
NCCER Core Curriculum Module 1

Correct 100%(GRADED A+)

Accident - ANSWER An unplanned event that results in personal injury and/or property damage

Incident - ANSWER An unplanned event that does not result in personal injury but may result in property damage or is worthy of recording

Occupational Safety and Health Administration (OSHA) - ANSWER An agency of the US Department of Labor. Also refers to the Occupational Safety and Health Act of 1970, a law that applies to more than 111 million workers and 7 million job sites in the United States

FATAL 4 - ANSWER Electrical, Struck, Falling and Caught in between

Combustible - ANSWER Capable of easily igniting and rapidly burning; used to describe a fuel with a flash point at, or above, 100°F (38°C)

Competent person - ANSWER A person who is capable of identifying existing and predictable hazards in the surroundings or working conditions that are unsanitary, hazardous, or dangerous to employees, and who has authorization to take prompt corrective measure to eliminate them

Confined space - ANSWER A work area large enough for a person to work, but arranged in such a way that an employee must physically enter the space to perform work. A confined space has a limited or restricted means of entry or exit. It is not designed for continuous work. Tanks, vessels, silos, pits, vaults, and hoppers are examples

Flammable - ANSWER Capable of easily igniting and rapidly burning; used to describe a fuel with a flash point below 100°F (38°C)

Ground fault - ANSWER Incidental grounding of a conducting electrical wire

Hazard Communication (HAZCOM) Standard - ANSWER The Occupational Safety and Health Administration standard that requires contractors to educate employees about hazardous chemicals on the job site and how to work with them safely

Hydraulic - ANSWER Powered by fluid under pressure

Management system - ANSWER The organization of a company's management, including reporting procedures, supervisory responsibility, and administration

Nccer Core Curriculum Module And Performance Profile

RS Peters



Nccer Core Curriculum Module And Performance Profile:

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Boilermaking Level 3 Instructor's Guide 2001, Perfect Bound NCCER Staff,National Center for Construction Education and Research (U.S.),2002-03 **Tennessee Fundamentals of Construction (Level 1) Trainee Guide** Nccer,2016-12-16 **Tennessee Fundamentals of Construction 2017** ISBN 978 0 13 457843 9 This custom text meets Tennessee standards and contains Core Curriculum Introductory Craft Skills 5E as well as additional modules on Project Management NCCER has enhanced the text s appeal to an international market primarily with new features to show how construction impacts countries around the world A revised Basic Safety Construction Site Safety Orientation module aligns to the

Occupational Safety and Health Administration's OSHA's 10 hour program This means that instructors who are OSHA 500 certified are able to issue 10 hour OSHA cards to their students who successfully complete the module Combined with an NCCER credential the OSHA 10 hour card will show employers a credible and valuable training record While aligning to the OSHA based standards of the United States this module enhances safety practices and discusses how these can change state to state and country to country Also the successful completion of this module will award a construction Site Safety Orientation credential This edition of the Introduction to Construction Math module keeps math real for students by emphasizing application over theory related exercises By keeping math real the language of math is much easier to understand As a companion piece to this module a Basic Math Workbook is also available for instructors to use to supplement classroom activities The Introduction to Basic Rigging module includes basic safety requirements for working around rigging and cranes and rigging equipment identification This module has been reduced in size and hours It is an elective and as such is not required for successful completion of the Core Curriculum The Basic Communication Skills module now includes content on nonverbal communication and explains the importance of electronic messaging in the construction industry The Introduction to Material Handling module now presents the basics of knot tying as knots are critical with any material handling procedure Introduction to Project Management module introduces the roles and responsibilities of project management including technical and management skills It presents an overview of the various phases in a construction project and describes alternate project delivery methods

SUPPLEMENTS An electronic version of this custom book is also available in VitalSource A printed Teacher Edition ISBN 978 0 13 457846 0 contains an instructor's copy of the Trainee Guide Lesson Plans and Basic Math Workbook The Basic Math Workbook is intended for instructors to use as an additional learning aid for students in the classroom to improve math skills It also includes an access code to the NCCER Instructor Resource Center which contains the following digital resources Lesson Plans Module PowerPoints Performance Profile Sheet

Residential Electrical National Center for Construction Education and Research Staff,2003-02-28 *Electronic Systems Technician Level 1 AIG, 2004 Revision, Perfect Bound* NCCER,2005-01-18 *Electronic Systems Technician Level 2 AIG, 2004 Revision, Perfect Bound* NCCER,2005-09-26 **Instrumentation Level 1, Instructor's Guide 2001 Revision, Ringbound** National Center for Construction Education and Research Staff,2002-09-11 *Sprinkler Fitter Level 3, 2007 NFPA Revision AIG, Perfect Bound* NCCER,2007-11-09 *Mobile Crane Operation Lev 2 AIG, 2004 Revision, Perfect Bound* NCCER,2004-11-23 *Module 6* Appalachia Educational Lab., Charleston, WV.,2005 The School Improvement Specialist Project prepared seven modules School improvement specialists as defined by the Appalachia Educational Laboratory at Edvantia are change agents who work with schools to help them improve in the following areas so as to increase student achievement These modules are intended to provide training materials for educators seeking professional development to prepare them for a new level of work Each module has three sections 1 Standards 2 Improving Schools and 3

Literature Review This matrix measures the extent to which a school improvement specialist has the knowledge and skills to assist a school in developing its capacity to create and sustain an aligned and balanced curriculum as reflected by the following characteristics 1 knowledge of the extent to which a school s curriculum is aligned and balanced 2 ability to unpack standards to determine embedded knowledge and skills 3 facilitation of the ongoing planning and evaluation of curriculum and 4 knowledge of structures that support aligned and balanced curriculum This document was produced by the Appalachia Educational Laboratory at Edvantia formerly the Appalachian Educational Laboratory AEL Inc For Module 5 Shared Goals for Learning see ED489149 for Module 7 Purposeful Student Assessment see ED489151

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