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ABSTRACT

One of a series of curriculum guides prepared for the building occupations cluster of the construction/fabrication occupational group, this guide identifies the essentials of the masonry trade as recommended by the successful mason. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of a mason or to enter a post-secondary technical or apprenticeship program in masonry where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of safety; blueprint reading and planning; labor and material estimating; tools and equipment; operations and/or jobs; and general competencies. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, sources of occupational information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended.

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TRADE AND INDUSTRIAL EDUCATION

TRADE PREPARATORY TRAINING GUIDE

MASONRY

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CE 007 561

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## DEFINITIONS USED IN THIS GUIDE

### **Major Occupational Group**

A grouping of similar and related occupational area clusters. These groups include occupations that have been determined to be the most relevant and pertinent for inclusion in vocational education in Nebraska.

### **Occupational Area Clusters**

These clusters are distinguishable in terms of similar work performed, materials used, products produced, and/or services rendered. They include a wide variety of common occupational skills and knowledge.

### **Occupation**

The career or employment engaged in by an individual for remuneration. This activity includes technical competencies and related technical information often referred to as one's vocation.

### **Technical Competency**

The specific tasks required for a vocational trade and industrial graduate to perform successfully at the entry level in an occupational area. These technical competencies apply to the psychomotor domain and include elements which emphasize motor skills such as: operate a machine; measure; etc.

### **Related Technical Information**

The information the entry level worker must know in order to make appropriate trade decisions which will allow him to adequately perform the tasks or technical competencies of his occupation. This information applies to the cognitive domain and includes elements which are intellectual outcomes such as: knowledge and understanding.

### **Related General Information**

Information which is desirable and good for the tradesman to know but which is not necessary to do his work properly; information that is nice to know, such as the history and development of his trade.

### **Related Guidance Information**

Information that helps the student choose, prepare for, secure, hold, and make progress in an occupation.

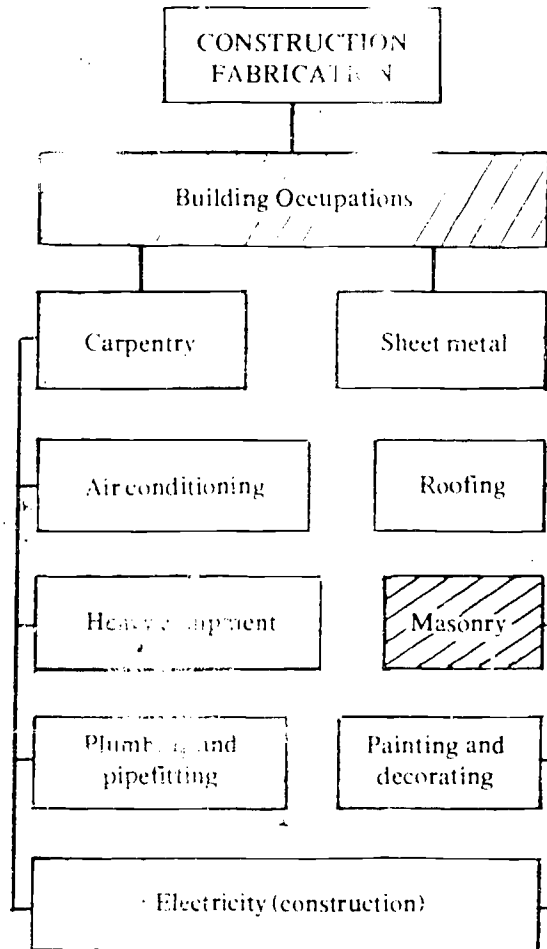
### **Entry Level**

The technical competencies and related technical information deemed necessary by industry for obtaining and holding a job in a specific occupational area. This level of employment includes the technical competencies and related technical information that will be utilized by the employee within the first year of employment.

### Occupational Analysis Chart

The chart on the following page shows Masonry as it relates to other occupations within the Building occupations cluster. Building Occupations is one of two clusters which is a part of the major occupational group entitled Construction Fabrication. This guide is concerned with Masonry only. Other guides have been prepared for each of the occupations found in this chart and are available through the Nebraska state Department of Education.

#### OCCUPATIONAL ANALYSIS CHART [PROJECT MODEL]



## INTRODUCTION

This curriculum guide has been prepared with the help of competent craftsmen in the building trades. The funds that made this guide a reality were provided through a federal research grant in cooperation with the Nebraska State Board for Vocational Education and sponsored by the Nebraska Research Coordinating Unit.

Curriculum guides have been prepared for several trade and industrial occupational clusters from which high school teachers can develop appropriate occupational related experiences for their students. The major occupational groups, occupational area clusters, and occupations are shown in graphic form on pages of this guide.

Selection of trades within four major occupational groups have been made based on a three year survey by the Nebraska Research Coordinating Unit on needs of Nebraska business and industry. This study has identified the occupations with the greatest need for employees. A related set of curriculum guides have been prepared for these occupations.

### Guidance Information

The U.S. Department of Labor has developed an extremely helpful book entitled, "Occupational Outlook Handbook." This annual publication provides a very complete description of the activities of the persons employed in the occupations represented in the Nebraska trade and industrial curriculum guides. Information concerning current and future opportunities is a major portion of this publication. Inexpensive reprints in booklet form that describe individual occupations are available through the Department of Labor. These booklets should be used by trade and industrial teachers and school guidance counselors for the most up-to-date guidance information about a particular occupation.

A listing of these reprints from the "Occupational Outlook Handbook," the order number, and price per copy is listed below for those occupations in the occupational area cluster of "Building Occupations."

Number	Title	Price
1650-69	Bricklayers, Stonemasons, Marble Setters, Tile Setters, Terrazzo Workers .....	.20
1650-70	Carpenters, Painters and Paper- hangers, Glaziers .....	.20
1650-71	Cement Masons, Lathers, Plasterers .....	.20
1650-72	Construction Laborers and Hod Carriers .....	.15
1650-73	Electricians (Construction) .....	.15
1650-75	Floor Covering Installers .....	.15
1650-77	Plumbers and Pipefitters .....	.15

1650-78	Roofers, Sheet-Metal Workers .....	15
1650-80	Air-Conditioning, Refrigeration, and Heating Mechanics .....	10

### **The Masonry Guide**

This guide uses the title Masonry as the most logical descriptive term for identifying a particular related group of workers. Identification of specific job titles within this group should be determined by referring to the "Dictionary of Occupational Titles." The USOE classification system for coding instructional programs has assigned 17.1004 to the instructional program, Masonry.

The information within this guide identifies the essentials of the masonry trade as recommended by the successful mason. An instructional program based upon the implementation of this guide will prepare a student to adequately perform entry level tasks required of a mason or to enter a post-secondary technical or apprenticeship program in masonry where additional depth can be realized.

The tasks and/or competencies identified within these covers are those agreed upon by a jury of reputable Nebraska masons. A separate group of persons directly employed within this trade in Nebraska have further verified these tasks and/or competencies. Jury members, tradesmen, and educators who contributed toward the development of content for this guide are listed in the front.

Course offerings in trade and industrial education in Nebraska are to be organized within two period blocks of time each day, five days a week. Time is to be set aside for classroom instruction directly related to manipulative laboratory instruction. The remainder of the student's school day is to be utilized for general education subjects.



## USE OF THIS GUIDE

The use of curriculum guides for trade and industrial education in Nebraska secondary schools may vary greatly, depending upon the depth and breadth of each school district's vocational program. Large school districts, for example, may utilize one particular curriculum guide to develop a course in a trade area such as masonry. A small school district may, on the other hand, incorporate several curriculum guides to develop a course in the building trades occupational cluster.

The manipulative content identified in this guide is deemed necessary for inclusion in a course that is designed to prepare entry level masons. While not all secondary school facilities in Nebraska are equipped to expose students to all of this content through hands-on experience, it is assumed that this content will through some media become related technical information. This will insure inclusion of all content and provide at least discussion level understanding.

This guide is written with the assumption and expectation that the related technical information necessary to perform technical competencies will be an integral part of instruction. Thus, occupational decisions that must be made by an entry level worker will be developed along with each related manipulative activity.

The masonry instructor who uses this guide is responsible for including the identified related technical information as well as the identified manipulative tasks. He is also responsible for the identification of competencies pertaining to general and guidance information, even though this information is not specifically identified for him.

Definitions for various terms used in this guide are presented in the front.

1. Use the American Vocational Association National Safety Council's "National Standards School Shop Safety Inspection Check List" for shop safety inspections. (Available from American Vocational Association, 1510 "H" Street, N.W., Washington, D.C. 20005)
2. Use safety check list to assure safe factors exist.
3. Require students to report ALL accidents to instructor.
4. Keep complete records of ALL accidents on file.
5. Report ALL accidents to the school administration.
6. Develop safety consciousness in the students through teacher example—always doing things in the safe way.
7. Give shop demonstrations stressing safe use of machines.
8. Give shop demonstrations stressing safe use of hand tools.
9. Provide instruction on what to do in case of an accident.
10. Develop information sheets dealing with the safe use of specific machines.
11. Give demonstrations on the proper use and care of personal protective devices.
12. Develop information sheets dealing with the general safety rules for the trade.
13. Enclose all gears, moving belts, and other power transmission devices with permanent guards.
14. Prohibit students from operating machines when instructor is not present.
15. Prohibit the removal of guards and safety devices, even for a brief period, without the approval of the instructor.
16. Prohibit more than one operator from using a machine at one time.
17. Determine personal liability factors and liability coverage afforded through your school.
18. Provide for the bulk storage of flammable materials.
19. Mark the location of fire-fighting equipment.
20. Post instructions and inform students of building evacuation procedures.
21. Require the wearing of appropriate eye protection as specified by the State of Nebraska eye safety regulations.
22. Keep tools sharp, clean and in good working condition.

\*These responsibilities are necessary for inclusion in all trade and industry programs in the State of Nebraska.

23. All shop personnel should be thoroughly familiar with the location of fire extinguishers and the type fire for which each extinguisher is designed.

## **MASONRY CONTENT**

**[Identified Trade Tasks or Information]**

**17.1099 - Cement Mason-Construction**

TRADE TASK OR INFORMATION	DATE COMPLETED	TEACHING METHODS USED	TEACHING MATERIALS USED
<p><b>SAFETY</b></p> <p>Report unsafe conditions to immediate supervisor.</p> <p>Identify safe or unsafe areas at job or construction site.</p> <p>Exercise care in handling or using tools and machines.</p> <p>Follow safe practices when working on the construction site.</p>			
<p><b>BLUEPRINT READING AND PLANNING</b></p> <p>Read and follow plans and diagrams in order to properly construct a structure.</p> <p>Follow local building codes and contractor's instructions.</p>			

TRADE TASK OR INFORMATION	DATE COMPLETED	TEACHING METHODS USED	TEACHING MATERIALS USED
<p>LABOR AND MATERIAL ESTIMATING</p> <p>Estimate total cost of work.</p> <p>Estimate labor.</p> <p>Estimate amount of scaffolding needed. 3</p> <p>Estimate amount of concrete needed.</p>			
<p>TOOLS AND EQUIPMENT</p> <p>12 Use and maintain the following tools and machines according to commonly accepted trade standards:</p> <p>edgers</p> <p>trowels</p> <p>screeds</p>		<p>14</p>	

internal vibrators

external vibrators

gasoline-operated tamping  
machines

transit

concrete calculator

sandblasting equipment

13 floats (wood and steel)

concrete mixers

power trowels

power saws (concrete, etc.)

electric drill

plumb bob and lines

steel rule

steel tape

TRADE TASK OR INFORMATION	DATE COMPLETED	TEACHING METHODS USED	TEACHING MATERIALS USED
<p>levels</p> <p><b>OPERATIONS AND/OR JOBS</b></p> <p>Use fabrics, plastic sheets, or waterproof paper to cure and protect concrete.</p> <p>Use concrete detergent to clean concrete surfaces.</p> <p>14 Use chemicals to cure and protect concrete.</p> <p>Use coloring to obtain the desired color of concrete.</p> <p>Build uncomplicated forms</p> <p>Cut reinforcement steel to proper lengths and shapes.</p> <p>Construct a wooden scaffold.</p> <p>Construct waterways and spillways.</p>		<p>16</p>	



Apply surface coating to concrete surfaces using cement/sand/water/additive mortar mixture.

Construct steps.

Construct a manhole.

Use a wire brush to clean concrete surfaces.

☞ Point up a steel sash encased in concrete.

Use carborundum stone to clean concrete surfaces.

Point up and burlap finish exposed concrete.

Mix and apply dry-pack.

Cut out defective or excess concrete.

Construct curb and gutters.

Construct stoops.

INFORMATION	DATE COMPLETED	TEACHING METHODS USED	TEACHING MATERIALS USED
<p>for pouring</p> <p>s to texture</p> <p>wheelbarrows.</p> <p>ipes.</p> <p>mix concrete.</p> <p>caffold.</p> <p>rms.</p> <p>d footings.</p>		<p>18</p>	

## **MASONRY CONTENT**

**[Identified Trade Tasks or Information]**

**17.1004-Bonding Materials & Block Forms**

Lay 4" and 8" walls.

Lay a row lock sill.

Lay 4" and 8" lead walls.

Lay 4" and 8" lead angles.

Lay 4" and 8" pilasters.

Spread, slice, pick up, and trench mortar.

Finish the following types of joints:

25

flush

raked

"V"

weathered

struck

concave

convex

TRADE TASK OR INFORMATION	DATE COMPLETED	TEACHING METHODS USED	TEACHING MATERIALS USED
<p>hanging mortar</p> <p>GENERAL COMPETENCIES</p> <p>Possess knowledge of desirable types of face, and natural stone.</p> <p>Possess knowledge of different types of aggregate and sand for mortar.</p> <p>26 Possess knowledge of correct bonding materials for specific jobs.</p> <p>Possess knowledge of local building codes.</p>			

## Appendix A

One of the primary objectives of trade and industrial education is the successful placement of students completing course work in a specific occupation. The following sample application form is included in this guide with the recommendation that the preparation of such forms become a necessary activity for students in all trade and industrial education courses.

### APPLICATION FOR EMPLOYMENT

**PERSONAL INFORMATION**

DATE \_\_\_\_\_ SOCIAL SECURITY NUMBER \_\_\_\_\_

NAME \_\_\_\_\_  
FIRST MIDDLE LAST

PRESENT ADDRESS \_\_\_\_\_  
STREET CITY STATE

PERMANENT ADDRESS \_\_\_\_\_  
STREET CITY STATE

PHONE NO. \_\_\_\_\_  
TOWN HOME RENT BOARD

DATE OF BIRTH \_\_\_\_\_  
HEIGHT WEIGHT COLOR OF HAIR COLOR OF EYES

MARRIED \_\_\_\_\_ SINGLE \_\_\_\_\_  
WIDOWED DIVORCED SEPARATED

NUMBER OF CHILDREN \_\_\_\_\_  
DEPENDENTS OTHER THAN WIFE OR CHILDREN

IS RELATED TO ANYONE IN YOUR EMPLOY STATE NAME AND DEPARTMENT \_\_\_\_\_  
REFERRED BY

**EMPLOYMENT DESIRED**

POSITION \_\_\_\_\_ DATE YOU CAN START \_\_\_\_\_ SALARY DESIRED \_\_\_\_\_

ARE YOU EMPLOYED NOW? \_\_\_\_\_  
IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER

EVER APPLIED TO THIS COMPANY BEFORE? \_\_\_\_\_ WHERE \_\_\_\_\_ WHEN \_\_\_\_\_

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK \_\_\_\_\_

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? \_\_\_\_\_ READ \_\_\_\_\_ WRITE \_\_\_\_\_

U.S. MILITARY OR NAVAL SERVICE \_\_\_\_\_ HONOR \_\_\_\_\_ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES \_\_\_\_\_

CONTINUED ON OTHER SIDE

**FORMER EMPLOYERS** (LIST BELOW LAST FOUR EMPLOYERS STARTING WITH LAST ONE FIRST)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO				
FROM TO				
FROM TO				
FROM TO				

**REFERENCES:** GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

**PHYSICAL RECORD:**  
LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? \_\_\_\_\_ GIVE DETAILS \_\_\_\_\_

HAVE YOU ANY DEFECTS IN HEARING? \_\_\_\_\_ IN VISION? \_\_\_\_\_ IN SPEECH? \_\_\_\_\_

IN CASE OF EMERGENCY NOTIFY \_\_\_\_\_ NAME \_\_\_\_\_ ADDRESS \_\_\_\_\_ PHONE NO. \_\_\_\_\_

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE \_\_\_\_\_ SIGNATURE \_\_\_\_\_

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY \_\_\_\_\_ DATE \_\_\_\_\_

REMARKS: \_\_\_\_\_  
\_\_\_\_\_

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED \_\_\_\_\_ FOR DEPT \_\_\_\_\_ POSITION \_\_\_\_\_ WILL REPORT \_\_\_\_\_ SALARY WAGES \_\_\_\_\_

APPROVED: \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_  
EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

**Appendix B**

One of the most important parts of any trade and industrial education course is a safety program. The following form is recommended for use in courses of this type.

**SAMPLE  
TRADE AND INDUSTRIAL EDUCATION  
INJURY REPORT\* \*\***

Student injured \_\_\_\_\_ Date \_\_\_\_\_

Shop in which accident occurred \_\_\_\_\_ Time \_\_\_\_\_

Instructor in charge \_\_\_\_\_

Nature of injury \_\_\_\_\_

First aid administered \_\_\_\_\_

By whom? \_\_\_\_\_

Cause of injury \_\_\_\_\_

Could injury have been prevented? \_\_\_\_\_ How? \_\_\_\_\_

Action taken or recommendations made to prevent recurrence \_\_\_\_\_

Remarks: \_\_\_\_\_

Signed \_\_\_\_\_  
(Person making report)

Witnesses: \_\_\_\_\_

Names \_\_\_\_\_

and \_\_\_\_\_

Addresses \_\_\_\_\_

\*Complete in Duplicate

\*\*File one copy in office



## RECOMMENDED TEXTS AND REFERENCES

### Masonry

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