

## Course Title: Safety and Health Regulations

<b>Unit 1:</b>	<b>Introduction</b>
<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"><li>1. Explain the importance of the Occupational Safety and Health Administration (OSHA), industry regulations, and individual responsibilities in workplace safety and health practices.</li><li>2. Describe job-related high-hazard area risk assessment techniques and the impact of accidents on industry.<ul style="list-style-type: none"><li>• Utilizing job safety analysis worksheets.</li></ul></li><li>3. Compare federal and state child labor laws regarding hours and locations where youth may work, including required permits.</li><li>4. Explain worker rights according to the OSHA Safety and Health Regulations standards.</li></ol>
<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"><li>1. Explain the role of OSHA in job-site safety.</li><li>2. Explain OSHA's <i>General Duty Clause</i> and <i>1926 CFR Subpart C</i></li><li>3. Describe the impact of accidents.</li><li>4. Identify the four high-hazard areas.</li><li>5. Demonstrate hazard recognition and risk assessment techniques.</li><li>6. Explain the basics of construction health.</li><li>7. Identify basic fall, electrical, fire, trenching, materials handling, and heavy equipment hazards, and explain the general safety procedures associated with them.</li><li>8. Explain and demonstrate the use of appropriate personal protective equipment (PPE).</li><li>9. Explain and identify the various signs, signals, barricades, markers, and tags used on a job site.</li><li>10. Demonstrate proper housekeeping procedures.</li><li>11. Demonstrate and understanding of assured equipment grounding conductor programs and the use of GFCIs.</li><li>12. Demonstrate and explain general hand and power tool safety guidelines.</li><li>13. Demonstrate and explain the proper use of ladders and scaffolding.</li><li>14. Explain the use of work permits and lockout / tagout procedures.</li><li>15. Demonstrate and explain the emergency procedures for trenching accidents.</li><li>16. Demonstrate proper manual lifting procedures.</li><li>17. Identify the hazards of working around or on heavy equipment.</li><li>18. Describe proper rigging safety procedures.</li><li>19. Demonstrate use of hand signals.</li></ol>
<b>Essential Question(s):</b>	How can you explain the career and social value of safety in the work place?

Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Explanation of the importance of the Occupational Safety and Health Administration (OSHA), industry regulations, and individual responsibilities in workplace safety and health practices.</p> <p>II. Description of job-related high-hazard area risk assessment techniques and the impact of accidents on industry, utilizing job safety analysis worksheets.</p> <p>III. Comparison federal and state child labor laws regarding hours and locations where youth may work, including required permits.</p> <p>IV. Explanation of worker rights according to the OSHA Safety and Health Regulations standards.</p>	<p>Review goals of unit</p> <p>Pre-test</p> <p>Accident versus Incidents</p> <p>Review the OSHA <i>General Duty Clause</i></p> <p>Review Subpart C</p> <p>Review Child Labor Law public information poster</p> <p>Review worker rights as per OSHA Safety &amp; Health Regulations standards.</p>	<p>Dry erase board</p> <p>Projection screen/computer</p> <p>PowerPoint</p> <p>Printed material</p> <p>Web sites</p>

<b>Unit Assessment:</b>	Written test and oral report
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<b>Unit/Course CTSO Activity:</b>	FFA Agricultural Mechanics
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<b>Unit/Course Culminating Product:</b>	Students will develop a presentation on the importance of workplace safety.
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<b>Course/Program Credential(s):</b> <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other: OSHA 10-Hour, if instructor is certified
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**Course Title: Safety and Health Regulations**

<b>Unit 2:</b>	<b>Flammable and Combustible Liquids</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>5. Describe characteristics of flammable and combustible liquids, including flash point, flammable limits, boiling point, vapor density, vapor pressure, ignition temperature, and specific gravity.</li> <li>6. Demonstrate storage and handling procedures for flammable and combustible liquids.</li> <li>7. Compare classes of fire and fire extinguishers.             <ul style="list-style-type: none"> <li>• Discussing the proper use of fire extinguishers</li> </ul> </li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Reduce hazards in work / shop area.</li> <li>2. State the three conditions necessary for combustion.</li> <li>3. Match appropriate types of fire extinguishers to each class of fire.</li> <li>4. Explain the use of two types of fire extinguishers.</li> <li>5. Describe appropriate action in the event of a fire emergency.</li> </ol>
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<b>Essential Question(s):</b>	How do you safely prevent, diagnose type, and extinguish fires?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<ol style="list-style-type: none"> <li>I. Description of characteristics of flammable and combustible liquids, including flash point, flammable limits, boiling point, vapor density, vapor pressure, ignition temperature, and specific gravity.</li> <li>II. Demonstration of storage and handling procedures for flammable and combustible liquids.</li> <li>III. Comparison of classes of fire and fire extinguishers.</li> <li>IV. Discussion of the proper use of fire extinguishers.</li> </ol>	<p>Students' shop fire safety inspection tour.</p> <p>Location of extinguishers</p> <p>Types of extinguishers</p> <p>Location of all flammable and combustible liquids</p> <p>Identification of fire safety hazards</p> <p>Plans of how to respond in event of a fire emergency</p>	<p>Dry erase board</p> <p>Projection screen/computer</p> <p>PowerPoint</p> <p>Printed material</p> <p>Web sites</p> <p>Dry chemical fire extinguisher</p>

<b>Unit Assessment:</b>	Written test and performance on shop fire safety inspection tour
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<b>Unit/Course CTSO Activity:</b>	FFA Agricultural Mechanics CDE
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<b>Unit/Course Culminating Product:</b>	Students will complete posters on fire types and fire safety.
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<b>Course/Program Credential(s):</b> <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other: OSHA 10-Hour, if instructor is certified
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**Course Title: Safety and Health Regulations**

<b>Unit 3:</b>	<b>Means of Egress and Fire Protection</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <p>8. Develop an emergency plan, including fire protection, means of egress, exit route and exits, and special concerns for confined spaces.</p>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <p>1. Develop an emergency plan for the school agriscience facility that will include fire protection techniques, means of egress, exit route and exits, and concerns for confined spaces.</p>
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<b>Essential Question(s):</b>	How would you develop an emergency plan for a school facility?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
I. Emergency Plan II. Means of Egress III. Exits and Routes IV. Confined Space Concerns	Development of an Emergency Plan Definition of and identification of Means of Egress Locating Exits and establishing Exit Routes Locate, identify and address confined space concerns	Dry erase board Projection screen/computer PowerPoint Printed material Web sites CAD Drawing board and T-square

<b>Unit Assessment:</b>	Performance task and project
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<b>Unit/Course CTSO Activity:</b>	FFA Agricultural Mechanics CDE
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**Unit/Course  
Culminating  
Product:**

Students will develop a complete emergency plan as related to fire safety, assuming they alone have the total responsibility for the safety and welfare of all of the occupants of the school facility.

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other: OSHA 10-Hour, if instructor is certified

**Course Title: Safety and Health Regulations**

<b>Unit 4:</b>	<b>Electrical Safety</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Student will:</p> <ol style="list-style-type: none"> <li>9. Explain assured equipment grounding programs.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Student will:</p> <ol style="list-style-type: none"> <li>1. Define Assured Equipment Grounding Program.</li> <li>2. List steps involved in an Assured Equipment Grounding Program.</li> <li>3. Identify components of an Assured Equipment Grounding Program.</li> </ol>
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<b>Essential Question(s):</b>	How do you determine if electrical equipment is safely grounded?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
I. Visual inspection each day before use <ul style="list-style-type: none"> <li>A. External defects</li> <li>B. Indications of internal damage</li> </ul> II. Ground-Fault Circuit Interrupters (GFCI)	Demonstration Lead in questions Discussion	Web sites: <a href="http://www.osha.gov">www.osha.gov</a> Computer Internet Projector

<b>Unit Assessment:</b>	Written test, complete visual inspection of lab for electrical hazards
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<b>Unit/Course CTSO Activity:</b>	FFA Agricultural Mechanics CDE
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**Unit/Course  
Culminating  
Product:**

Students will develop a list of Internet resources stressing the importance of electrical safety.

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other: OSHA 10-Hour, if instructor is certified

**Course Title: Safety and Health Regulations**

<b>Unit 5:</b>	<b>General Environmental Control</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	Students will: 10. Interpret general environmental controls, safety color codes for marking physical hazards, and specifications for accident prevention signs and tags.
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	Students will: 1. Define and interpret general environmental controls 2. Define and interpret safety color codes for marking physical hazards 3. Define and interpret specifications for accident prevention signs and tags
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<b>Essential Question(s):</b>	What are general environmental controls, safety color codes and specifications for safety signs?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
I. General environmental controls. II. Safety color codes III. Specification for safety signs.	View on-line OSHA standards concerning: General environmental controls Safety color codes Specifications for safety signs	<a href="http://www.osha.gov">www.osha.gov</a> Websites (CFR) Code of Federal Regulations Projection screen/computer Safety catalogs Text books Display / posters

<b>Unit Assessment:</b>	Student performance, project and data
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**Unit/Course  
CTSO Activity:**

FFA Agricultural Mechanics CDE

**Unit/Course  
Culminating  
Product:**

Students will develop a presentation identifying safety color codes and specifications for safety signs.

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other: OSHA 10-Hour, if instructor is certified

**Course Title: Safety and Health Regulations**

<b>Unit 6:</b>	<b>Machine Guarding</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Student will:</p> <p>11. Explain machine guarding general requirements for industrial and construction machines and operations.</p>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define woodworking machinery related terms as per OSHA Definitions. -1910.211 of Standards-29 CFR.</li> <li>2. Identify general requirements for machine guards and types of guards as per OSHA 1910.212 of Standard -29CFR.</li> <li>3. Identify all machine specific guarding requirements.</li> <li>4. Explain operations of guarding components for construction industry machines.</li> </ol>
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<b>Essential Question(s):</b>	What are the legal and social ramifications associated with the general requirements for guarding equipment for construction industry machines?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
I. General guarding requirements for construction machinery	<p>View on-line OSHA standards concerning: General guarding requirements for construction machines.</p> <p>Student tour shop identifying guarding equipment and general OSHA guarding requirements.</p>	<p><a href="http://www.osha.gov">www.osha.gov</a> Web site</p> <p>Projection screen/computer</p> <p>Safety catalogs</p> <p>Text books</p> <p>Display / posters</p>

<b>Unit Assessment:</b>	Student performance, written test, project and data.
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<b>Unit/Course CTSO Activity:</b>	FFA Agricultural Mechanics CDE
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**Unit/Course  
Culminating  
Product:**

Students will identify the various guards for the equipment in the school lab.

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other: OSHA 10-Hour, if instructor is certified

**Course Title: Safety and Health Regulations**

<b>Unit 7:</b>	<b>Hand and Portable Power Tools</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	Students will: 12. Explain tool safety guidelines, including hand, power, power-actuated, and pneumatic tools.
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	Students will: 1. Define terms related to safety guidelines for hand, power, power-actuated, and pneumatic tools. 2. Explain safety statements found in OSHA regulations Part 1926.301-304 of CFR 29
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<b>Essential Question(s):</b>	What is the legal and social ramifications associated with tool safety guidelines for hand, power, power-actuated, and pneumatic tools?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
I. Hand tools A. Terms B. Safety guidelines II. Power tools A. Terms B. Safety guidelines III. Power-actuated tools A. Terms B. Safety guidelines IV. Pneumatic tools A. Terms B. Safety guidelines	Demonstration Video Internet search	Internet Computer Projector PowerPoint Web site: <a href="http://www.osha.gov">www.osha.gov</a>

<b>Unit Assessment:</b>	Written exam, project
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<b>Unit/Course CTSO Activity:</b>	FFA Agricultural Mechanics CDE
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<b>Unit/Course Culminating Product:</b>	Students will develop a presentation on the importance of tool safety.
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<b>Course/Program Credential(s):</b> <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other: OSHA 10-Hour, if instructor is certified
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**Course Title: Safety and Health Regulations**

<b>Unit 8:</b>	<b>Introduction to Industrial Hygiene and First Aid</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <p>13. Explain industrial and construction health and first aid procedures, including personal protection from body fluids; skin, rash, or dermatitis incidents; and oil, gas, and chemical spills.</p>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Be aware of OSHA’s established threshold limit values (TLVs) of airborne contaminants for construction workers.</li> <li>2. Be aware of the American Industrial Hygiene Association (AIHA) and their roll in workplace safety.</li> <li>3. Identify and explain the roll of personal protective equipment (PPE) in the health of construction and industrial workers.</li> <li>4. Identify the hazards associated with body fluids; skin exposure and worker environmental related dermatitis; oil, gas, and chemical spills and preventive measures needed to safeguard the construction and industrial worker and first aid for related incidents.</li> </ol>
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<b>Essential Question(s):</b>	What are all of the components of an industrial / construction hygiene safety plan and how should these be implemented in order to be in compliance with OSHA?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<ol style="list-style-type: none"> <li>I. Definition of TLV</li> <li>II. Definition and roll of AIHA</li> <li>III. Definition and use of MSDSs</li> <li>IV. Definition and roll of PPEs</li> <li>V. Recognition of industrial and construction environmental hazards</li> </ol>	<p>View on-line OSHA standards concerning industrial and construction hygiene and first aid.</p> <p>Define terms relevant to industrial and construction safety and first aid</p> <p>Perform tour of school shop / lab identifying all environmental hazards.</p> <p>Maintain a written record identifying all environmental hazards and reference to relevant MSDS</p> <p>View safety plans for school and or local industry related to industrial/construction hygiene and first aid.</p>	<p><a href="http://www.osha.gov">www.osha.gov</a></p> <p>MSDS</p> <p>Projection screen/computer</p> <p>Record keeping materials</p> <p>Copy of local industry’s safety plan</p>

<b>Unit Assessment:</b>	Student performance in developing a resolution, including but not limited to first aid, for a given scenario related to an industrial and or construction hygiene situation.
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<b>Unit/Course CTSO Activity:</b>	FFA Agricultural Mechanics CDE
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<b>Unit/Course Culminating Product:</b>	Students will develop a resolution related to first aid for an industrial hygiene situation.
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<b>Course/Program Credential(s):</b> <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other: OSHA 10-Hour, if instructor is certified
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**Course Title: Safety and Health Regulation**

<b>Unit 9:</b>	<b>Hazard Communication</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>14. Explain the importance of hazard communication, including signs, signals, barricades, markers, lockouts, and tags used on a job site.</li> <li>15. Explain the use of Material Safety Data sheets (MSDS).</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Explain the purpose and importance of hazard communication as per OSHA (standards -29CFR part 1926.59).</li> <li>2. Define and give examples of use for signs, signals, barricades, markers, lockouts, and tags use on the job site.</li> <li>3. Research and explain the purpose and scope of MSDS and how to obtain these documents.</li> </ol>
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<b>Essential Question(s):</b>	What is the legal and social importance of hazard communication?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<ol style="list-style-type: none"> <li>I. Purpose of hazard communication</li> <li>II. Types and uses of hazard communication on the job site</li> <li>III. Purpose, scope and source of MSDS</li> </ol>	<p>Research the legal aspects of hazard communication on the job site</p> <p>Research for legal cases concerning job site hazard communication or the lack of</p> <p>Report on research</p>	<p>PowerPoint/ Projector</p> <p>Textbooks</p> <p>Charts</p> <p>Web sites</p> <p>Handouts</p> <p>MSDS</p>

<b>Unit Assessment:</b>	Written exam
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<b>Unit/Course CTSO Activity:</b>	FFA Agricultural Mechanics CDE
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**Unit/Course  
Culminating  
Product:**

Students will correctly identify hazard communication used on a job site.

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other: OSHA 10-Hour, if instructor is certified

**Course Title: Safety and Health Regulation**

<b>Unit 10:</b>	<b>Personal Protective Equipment</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	Students will: 16. Explain the use of personal protective equipment, including eye, face, foot, and respiratory protection.
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	Students will: 1. Explain the purpose & importance of personal protective equipment as per OSHA (standards -29CFR part 1926.95). 2. Define and give examples of use for PPE's on the job site.
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<b>Essential Question(s):</b>	What is the legal and social importance of personal protective equipment?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
I. Purpose of personal protective equipment II. Types and uses of personal protective equipment on the job site	Research the legal aspects of personal protective equipment Research for legal cases concerning PPE use on the job site or the lack there of Report on research	PowerPoint/ Projector Textbooks Charts Websites Handouts PPE's

<b>Unit Assessment:</b>	Evaluation of student's selection and use of PPE's.
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<b>Unit/Course CTSO Activity:</b>	FFA Agricultural Mechanics CDE
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**Unit/Course  
Culminating  
Product:**

Students will be able to correctly select appropriate PPE for various lab situations.

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other: OSHA 10-Hour, if instructor is certified

**Course Title: Safety and Health Regulation**

<b>Unit 11:</b>	<b>Walking and Working Surfaces</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <p>17. Explain site-specific protection procedures and safety requirements with regard to the importance of housekeeping procedures, the use of ladders and scaffolding, rigging procedures and hazards of floor and wall openings.</p>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Explain the purpose &amp; importance of site-specific protection procedures as per OSHA (standards -29CFR1910 subpart D).</li> <li>2. Define and give examples of definitions as per OSHA 29CFR 1910 Subpart D 1910.21 for the job site.</li> <li>3. Define and give examples of use of ladders and scaffolding as per OSHA 1910.25,.26,.27,.28</li> <li>4. Define and give examples of OSHA 1910.30 working surfaces</li> </ol>
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<b>Essential Question(s):</b>	What is the legal and social importance of safety regulations concerning walking and working surfaces in the construction industry?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<ol style="list-style-type: none"> <li>I. Definitions and Purpose of safety regulations concerning walking and working surfaces</li> <li>II. OSHA regulations concerning walking and working surfaces</li> </ol>	<p>Research for legal cases concerning walking and working surfaces. Report on research. OSHA rules and reg'. Tour local job sites and observe for compliance with OSHA</p>	<p>PowerPoint/ Projectors Textbooks Charts Websites Handouts CLIMB Academy materials ANSI NSC OSHA American Ladder Institute</p>

<b>Unit Assessment:</b>	Evaluation of each student's research, reports and job site survey for compliance.
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<b>Unit/Course CTSO Activity:</b>	FFA Agricultural Mechanics CDE
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<b>Unit/Course Culminating Product:</b>	Students will develop research reports on safety requirements related to walking and working surfaces.
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<b>Course/Program Credential(s):</b> <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other: OSHA 10-Hour, if instructor is certified
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**Course Title: Safety and Health Regulation**

<b>Unit 12:</b>	<b>Material Handling and Storage</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	Students will: 18. Explain the importance of safety practices for manual lifting, load lifting, and rigging procedures.
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	Students will: 1. Demonstrate safe practices for manual lifting, load lifting, and rigging procedures.
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<b>Essential Question(s):</b>	What is the legal and social importance of safety regulations concerning manual lifting, load lifting, and rigging procedures in the construction industry?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
I. Definitions and Purpose of safety regulations concerning safe manual lifting, load lifting, and rigging procedures in the construction industry  II. OSHA regulations concerning safe material handling and storage in the construction industry	Research for legal cases concerning safe material handling and storage in the construction industry  Report on research OSHA rules and regulations Tour local job sites and observe for compliance with OSHA standard and safe practices	PowerPoint/ Projector Textbooks Charts Web sites Handouts ANSI NSC OSHA

<b>Unit Assessment:</b>	Evaluation of student's demonstrations, research, reports and job site survey for compliance
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<b>Unit/Course CTSO Activity:</b>	FFA Agricultural Mechanics CDE
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<b>Unit/Course Culminating Product:</b>	Students will describe safety practices for manual lifting, load lifting, and rigging procedures.
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<b>Course/Program Credential(s):</b> <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other: OSHA 10-Hour, if instructor is certified
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