

Developing OALCF Apprenticeship Tasks for the Competency “Use Digital Tasks” (2014/2015)

Task-based Activity Cover Sheet

Task Title: Carpenter Industry Trends

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment_✓_ Apprenticeship_✓_ Secondary School__ Post Secondary ___ Independence___	
Task Description: Understand how to use the internet to search, locate, and use information related to trends within the carpentry trade.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A1: Read continuous text A2: Interpret documents B3: Complete and create documents D2: Use digital technology
Level Indicators: A1.1: Read brief texts to locate specific details A1.2: Read texts to locate and connect ideas and information A2.2: Interpret simple documents to locate and connect information B3.1b: Create very simple documents to display and organize a limited amount of information D.2: Perform well-defined, multi-step digital tasks	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Computer with internet access • Pencil and paper 	

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Carpenters access online information posted by suppliers, manufacturers, employers, unions and associations to stay current on industry trends, practices, and training opportunities.

Learner Information and Tasks:

- Task 1:** Search the internet and locate the website **Carpenters’ District Council of Ontario** (CDC). Click on the ‘About’ tab and select “About Us” from the drop-down menu. List five of the skilled trades that the CDC represents.
- Task 2:** Using the same website, click on the ‘Training’ tab. Scroll down to “Exterior Insulating Finishing Systems Mechanic (EIFS) FAQ”. Click on “Continue Reading”. How many hours does it take to finish an apprenticeship to become exterior insulating finishing systems mechanic?
- Task 3:** Using the same website, click on the ‘Contractors’ tab. List five of the stated benefits of working with the carpenters union.
- Task 4:** Using the same website, click on the ‘Media’ tab. Select “Publications” from the drop-down menu. List the four publications that are available to read on-line.

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Answer Key

- Task 1:**
- open the internet using an internet browser such as Microsoft Explorer
 - use a search engine and type the words “Carpenter’s District Council of Ontario” in the search box
 - select the link: <http://www.thecarpentersunion.ca/>



- (image as of October 2014)
- The ‘About’ tab is located just below the United Brotherhood of Carpenters and Joiners of America logo.



- “About Us” appears as part of a list menu when the ‘About’ tab is clicked

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- Clicking “About Us” opens a new page



- Students should list five of the skilled trades outlined in the second sentence: “...carpentry, drywall, resilient flooring, concrete formwork, underwater construction, welding, scaffolding, and a long list of other construction-related work.”

Task 2: 5400 hours



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Task 3: Answers may include:

- Large trained workforce
- Diverse training
- Access to multiple offices across the province
- Flexible agreements
- Different agreements for different markets
- Centralized leadership structure
- Networking within peer group
- Stability of the wage rates by area
- One of the largest construction unions in Canada
- True partners in construction



- Task 4:**
- The Carpenters’ Union in Canada: Looking Back with Pride – Looking Forward With Vision – 125 Years of History
 - Subways To Skyscrapers, 130 Years of Building A Strong Toronto
 - Organizing, Training And Building A Stronger Community
 - Provincial Carpentry, Acoustic & Drywall and Floor Covering Apprenticeship Contest

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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.1	<ul style="list-style-type: none"> Reads short texts to locate a single piece of information 			
A1.2	<ul style="list-style-type: none"> scans text to locate information 			
	<ul style="list-style-type: none"> locates multiple pieces of information in simple texts 			
	<ul style="list-style-type: none"> makes low-level inferences 			
	<ul style="list-style-type: none"> reads more complex texts to locate a single piece of information 			
	<ul style="list-style-type: none"> obtains information from detailed reading 			
A2.2	<ul style="list-style-type: none"> performs limited searches using one or two search criteria 			
	<ul style="list-style-type: none"> uses layout to locate information 			
	<ul style="list-style-type: none"> makes connections between parts of documents 			
	<ul style="list-style-type: none"> makes low-level inferences 			
	<ul style="list-style-type: none"> begins to identify sources and evaluate information 			
B3.1b	<ul style="list-style-type: none"> follows conventions to display information in lists, labels, simple forms, signs 			
D2	<ul style="list-style-type: none"> selects and follows appropriate steps to complete tasks 			
	<ul style="list-style-type: none"> locates and recognizes functions and commands 			
	<ul style="list-style-type: none"> performs simple searches using keywords (e.g. internet, software help menu) 			

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This task: was successfully completed____ needs to be tried again____

Learner Comments

Instructor (print)

Learner Signature