all, you cannot be expected to understand what has not been made clear to you. Look at the following examples of sentences spoken by one worker to another. Which one is the clearest and most effective? Which one would you like to hear if you were the listener?

"Hand me that tool there."

"Hand me the grinder on that bench."

"Hand me the 4-inch angle grinder that's on the bench behind you."

The third example has enough information for you to identify the correct tool and its location. You do not have to ask the speaker, "Which tool? Where is it?" You will not accidentally give the other worker the wrong tool. As a result, time is not wasted trying to clear up confusion. The time it takes for someone to stop what he or she is doing and explain something again because it was not clear the first time is time that the job is not getting done. Time lost this way can add up quickly.

One of the best ways to learn to speak effectively is to listen to someone who speaks well. Think about what makes that person such an effective speaker. Is it the person's choice of words? Or perhaps their body language? Or their ability to make something complex sound simple? Keep the following things in mind when you speak, and they will make a difference for you:

- Think about what you are going to say before you say it, but not at the expense of listening actively.
- Follow the old advice about giving speeches, "Tell them what you are going to tell them. Tell them. Then tell them what you told them." This means you should introduce your topic with a brief summary, then share all of the detailed information, and finally end with a paraphrased summary of what you said.
- As with writing, take time to organize your ideas logically.
- Choose an appropriate place and time. For example, if you need to give detailed assembly instructions to your team, pick a quiet place, and do not hold the meeting just before lunch or the end of the shift.

- Encourage your listeners to take notes if necessary.
- Do not over-explain if people are already familiar with the topic.
- Always speak clearly, and maintain eye contact with the person or people you are speaking to.
- Do not talk on the phone, send text messages, or listen to music while communicating with the work crew.
- When using jargon be sure that everyone knows what the term means.
- Give your listeners enough time to ask questions, and take the time to answer questions thoroughly.
- When you are finished, make sure that everyone understands what you were saying.

Keep these things in mind when you speak, and they will make a difference for you.

1.3.1 *Placing Telephone Calls*

You may remember when telephones were anchored to walls and desks. To make or receive a phone call, you had to stop what you were doing and go to the telephone. Today, cell phones allow you to make and receive calls from just about anywhere. A cell phone can be a useful tool on the job site, but keep in mind the following guidelines:

- Cell phones can distract you from your job, so never make or receive personal calls while working.
- Wait until a designated break time to make or receive calls.
- Do not operate cell phones where they would pose a safety hazard, such as while operating a piece of machinery, a power tool, or driving a vehicle.

Let It Wait

Never make or receive phone calls while driving or operating heavy equipment. Distraction by cell phones is a leading cause of accidents. In 2013, a Spanish train derailed due to excess speed, killing 79 people just moments after the driver finished a work-related conversation on a cell phone. Subsequently, Spain banned cell phone use by train drivers except for emergency communication. Many areas of the United States likewise have laws banning cell phone use while operating heavy equipment, and even while behind the wheel of any motor vehicle.

- Be aware of the regulations regarding cell phone use at your workplace. While some companies allow cell phone use, many others do not even allow a phone to be in your possession. Companies make these rules to avoid accidents and wasted time.
- Recognize that cell phone cameras can be a potential threat to intellectual property. Workers may photograph secret equipment or data and sell the photographs, causing the company to lose its competitive edge. This is especially worth noting on projects for the government or military. Obviously, the military fiercely protects its secrets for good reason, and may ban employees and contractors from taking cell phones into certain areas.

When you speak to people face-to-face, you can see them and judge how they react to what you say. When you are on the telephone, you don't have these clues. Effective speaking is all the more important in such cases.

When making a call, keep the following points in mind:

- Start by identifying yourself and ask who you are speaking to.
- Speak clearly and explain the purpose of your call.
- Take notes to help you remember the conversation later (*Figure 9*).

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Figure 9 Take notes to help you remember important details.

If you leave a message for someone, remember the following:

- Keep it brief.
- Prepare your message ahead of time so you will know what to say.
- Be sure to leave a number where you can be reached and the best time to reach you.

1.3.2 Receiving Telephone Calls

How you answer a phone call is just as important as how you place a phone call. Remember to be professional and courteous when answering your phone because you don't know who is going to be on the other end of the line. When you receive a phone call, remember the following guidelines:

- Don't just say "Hello." Identify yourself immediately by giving your name and the company name.
- Don't keep people on hold for long. People generally resent it. Instead, ask the caller if you can call back at a later time.
- Transfer calls courteously and introduce the caller to the recipient.
- Keep your calls brief.
- If the call is of a personal nature, continue working and do not answer. There are other opportunities throughout the day when you can return the call without interfering with the job or creating a safety hazard.
- Finally, never talk on the phone in front of co-workers, supervisors, or customers. This is usually considered rude and unprofessional.

Did You Know?

Cultural Interpretation

Communication is culturally diverse. Our experiences and surroundings, along with context, individual personality, and mood, help to form the ways we learn to speak and give nonverbal messages. For instance, in Europe the correct form for waving hello or goodbye is to keep your hand and arm stationary, palm out, with fingers moving up and down. In America, the common wave is the whole hand in motion moving back and forth. In Europe, the common American hand gesture for a wave means no, and in Greece it is considered an insult. It is important to remember that not all people communicate in the same way, so be aware of your surroundings when choosing your words and actions.

Edit Question

☐ Show Answers

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01 MATCHING

Define these trade terms.

Active listening	
Body language	
Jargon	
Nonverbal communication	
Paraphrase	

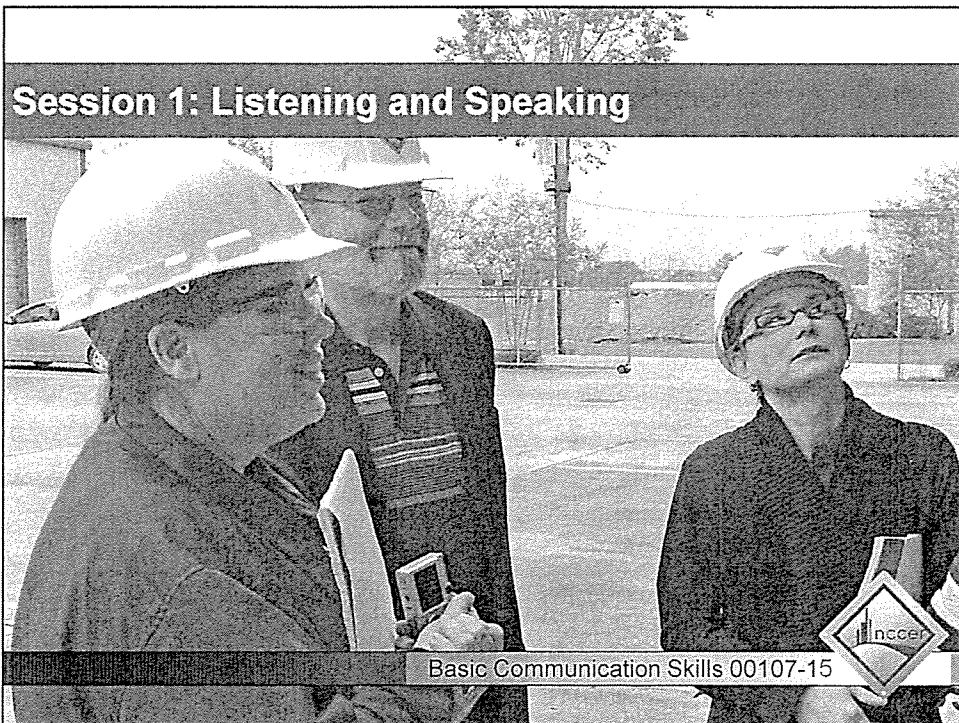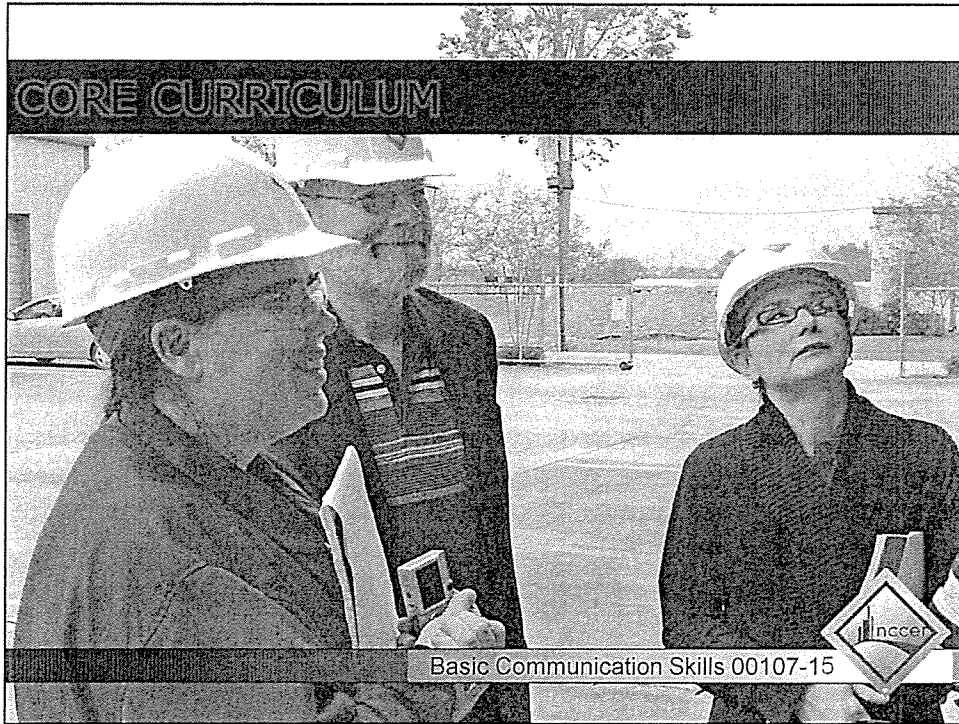⠿ A process that involves respecting other, listening to what is being said, and understanding what is being said.

⠿ the process of communicating nonverbally through conscious or unconscious gestures and movements.

⠿ special words or expressions that are used by a particular profession or group and are difficult for others to understand.

CANCEL

CORE CURRICULUM

Basic Communication Skills 00107-15

Session 1: Listening and Speaking

Basic Communication Skills 00107-15

Session One Objectives

When trainees have completed this session, they should be able to do the following:

1. Describe the communication, listening, and speaking processes and their relationship to job performance.
   a. Describe the communication process and the importance of listening and speaking skills.
   b. Describe the listening process and identify good listening skills.
   c. Describe the speaking process and identify good speaking skills.

Related Performance Task

1. Perform a given task after listening to oral instructions.

Basic Communication Skills 00107-15
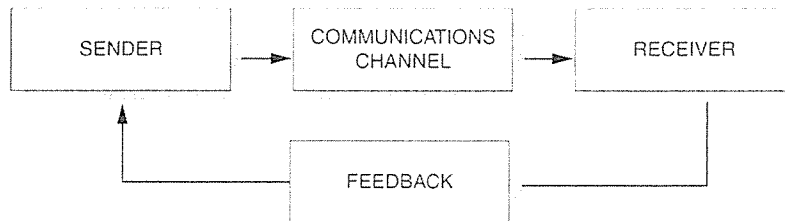
Section 1.0.0 – Communication Forms

ESSENTIAL COMMUNICATION SKILLS

- **Listening** – Workers must hear instructions clearly and know how to respond to certain sounds.
- **Speaking** – Allows experienced workers to train others and share essential information.
- **Reading** – Construction personnel must be able to read and interpret drawings, specifications, and manufacturer's documentation.
- **Writing** – Leadership positions come with higher expectations of a worker's writing skills.

Basic Communication Skills 00107-15

Section 1.1.0 – The Communication Process

The communication channel can be an audible (spoken) or written event. Either way, there is a sender and one or more receivers involved.
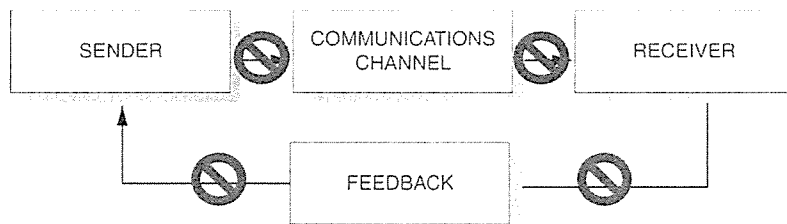

00107-15 F01.EPS

Basic Communication Skills 00107-15

Section 1.1.0 – The Communication Process

"Noise" can interfere with, and sometimes completely stop, communication at any point in the process.

00107-15 F01.EPS

Basic Communication Skills 00107-15

Section 1.1.1 – Non-Verbal Communication

People communicate non-verbally (intentionally or unintentionally) through these methods:

- Grooming
- Dress
- Condition of their personal environment or work area
- Use of time
- Facial expressions
- Posture and gestures
- Physical distance from another party

Basic Communication Skills 00107-15

Section 1.1.2 – Listening and Speaking

Listening and speaking are required skills to learn and teach. For example, learning and teaching on the job takes place when:

- Giving or taking instructions
- Offering or listening to presentations
- Participating in team discussions
- Talking with co-workers and supervisors
- Talking with clients

00107-15_F02.EPS

Basic Communication Skills 00107-15

Section 1.2.0 – Active Listening

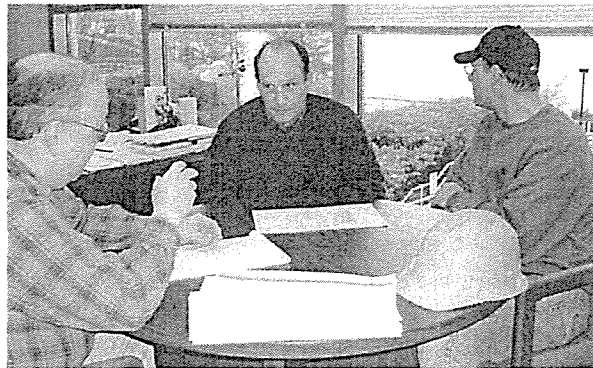Active listening requires effort and concentration, but it is an extremely valuable skill to develop.

00107-15_F06.EPS

Basic Communication Skills 00107-15

Section 1.2.0 – Active Listening

Your body language (non-verbal communication) can easily send a message to a speaker. Think about what non-verbal message **you** are sending the next time you are the listener.

00107-15_F07.EPS

Basic Communication Skills 00107-15

Section 1.2.0 – Paraphrasing

Abbott and Costello's Famous Skit

This famous routine provides a perfect example of the need for paraphrasing for clarity. The entire piece can easily be found on the internet and is worth the effort. *The final paraphrase:*

Costello: "Now I throw the ball to first base, Who drops the ball, so the guy runs to second. Who picks up the ball and throws it to What. What throws it to I Don't Know. I Don't Know throws it back to Tomorrow—a triple play. Another guy gets up to bat and it's a long fly ball to Because. Why? I don't know. He's on third, and I don't give a darn!"

Basic Communication Skills 00107-15

Section 1.2.1 – Barriers

COMMON LISTENING BARRIERS

- **Emotions** – Anger, fear, excitement, sadness
- **Boredom** – May result from a dull speaker or topic
- **Distractions** – Noise, nearby physical activity
- **Your own ego** – Often shows itself through finishing others' sentences and generally acting like a know-it-all

Basic Communication Skills 00107-15

Section 1.3.0 – Speaking

BEING AN EFFECTIVE SPEAKER

- Think about what you wish to say, but not while listening!
- Tell them what you are going to tell them. Tell them. Then tell them what you told them.
- Organize ideas logically.
- Speak at the appropriate place and time.
- Encourage note-taking.
- Do not over-explain things.

Basic Communication Skills 00107-15

Section 1.3.0 – Speaking

BEING AN EFFECTIVE SPEAKER

- Speak clearly and maintain eye contact.
- Do not communicate with others while talking to someone else.
- Be certain all listeners understand the jargon (terms) you are using.
- Provide time for questions and offer clear answers.
- Ask if the listener understands.

Basic Communication Skills 00107-15

Section 1.3.1 – Phone Calls

TELEPHONE CALLS

- Do not allow phone calls—in or out—to distract you from the job at hand. Wait for a designated break.
- Do not operate telephones and similar devices any time it can pose a safety hazard, such as while driving or operating a power tool.
- Be aware of all company and/or job site policies regarding telephone use.
- Telephone cameras represent a serious threat to a company's intellectual property; respect that!

Basic Communication Skills 00107-15

Section 1.3.1 – Phone Calls

TELEPHONE CALLS

- When placing a call, identify yourself first, and then politely ask them to identify themselves.
- Speak clearly and explain the purpose of your call.
- Take notes as necessary.
- Keep voicemail messages brief.
- Have a clear message prepared for recording before you make the call.
- Leave your contact number and best time-of-day to call back. Speak the number slowly and clearly, and then repeat for clarity.

Basic Communication Skills 00107-15

Section 1.3.2 – Phone Calls

RECEIVING TELEPHONE CALLS

- Identify your company and yourself clearly when you first accept the call.
- Do not place any caller on hold for very long.
- Transfer calls politely and let the recipient know who is calling.
- Keep calls brief.
- It is best to hold telephone conversations in a private location rather than in front of others.

Basic Communication Skills 00107-15

Next Session...

READING AND WRITING

Read all of Section 2.0.0 to prepare for the next session. Also complete the Section 1.0.0 and 2.0.0 Reviews.

Basic Communication Skills 00107-15

Laboratory – Performance Task 1

LISTENING FOR THE DETAILS

Each trainee will listen to the reading of a set of instructions and then follow those instructions, without them being repeated!

Basic Communication Skills 00107-15

Basic Communication Skills 00107-15

Session 2: Reading and Writing

Basic Communication Skills 00107-15
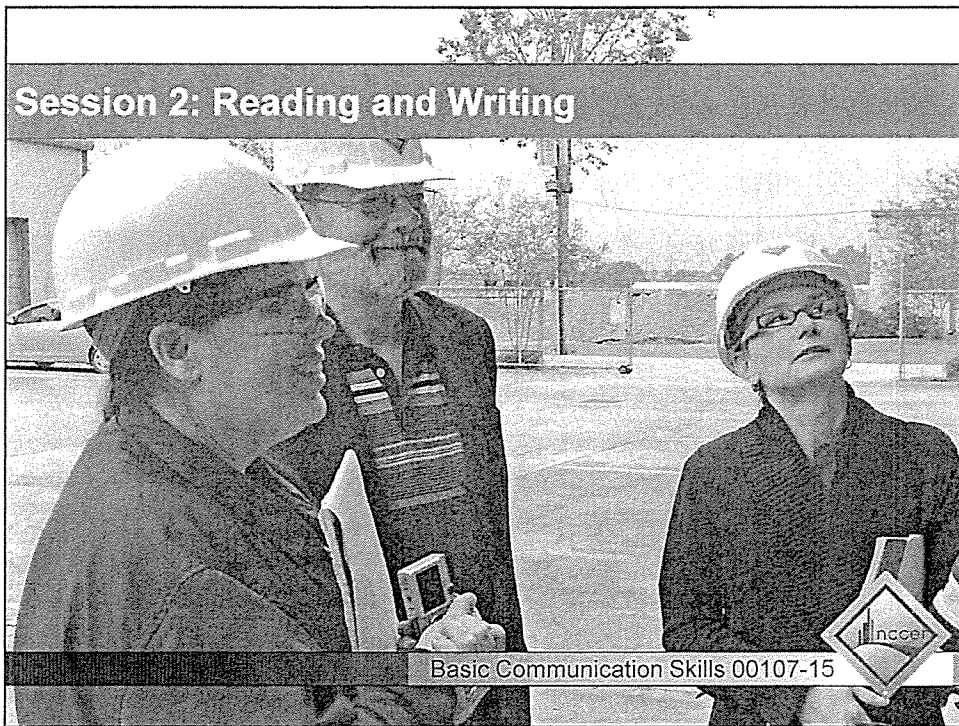
Session Two Objectives

When trainees have completed this session, they should be able to do the following:

2. Describe good reading and writing skills and their relationship to job performance.
   a. Describe the importance of good reading and writing skills.
   b. Describe job-related reading requirements and identify good reading skills.
   c. Describe job-related writing requirements and identify good writing skills.

Related Performance Tasks

1. Fill out a work-related form provided by your instructor.

Basic Communication Skills 00107-15

Section 2.1.0 – Reading on the Job

Code books are just one example of the documents a worker must read to successfully complete a task or project.
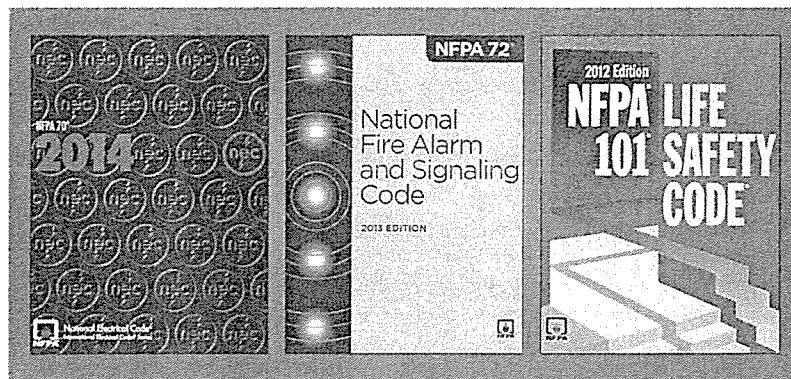
00107-15_F11.EPS

Basic Communication Skills 00107-15

Section 2.2.0 – Reading on the Job

## Some of the many things that you will need to read on the job:

- Safety instructions or guidelines
- Drawings, specifications, and manufacturer's instructions
- Signs and labels
- Work orders, schedules, and various permits
- Written communication from others, such as emails and text messages

Basic Communication Skills 00107-15

Section 2.2.0 – Reading

Places to go for information and guidance:

- Table of contents
- Index
- Glossary
- Appendixes
- Tables and graphs
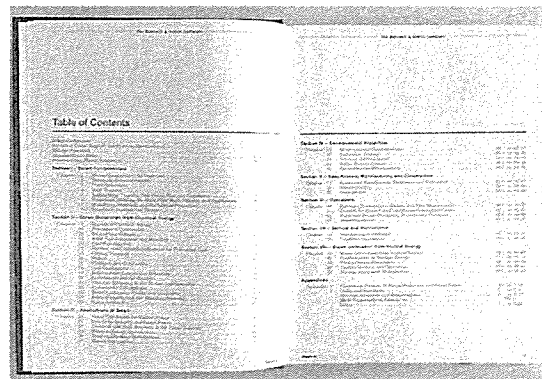
00107-15 F12.EPS

Basic Communication Skills 00107-15

Section 2.2.0 – Reading

READING TIPS

- Avoid physical and audible distractions.
- Take notes; use highlighters and bookmarks.
- Skim the Table of Contents to get an overview before you start reading.
- Imagine yourself performing a task while you are reading the instructions.
- Reread as necessary for a clear understanding.

Basic Communication Skills 00107-15

Section 2.2.0 – Fonts

SERIF FONT EXAMPLES

- Times New Roman: The quick brown fox jumps over the lazy dog.

- Palatino: The quick brown fox jumps over the lazy dog.

- Century Schoolbook: The quick brown fox jumps over the lazy dog.

Basic Communication Skills 00107-15

Section 2.2.0 – Fonts

SANS SERIF FONT EXAMPLES

- Arial: The quick brown fox jumps over the lazy dog.

- Helvetica: The quick brown fox jumps over the lazy dog.

- Verdana: The quick brown fox jumps over the lazy dog.

Basic Communication Skills 00107-15

Section 2.2.0 – Fonts

SPECIALTY FONT EXAMPLES

- Comic Sans: The quick brown fox jumps over the lazy dog.

- *Lucida Calligraphy: The quick brown fox jumps over the lazy dog.*

- Papyrus: The quick brown fox jumps over the lazy dog.

Basic Communication Skills 00107-15

Section 2.3.0 – Writing

WRITING AN IMPORTANT PIECE

- **Prewriting** – includes brainstorming; listing ideas and topics; creating an outline.
- **Rough draft** – follows any required research. Incorporate your ideas and topics; do not try to make a perfect document at this stage.
- Walking away from it for a while often helps.
- Revise and edit.
- **Proofread** – usually best to allow others to do this.

Basic Communication Skills 00107-15

Section 2.3.1 – Email

Which of the following emails looks more pleasant, is better organized and friendlier, and most likely to leave a good impression on a potential client?

This one...

From:	JQSmith@smithcontracting.com	Sent: Mon 3/17 2014 1:47 PM
To:	WJones@paintersplus.com	
Cc:		

Subject: Quick Note
Attachments:

View As Web Page

Here are some paint colors and faucets available for your bathroom: Color #1413, Soft Jade; Color #1416, Garden Moss; and Color #1417, Forest Glen. All are available in semi-gloss or eggshell finish. There are also three faucet sets: the Meridian (single handle) $109.88; the Mermaid (dual handles) $83.50; and the Monitor (dual handles) $95.75. All are available in polished brass or polished chrome. I've included paint samples and photos of the faucets. Please tell me your choices by Friday. If you have any questions, call me at 703-555-1212.

00107-15 F16 EPS

Basic Communication Skills 00107-15

Section 2.3.1 – Email

…or this one?

From: jQSmith@smithcontracting.com	Sent: Mon 3/17/2014 1:47 PM
To: MJones@paintersplus.com	
Cc:	

Subject: Bathroom Paint and Faucet Options
Attachments:

View As Web Page

Dear Mr. Jones,

The paint colors and faucets available for your bathroom are listed below (photos of faucets and paint colors are attached to this email). Please let me know what you decide by 5:00 pm on Friday, March 21st. If you have any questions, please do not hesitate to contact me at 703-555-1212.

Paint Colors (Available in semi-gloss or eggshell finish)
- #1415 - Soft Jade
- #1416 - Garden Moss
- #1417 - Forest Glen

Faucet Sets (Available in polished brass or polished chrome)

Model	Price	Handle Style
Meridian	$109.88	Single
Mermaid	$83.60	Dual
Monitor	$95.75	Dual

Regards,
John Q. Smith
Smith Contracting

Basic Communication Skills 00107-15

Section 2.3.1 – Text Messages

TEXT MESSAGING TIPS

- Be sure it's the best choice for what needs to be communicated.
- Do not use to share potentially emotional information, such as apologies or criticism.
- Be certain the message is accurate. Be aware of potential auto-correction errors.
- Do not use shorthand and abbreviations such as "LOL" or "IMHO" when communicating with superiors or strangers. Use language and complete sentences as you would in a proper email.
- Again, never send or read text messages while driving, operating machinery or power tools, or while walking around the job site.

Basic Communication Skills 00107-15

Next Session...

LABORATORY/PERFORMANCE TASK

MODULE EXAM

Review the complete module to prepare for the module exam. Complete the Module Review and the Trade Terms Quiz.

Basic Communication Skills 00107-15

Laboratory – Performance Task 2

WRITING WORK-RELATED INFORMATION

Each trainee will practice writing a short cover letter that would accompany a resume to a prospective employer.

Basic Communication Skills 00107-15

Flex Day 1

Module 00107-15 Discussion (Basic Communication Skills)

Describe the communication, listening, and speaking processes and their relationship to job performance.

      a. Describe the communication process and the importance of listening and speaking skills.

      b. Describe the listening process and identify good listening skills.

      c. Describe the speaking process and identify good speaking skills.

Posted today at 7:02 am

Write a comment

AM ▾

No posts have been added to this discussion yet

Student Name/ID#: _____

Total Score.

/ 100

Module 00107-15 Exam (Basic Communication Skills)

QUESTION 1

In the study of communication, noise is best defined as _____.

A ☐ thoughts that distract the listener

B ☐ anything that interferes with the message being heard or understood

C ☐ people interrupting someone who is thinking

D ☐ discussing things that are off the main topic

QUESTION 2

Folding your arms in front of you makes it seem as if you are _____.

A ☐ distant and unwilling to talk

B ☐ warm and friendly

C ☐ very angry

D ☐ the group leader

QUESTION 3

If someone does not understand what a speaker is saying, he or she should _____.

A ☐ ignore that part of the conversation

B ☐ ask other people what they think the speaker means

C ☐ try to figure it out on his or her own

D ☐ ask the speaker questions for clarification

QUESTION 4

When listening to instructions, the best way for listeners to make sure they get all the information is to _____.

A ☐ read a book about the topic later on

B ☐ take notes, ask questions, and repeat a summary of the instructions

C ☐ ask questions, but wait until the person has stopped talking

D ☐ take notes and compare them with other co-workers' notes

QUESTION 5

An important attribute of an effective speaker is the ability to _____.

A ☐ inject humor on the job site with practical jokes

B ☐ explain and simplify complex topics

C ☐ conduct multiple conversations with workers

D ☐ make others feel too inferior to speak openly

QUESTION 6

Common documents that construction professionals need to read on the job include _____.

A ☐ construction drawings, code books, and installation manuals

B ☐ literary reviews, argumentation papers, and essays

C ☐ contracts, warrants, and encyclopedias

D ☐ legal briefs, permits, and subpoenas

QUESTION 7

Special features in books that help readers locate information include _____.

A ☐ dictionaries and encyclopedias

B ☐ tables of content, indexes, and glossaries

C ☐ safety-related cautions and warnings

D ☐ drawings and photographs

QUESTION 8

When reading instructions or a series of steps, one should _____.

A ☐ read only the steps that he or she doesn't know

B ☐ perform the steps even if he or she doesn't understand them

C ☐ skim the directions quickly

D ☐ read the directions completely

QUESTION 9

The rough draft of a document you are writing should _____.

A ☐ be complete before an outline has been created

B ☐ be as close to perfect as possible

C ☐ be complete before any research has been done

D ☐ follow an outline and incorporate your research

QUESTION 10

What is an important practice in writing to avoid errors that can cost time and money?

A ☐ Writing at a high reading grade level.

B ☐ Handwriting any document before using a computer.

C ☐ Proofreading the work for accuracy.

D ☐ Always writing in the first person.

Science Exemplar

Parkway West CTC

For a Flex Day in Chemical Properties in Practice the following steps should be taken.

Go into the Chemical Properties in Practice Schoology Course and you will see the following screen.
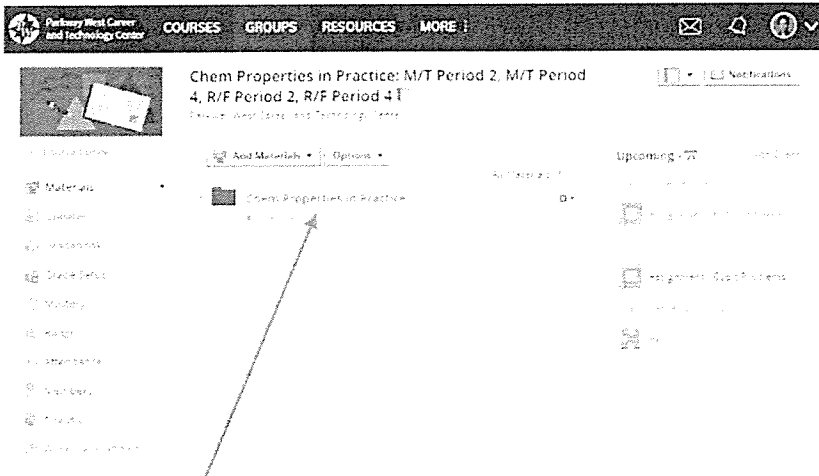
Click the gray folder to open it and show the screen below.
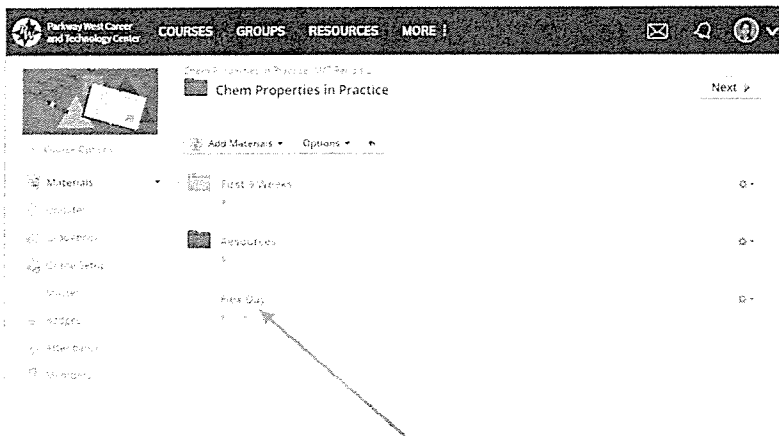
Here you will enter the white Flex day folder which shows the next screen
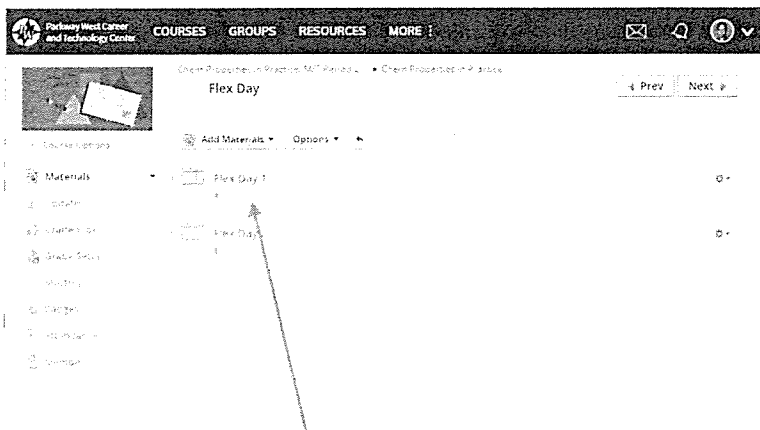
Then enter the Flex Day 1 folder to reveal the assignments for that day, Which is displayed below
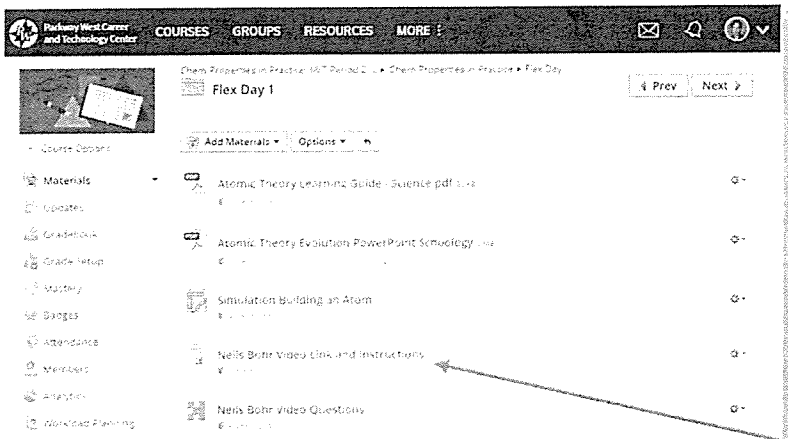
Most of them are just plain pdf assignments, but below are the steps for the video link.
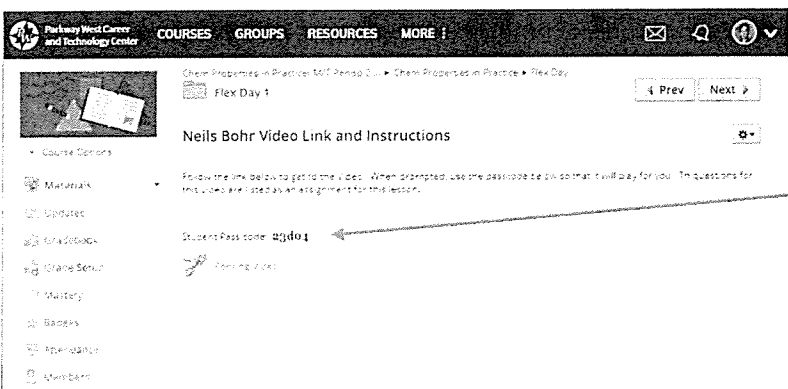
The student pass code will be required to watch the video. When the link is followed the site will have a place where this code can be pasted in.

The link leads to the screen below
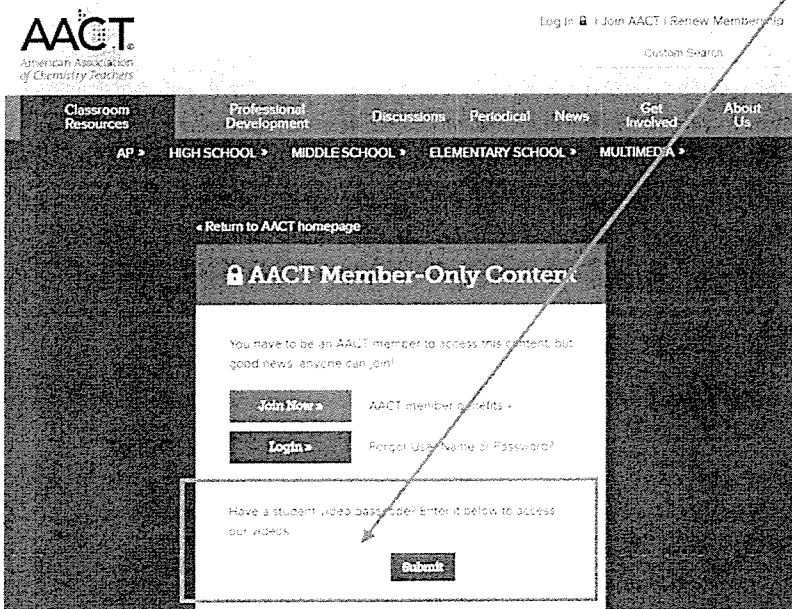
And this will bring you to the video as displayed below

Niels Bohr Video ☆ (18 Favorites)

VIDEO in History, Model of the Atom, Atomic Theory, Subatomic Particles, Electrons, Founders of Chemistry
Last updated September 5, 2018

This video tells the story of Niels Bohr, a great scientist who redefined how we think about atoms and the electron. Bohr's model of the atom helped to advance understanding of subatomic particles, and holds an important place in the history and development of the atomic theory
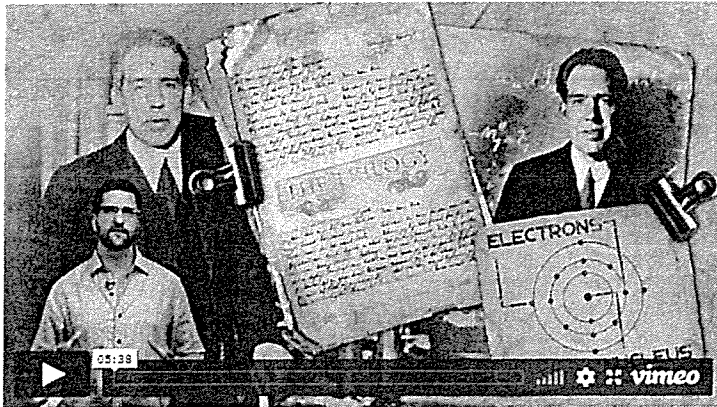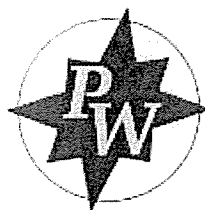
Parkway CTC Learning G

Program	*Academics*
Planned Course	*Principles of Technology*
Topic	*Atomic Model Development*

Key Content: (State Standards/NGSS)

PS1.A	Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons.
PS2.B	Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects
HS-PS1-1	Use the Periodic Table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

Vocabulary:

Element, Compound, Molecule, Proton, Neutron, Electron, Energy Level, Neils Bohr, Ernest Rutherford, Wave Model, Plum Pudding Model, Democritus, Ion, Isotope, Mass Number, Net Charge

Objectives:

❑ Identify the parts of an atom, along with their mass and charge
❑ Build an atom and manipulate the subatomic particles to see what effect each would have on the atom
❑ Use the Bohr model to differentiate among the three basic particles in the atom (proton, neutron, and electron) and their charges, relative masses, and locations.
❑ Compare the Bohr atomic model to the electron cloud model with respect to their ability to represent accurately the structure of the atom.

Essential Question(s):

❑ What is the interior structure of the atom and how was it experimentally determined?
❑ How do the individual particles composing an atom contribute to its mass and other properties?

NOCTI Integration: NA

Common Core Academic Standards:

CCSS.ELA-LITERACY.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words
CCSS.ELA-LITERACY.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Assessment:

- ❏ Students will answer questions pertaining to the video they watched on Neils Bohr.
- ❏ Students will record results of the simulation as they complete each step as outlined.
- ❏ Students will complete vocabulary assignment putting the technical definitions into common vocabulary to demonstrate understanding.

Investigating Atoms and Atomic Theory

Atomos: Not to Be Cut

THE HISTORY OF ATOMIC THEORY

Atomic Models

► This model of the atom may look familiar to you. This is the **Bohr model**. In this model, the nucleus is orbited by electrons, which are in different energy levels.

  ► A model uses familiar ideas to explain unfamiliar facts observed in nature.

    ► A model can be changed as new information is collected.

Inside an Atom — Electron, Orbit, Nucleus
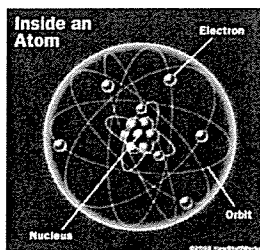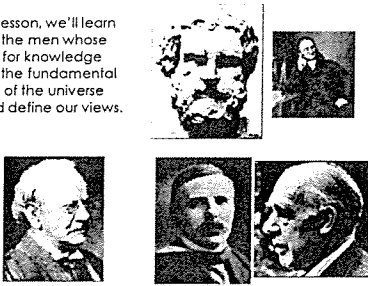
▶The atomic model has changed throughout the centuries, starting in 400 BC, when it looked like a billiard ball →

Who are these men?

In this lesson, we'll learn about the men whose quests for knowledge about the fundamental nature of the universe helped define our views.
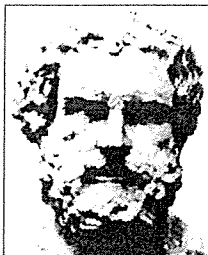
Democritus

400 BC

▶ This is the Greek philosopher Democritus who began the search for a description of matter more than 2400 years ago.

▶ He asked: Could matter be divided into smaller and smaller pieces forever, or was there a limit to the number of times a piece of matter could be divided?

Atomos

▶ His theory: Matter could not be divided into smaller and smaller pieces forever, eventually the smallest possible piece would be obtained.

▶ This piece would be indivisible.

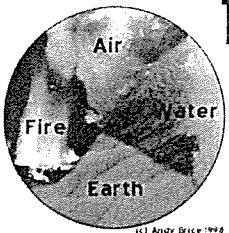▶ He named the smallest piece of matter "atomos," meaning "not to be cut."

Atomos
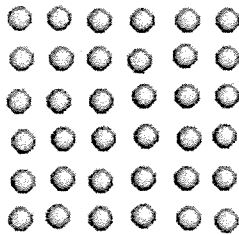
- To Democritus, atoms were small, hard particles that were all made of the same material but were different shapes and sizes.
- Atoms were infinite in number, always moving and capable of joining together.

This theory was ignored and forgotten for more than *2000* years!

Why?

▶ The eminent philosophers of the time, Aristotle and Plato, had a more respected, (and ultimately wrong) theory.

(C) Andy Brice 1998

Aristotle and Plato favored the *earth, fire, air* and *water* approach to the nature of matter. Their ideas held sway because of their eminence as philosophers. The *atomos* idea was buried for approximately 2000 years.
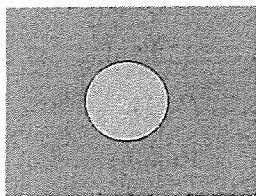

Timeline of Atomic Theory

Greek Model
400 BC
Democristus

Rutherford Model 1911

Wave Model Modern

(Aristotle's 4 Elements)

Dalton Model 1803

Bohr Model 1922

Thomson Model 1897
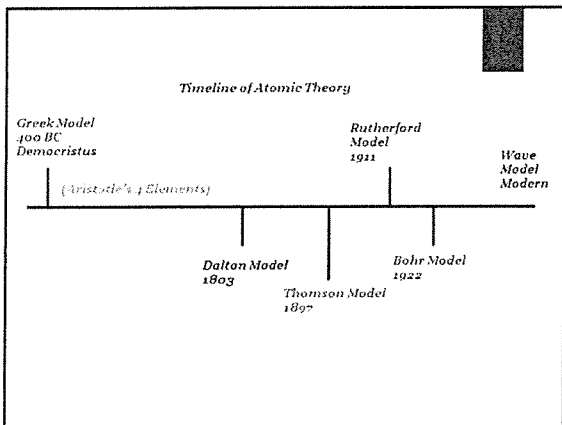
Dalton's Model

▶ In the early 1800s, the English Chemist John Dalton performed a number of experiments that eventually led to the acceptance of the idea of atoms.
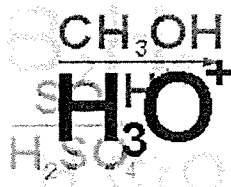
Dalton's Theory

- He deduced that all <u>elements</u> are composed of atoms. Atoms are indivisible and indestructible particles.
- Atoms of the <u>same</u> element are exactly alike.
- Atoms of <u>different</u> elements are <u>different</u>.
- <u>Compounds</u> are formed by the joining of atoms of two or more elements.

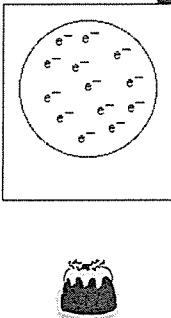- *This theory became one of the <u>foundations of modern chemistry.</u>*

$$CH_3OH$$
$$H_3O^+$$
$$H_2SO_4$$

Thomson's Plum Pudding Model

- In <u>1897</u>, the English scientist J.J. Thomson provided the first hint that an atom is made of even <u>smaller</u> particles.
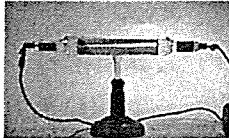
Thomson Model

▶ He proposed a model of the atom that is sometimes called the "Plum Pudding" model.

▶ Atoms were made from a positively charged substance with negatively charged electrons scattered about, like raisins in a pudding.
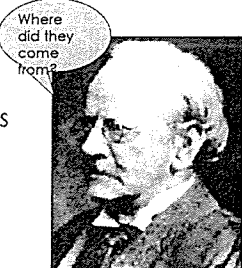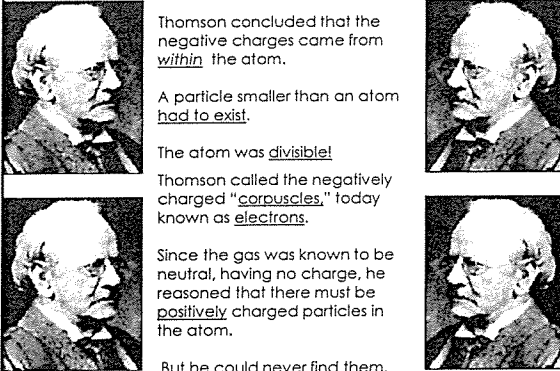
_____

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Thomson Model

▶ Thomson studied the passage of an electric current through a gas.

▶ As the current passed through the gas, it gave off rays of negatively charged particles.

_____

_____

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_____

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_____

Thomson Model

▶ This surprised Thomson, because the atoms of the gas were uncharged. Where had the negative charges come from?

Where did they come from?

_____

_____

_____

_____

_____

_____

Thomson concluded that the negative charges came from *within* the atom.

A particle smaller than an atom *had to exist*.

The atom was *divisible!*

Thomson called the negatively charged "*corpuscles*," today known as *electrons*.

Since the gas was known to be neutral, having no charge, he reasoned that there must be *positively* charged particles in the atom.
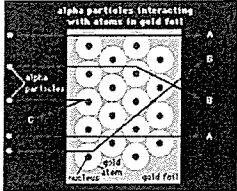
But he could never find them.
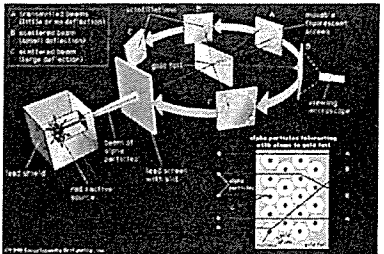
Rutherford's Gold Foil Experiment

► In 1908, the English physicist Ernest Rutherford was hard at work on an experiment that seemed to have little to do with unraveling the mysteries of the *atomic structure.*

► Rutherford's experiment Involved firing a stream of tiny *positively charged* particles at a thin sheet of *gold foil* (2000 atoms thick)

▶ Most of the positively charged "bullets" passed right through the gold atoms in the sheet of gold foil without changing course at all.

▶ Some of the positively charged "bullets," however, did bounce away from the gold sheet as if they had hit something solid. He knew that positive charges repel positive charges.

▶ This could only mean that the gold atoms in the sheet were mostly open space. Atoms were not a pudding filled with a positively charged material.

▶ Rutherford concluded that an atom had a small, dense, positively charged center that repelled his positively charged "bullets."

▶ He called the center of the atom the "nucleus"

▶ The nucleus is tiny compared to the atom as a whole.

Rutherford
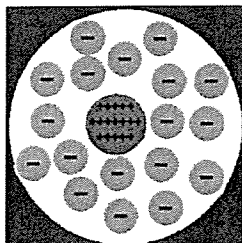
▶ Rutherford reasoned that all of an atom's positively charged particles were <u>contained</u> in the nucleus. The negatively charged particles were <u>scattered</u> outside the nucleus around the atom's <u>edge</u>.
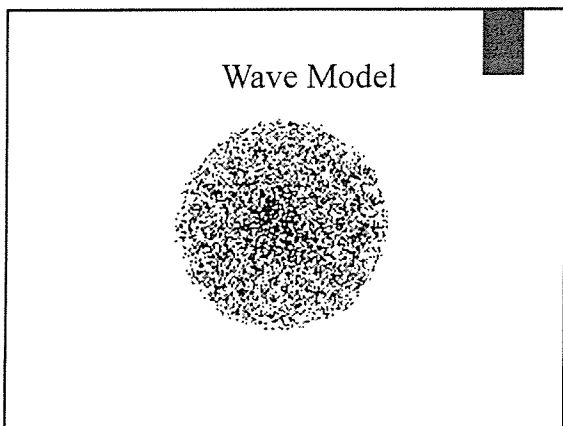
Bohr Model

▶ In 1913, the Danish scientist Niels Bohr proposed an improvement. In his model, he placed each electron in a <u>specific</u> energy level.
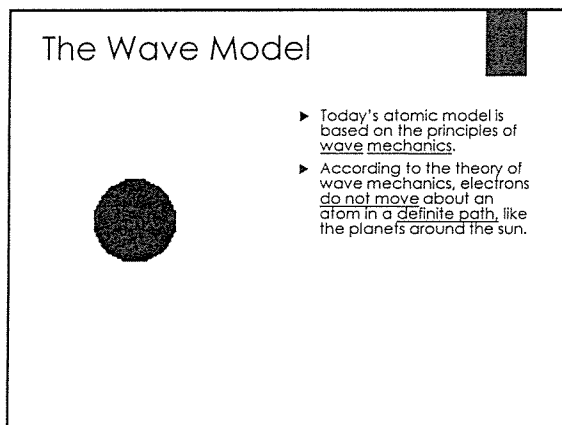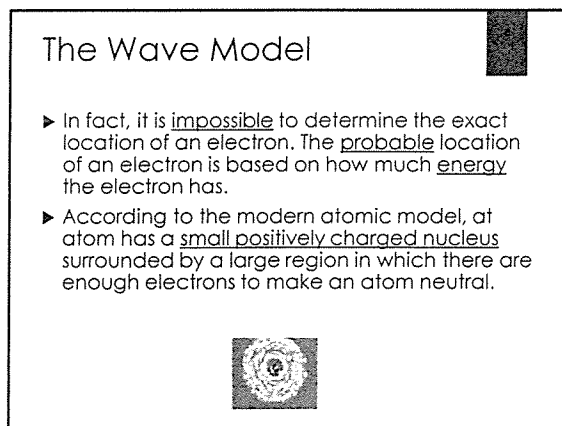
Bohr Model

▶ According to Bohr's atomic model, electrons move in definite <u>orbits</u> around the nucleus, much like planets circle the sun. These orbits, or energy <u>levels</u>, are

located at certain distances from the nucleus.

Wave Model

The Wave Model

- ► Today's atomic model is based on the principles of <u>wave mechanics</u>.
- ► According to the theory of wave mechanics, electrons <u>do not move</u> about an atom in a <u>definite path,</u> like the planets around the sun.

The Wave Model

- ► In fact, it is <u>impossible</u> to determine the exact location of an electron. The <u>probable</u> location of an electron is based on how much <u>energy</u> the electron has.
- ► According to the modern atomic model, at atom has a <u>small positively charged nucleus</u> surrounded by a large region in which there are enough electrons to make an atom neutral.

Electron Cloud:

- A space in which electrons are likely to be found.
- Electrons whirl about the nucleus billions of times in one second
- They are not moving around in random patterns.
- Location of electrons depends upon how much energy the electron has.

Electron Cloud:

- Depending on their energy they are locked into a certain area in the cloud.
- **Electrons with the lowest energy are found in the energy level closest to the nucleus**
- **Electrons with the highest energy are found in the outermost energy levels, farther from the nucleus.**

	Indivisible	Electron	Nucleus	Orbit	Electron Cloud
Greek	X				
Dalton	X				
Thomson		X			
Rutherford		X	X		
Bohr		X	X	X	
Wave		X	X		X

Name:_____

Building an Atom

Purpose
Understand the roles of properties of protons, neutrons, and electrons in an atom.

Procedure
Visit the website http://phet.colorado.edu/en/simulation/build-an-atom. Click the "play" button on the image to open the simulation. Choose the Atom version.

1. Add one proton to the nucleus of the atom (the X). What element did you just create? Notice that it's also highlighted on the periodic table to the right.

   _____

2. Add another proton. What element do you now have?
   _____

3. Keep adding protons. Describe any patterns you notice.

Click on the reset button () in the bottom right corner.
4. Add one proton and one neutron to the nucleus (X). Which element did you create? _____

5. Add another neutron. Which element did you create? _____

6. What changes when you add a second neutron?

7. Keep adding protons and neutrons to the nucleus. Describe any patterns you notice.

8. From the "Show" menu on the right, add a check mark by clicking the box next to the stable/unstable label. Using at least four protons, add neutrons and electrons to make a stable atom. What element did you create? How many protons, neutrons, and electrons does the atom have? Describe why you think it's stable.

Element _____ (_____ p _____ n _____ e)

9. Now make an atom that is unstable. What element did you create? How many protons, neutrons, and electrons does it have? Describe why you think it's unstable.

Element _____ (_____ p _____ n _____ e)

10. Describe what you think is meant by the term stable.

Click on the reset button.
   11. Add one proton to the nucleus. Add one electron. Describe what happens when you add it (remove it and add it again if you missed it).

12. Add another electron. Describe what changes.

   13. Add more electrons. What do you notice about where they are placed on the atom compared to the first two?

   14. Add various amounts of protons, neutrons, and electrons. Describe any patterns you notice. How can you predict whether an ion is positive (+) or negative (-)?

15. What do you think is meant by the term neutral?

What "Record" did Bohr break in college?

A ☐ c   B ☐ d

C ☐ b   D ☐ A

QUESTION 3   /1

Which of the Following Scientists did Bohr work with when he moved back to England? (you can pick more than 1)

A ☐ a   B ☐ b

C ☐ c   D ☐ d

QUESTION 4   /1

Whose work did Bohr base his ideas off of?

A ☐ a   B ☐ b

C ☐ c   D ☐ d

QUESTION 5   /1

What type of physics did Bohr study?

A ☐ a

B ☐ b

C ☐ c

D ☐ d

QUESTION 6

Where did Bohr go when the Nazis invaded Denmark?

A ☐ a

B ☐ b

C ☐ c

D ☐ d

/1

9. There will be assessment in the folder as well. The assessment will be open for students to complete through the day and will not close.

10. Other things may be posted in Schoology for your child to do, such as watch a video, post to a discussion board, complete open-ended questions, etc. Each teacher's page will be different, but each instruction page will let your student know exactly what they are to complete and all necessary materials will be posted.

Chapter 7 Section 2

- Today in class we discussed how the Articles of Confederation were done away with in favor of a new document, the Constitution.

- We also talked about various issues that were arising between Northern and Southern states.

- After our discussion, the students worked in the computer lab on their assignment in Schoology.

Parkway CTC Learning Guide

Program	*Academics*
Planned Course	*US History I*
Unit	*Chapter 7 Section 2*

Key Content: (State Standards)

8.1.9.A	Analyze chronological thinking.
8.1.9.B	Analyze and interpret historical sources.
8.3.6.A	Identify and explain the political and cultural contributions of individuals and groups to United States history from Beginnings to 1824.
8.1.12.C	Evaluated historical interpretation of events.
8.3.6.C	Explain how continuity and change has influenced United States history from Beginnings to 1824.
8.3.6.D	Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.

Vocabulary:

Judicial Branch

Compromise

Objectives:

❏ Describe the proceedings of the Constitutional Convention.
❏ Identify the specifics of the Virginia Plan.
❏ Explain how the Great Compromise satisfied both large and small states.
❏ Describe the disputes over slavery and the compromises that were reached.
❏ Discuss the drafting of the new Constitution.

Essential Question:

❏ What role did compromise play in the creation of the United States Constitution?

NOCTI Integration: NA

Common Core Academic Standards:

CC.8.5.9-10.B	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CC.8.5.9-10.D	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economical aspects of history/social science.
CC.8.5.9-10.I	Compare and contrast treatments of the same topic in several primary and secondary sources.
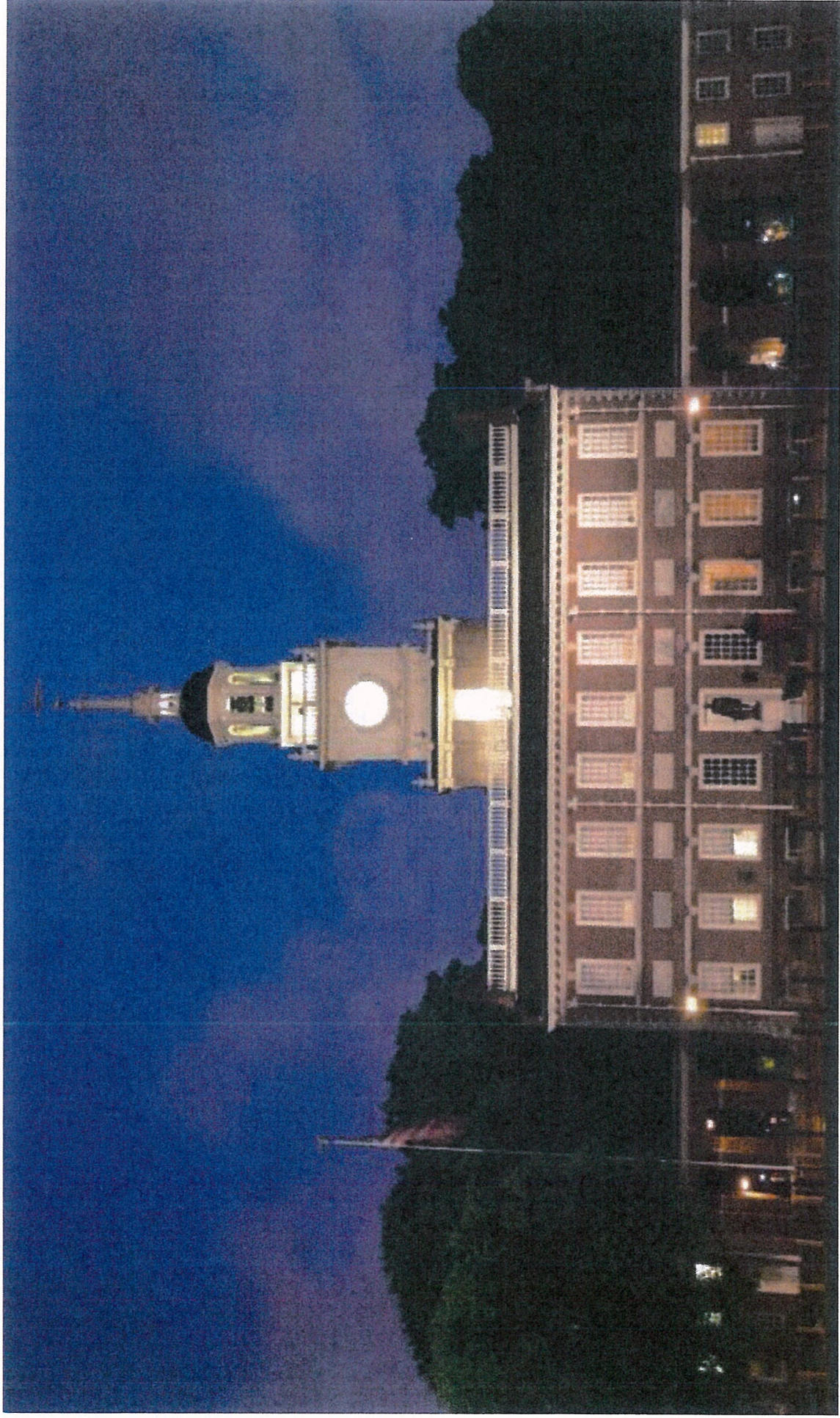
The Constitutional Convention

Chapter 7
Section 2

The Delegates

– 55 delegates from 12 states took part.

  • Rhode Island did not send anyone.

– George Washington was elected president of the convention.

– James Madison took detailed notes on the meetings.

  • These notes were not published until after his death.

  • His notes provide great detail on the meetings.
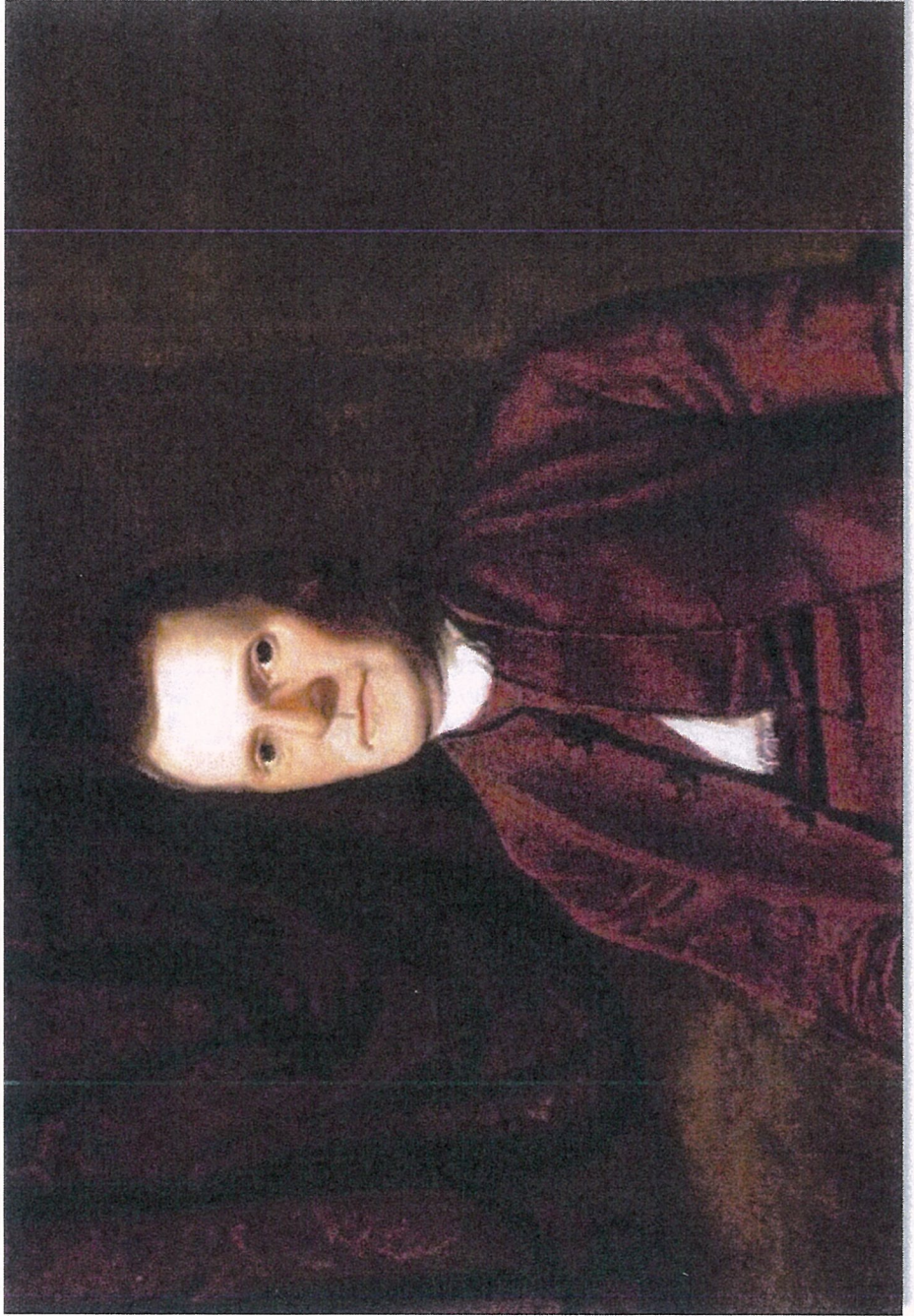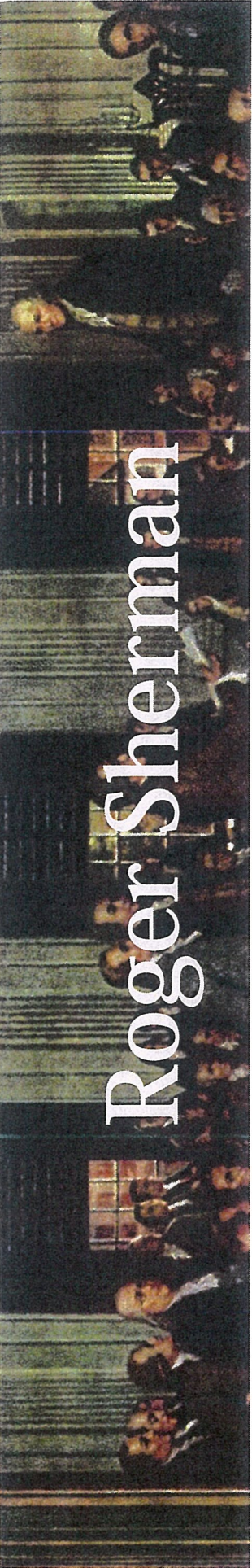
The Virginia Plan

- On the third day of the convention, Edmund Randolph proposed a plan with a strong central government.

- James Madison was the principal author of the Virginia Plan.

- The convention debated the plan for a month.

- Three Branches of Government
 - Congress would stay the legislative branch.

— The executive branch would carry out laws.

— The judicial branch would interpret the laws.

— Randolph proposed the executive branch be three people that serve jointly.

- One person could not win the people's confidence.

— Some argued that one person could act quicker than a group of three.

— The delegates voted to have one person, called the President, as the executive.

Roger Sherman
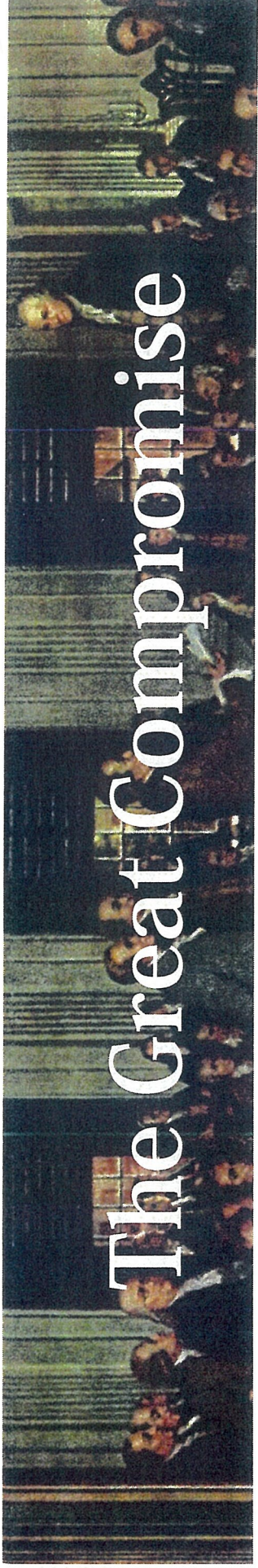
The Great Compromise

- One part of the Virginia Plan divided the convention.

  – The plan called for representation based on population.

  – The more people the state had, the more seats it would have in each house.

  – Large states supported it, while small states were opposed.

- Terms of the Compromise

  – Roger Sherman worked out a plan to make both large and small states happy.

  – July 16, 1787, the delegates voted to accept his plan, known as the Great Compromise.

  – It called for a two-house Congress.

    • The House of Representatives would be based on population (made the large states happy).

    • The Senate would have two representatives from each state (made the small states happy).

– Congress finally agreed to the Three-Fifths Compromise.

- Each enslaved person would count as 3/5th of a person.
- So, 500 enslaved people would equal 300 free people.
- This gave more seats to the South.
- Northern states agreed to keep the South in the Union.
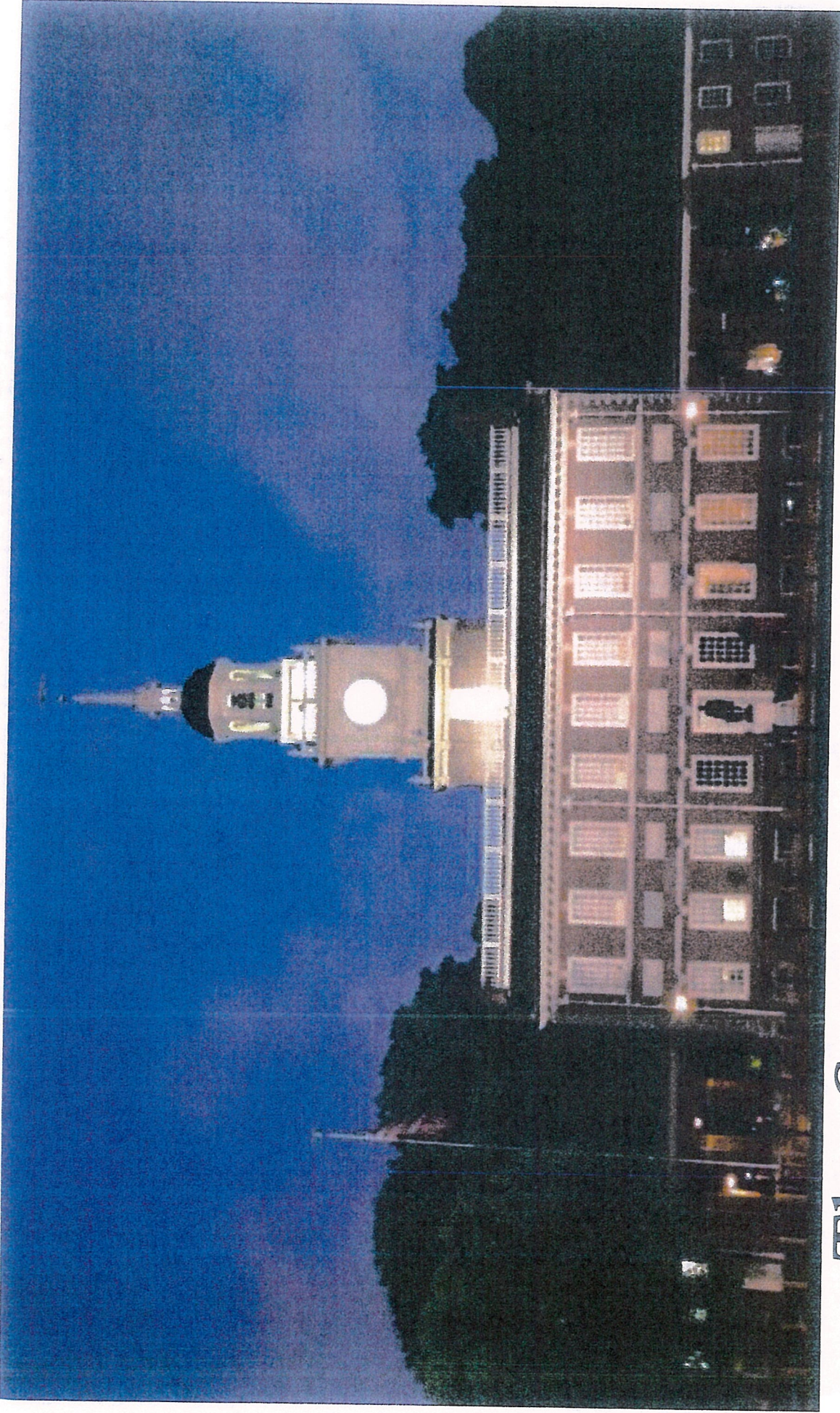
A New Constitution

- After weeks of debate, the delegates agreed on all the terms.

- The Committee of Style drew up the final wording of the document.

  - Gouverneur Morris was responsible for writing the Preamble, or introduction.

  - The Preamble highlighted the differences between the Constitution and the Articles of Confederation.

  - The Articles were a pact between all states.

- The Constitution claims its power and authority from the people, not the states.
- Benjamin Franklin was the last to sign the Constitution.

"I agree to this Constitution with all its faults." – Benjamin Franklin

The Constitutional Convention

Chapter 7
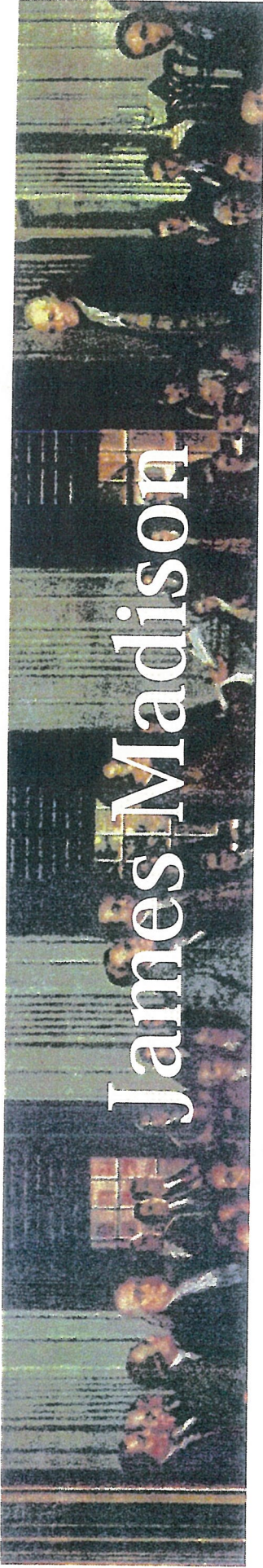Section 2

The Constitutional Convention Begins

- Aims of the Convention

  - Congress called the meeting "for the sole and express purpose of revising the Articles of Confederation."

  - Many delegates did not think that was enough.

  - Delegates wanted to keep the meeting secret.

    - Windows were shut even though it was hot.

    - Guards kept the public out.

    - Delegates were free to speak their minds.

- The Delegates
  - 55 delegates from 12 states took part.
    - Rhode Island did not send anyone.
  - George Washington was elected president of the convention.
  - James Madison took detailed notes on the meetings.
    - These notes were not published until after his death.
   - His notes provide great detail on the meetings.
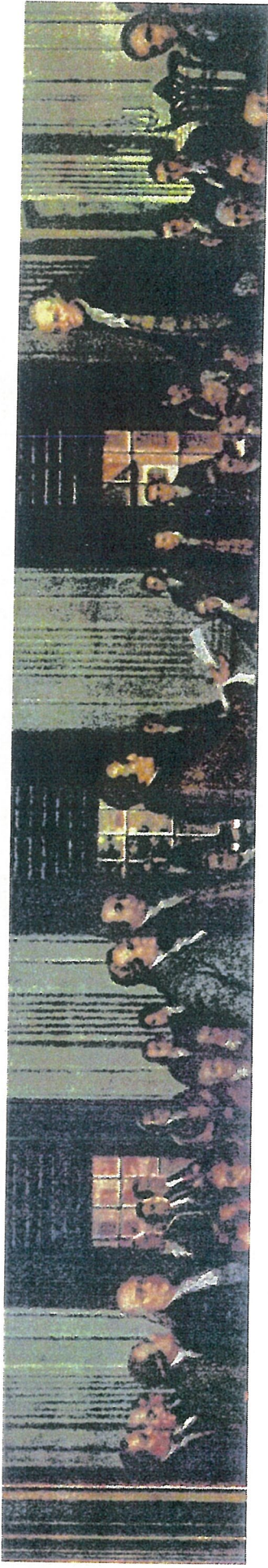
James Madison

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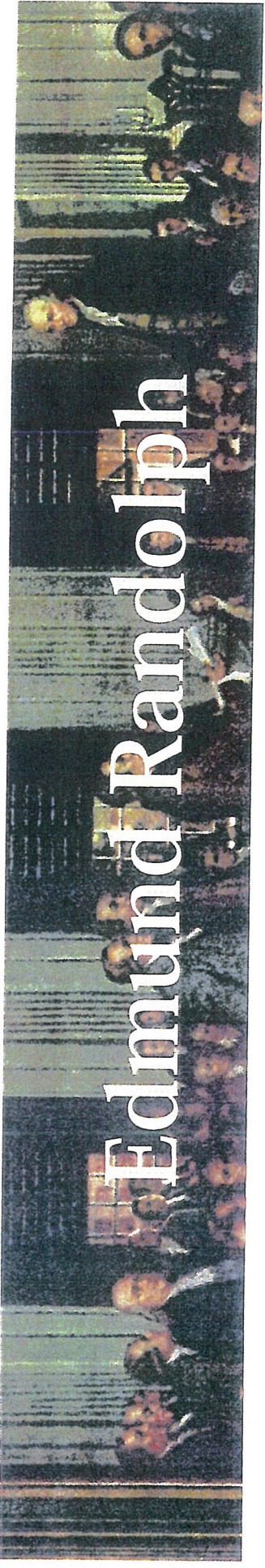
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  • One person could not not win the people's confidence.

— Some argued that one person could act quicker than a group of three.

— The delegates voted to have one person, called the President, as the executive.

- A Two-House Legislature
  - Congress would now be two houses instead of one.
    - There would be a lower house and upper house.
    - Argument ensued about how members should be chosen.
    - Roger Sherman thought the state legislatures should elect the members and keep the public out of the process.
    - James Wilson warned about keeping the people out of the process.

Roger Sherman
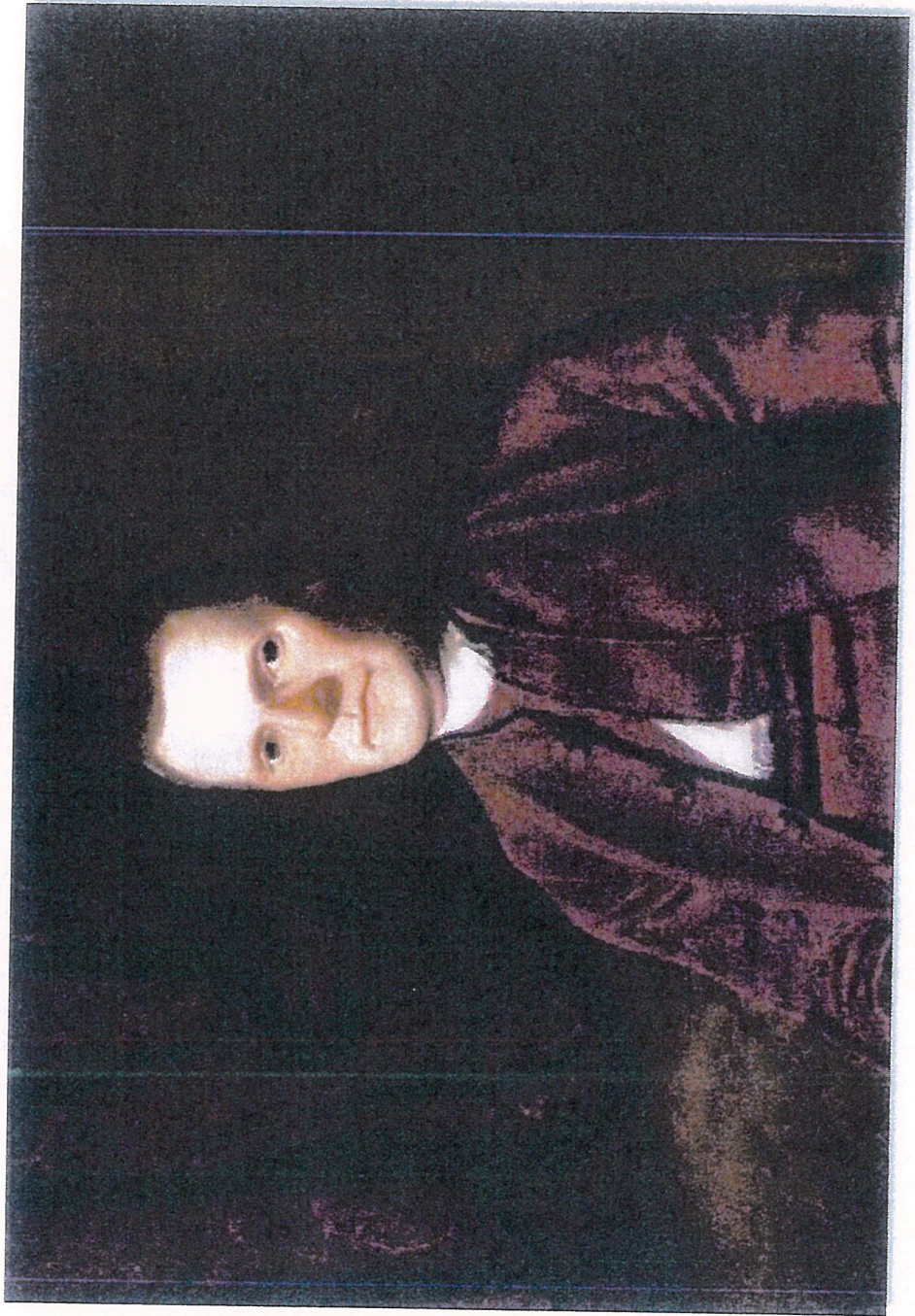
James Wilson
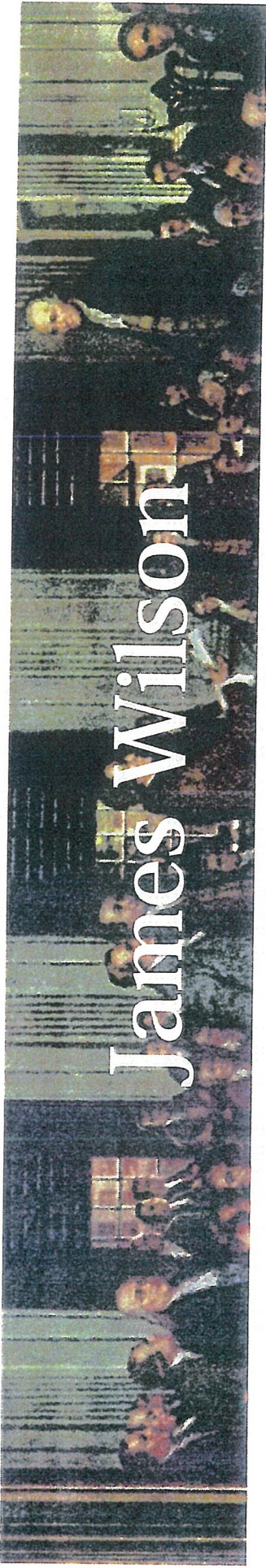
The Great Compromise

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  - The plan called for representation based on population.
  - The more people the state had, the more seats it would have in each house.
  - Large states supported it, while small states were opposed.

- The New Jersey Plan

  – Smaller states wanted to have the same number of seats as everyone else, as was set up in the Articles of Confederation.

  – William Paterson of New Jersey proposed his plan on June 15, 1787.

  – This plan called for equal representation of all states in a one-house legislature.

  – It also allowed Congress to raise money and regulate trade.

  – Many feared the Union would break apart.

- Terms of the Compromise
  - Roger Sherman worked out a plan to make both large and small states happy.
  - July 16, 1787, the delegates voted to accept his plan, known as the Great Compromise.
  - It called for a two-house Congress.
    - The House of Representatives would be based on population (made the large states happy).
    - The Senate would have two representatives from each state (made the small states happy).

Debate Over Slavery

- There were bitter debates between northern and southern states about slavery.

- Three-Fifths Compromise

  - Southern states thought slaves should count in total population when calculating the number of representative in Congress.

  - Northern states said they should not count because slaves cannot vote.

– Congress finally agreed to the Three-Fifths Compromise.

- Each enslaved person would count as $3/5^{th}$ of a person.
- So, 500 enslaved people would equal 300 free people.
- This gave more seats to the South.
- Northern states agreed to keep the South in the Union.

- Slave Trade
  - Some northern delegates wanted to ban buying/selling of people anywhere.
  - Southern states disagreed.
  - A compromise was reached again...
    - Ships could continue bringing slaves to the country for 20 years.
    - After 1808, Congress could ban the importing of slaves.
    - Slave trade within the United States was not affected.

A New Constitution

- After weeks of debate, the delegates agreed on all the terms.

- The Committee of Style drew up the final wording of the document.

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  - The Preamble highlighted the differences between the Constitution and the Articles of Confederation.

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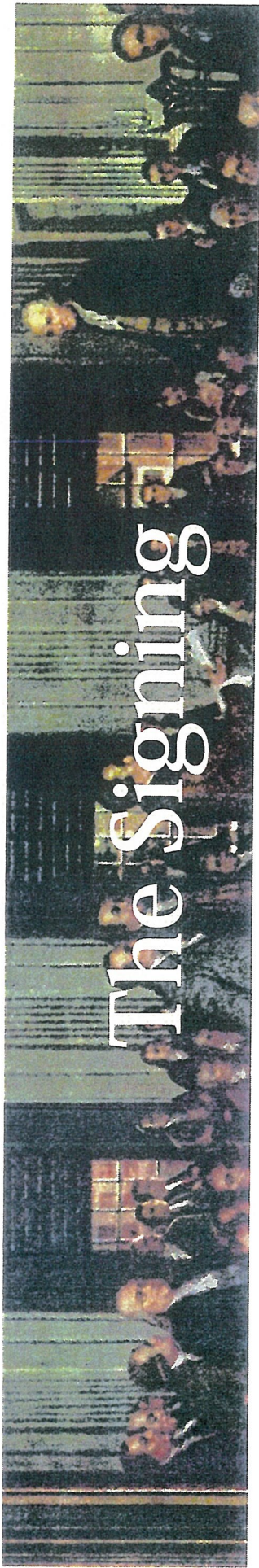
Gouverneur Morris

– The Constitution claims its power and authority from the people, not the states.

– Benjamin Franklin was the last to sign the Constitution.

"I agree to this Constitution with all its faults." – Benjamin Franklin

The Signing

Student Name/ID#: _____

Total Score:

/ 8

Chapter 7 Section 2

QUESTION 1

/5

Complete the sentence on the left with the correct term or name on the right.

A	The _____ consists of a system of courts.	
B	_____ of Connecticut came up with a plan that offered a House of Representatives and Senate.	
C	Convention delegates reached a/an _____ when each side agreed to give up some of its demands.	
D	_____ was largely responsible for writing the Preamble, or introduction, to the Constitution.	
E	We know about the debates at the Convention because _____ took detailed notes.	

James Madison   judicial branch   Governeur Morris   Roger Sherman   compromise

James Wilson

QUESTION 2

/3

Read the short paragraph on the left and match it to the correct topic on the right.

A

Jame's Madison's plan for the new government provided for a two-house legislature. Seats in both houses would be awarded to each state on the basis of population. Thus, larger states would have more representatives than smaller states.

B

William Paterson presented a plan more to the liking of smaller states. It provided for a one-house legislature. Each state, no matter what its population, would have one vote.

C

Two sides were deadlocked. Finally, Roger Sherman worked out a plan that appealed to both large and small states. Each side would give up some of its demands to preserve the national union.

| Virginia Plan | Great Compromise | New Jersey Plan |

QUESTION 3

Circle the parts of each plan that are incorrect.

Virginia Plan	New Jersey Plan
- Favored by large states.	- Favored by the Middle States.
- Wanted representation based on population.	- Wanted equal representation in government.
- Called for a one-house legislative body.	- Called for a two-house legislative body.
- Authored by James Madison.	- Authored by William Paterson