

Nccer Scaffold Study Guide

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RESIDENTIAL ELECTRICAL SERVICES **NCCER MODULE 26111 17****Nccer Scaffold Study Guide**
identifies commonly used scaffolding systems and their safety systems; and addresses personal qualities and the apprenticeship training process. Teaching Time: 7.5 hours

Lesson Plans for Module 31101.15 Introduction...—**NCCER Home**
NCCER Scaffolding NCCER's Scaffolding curriculum teaches trainees about stationary, mobile and suspension scaffolds, as well as the tools and equipment used in this industry. Trainees also learn best practice for safety on the job site and any mathematical applications that will be used on the job.

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Nccer Rigging Practice Test
• If people work or pass below, the scaffold must have toeboards at least 4 in. high to keep tools and debris from falling on them. • The scaffold must be tied off using wire, synthetic, or fiber rope. Begin tying off as the scaffold is built. Improper tying off is one of the main reasons for scaffold accidents. 3.

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With the view that children are capable young scientists, authors encourage science teaching in ways that nurture students' curiosity about how the natural world works including research-based approaches to support all K-5 children constructing scientific explanations via talk and writing. Grounded in NSF-funded research, this book/DVD provides K-5 teachers with a framework for explanation (Claim, Evidence, Reasoning) that they can use to organize everything from planning to instructional strategies and from scaffolds to assessment. Because the framework addresses not only having students learn scientific explanations but also construct them from evidence and evaluate them, it is considered to build upon the new NRC framework for K-12 science education, the national standards, and reform documents in science education, as well as national standards in literacy around argumentation and persuasion, including the Common Core Standards for English Language Arts (Common Core State Standards Initiative, 2010).The chapters guide teachers step by step through presenting the framework for students, identifying opportunities to incorporate scientific explanation into lessons, providing curricular scaffolds (that fade over time) to support all students including ELLs and students with special needs, developing scientific explanation assessment tasks, and using the information from assessment tasks to inform instruction.

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