

## **FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

### **WELDING TECHNOLOGY**

**Date: January 2019**

**Proposed Grade Level(s): 10-12**

**Grading: A-F**

**CTE Sector / Pathway: Manufacturing and Product Development / Welding and Materials Joining**

**Prerequisite(s): None**

**Intent to Pursue 'A-G' College Prep Status: Yes**

**Course Length: Two Semesters**

**Subject Area: Career Technical Education**

**Credits: 5.0 per Semester**

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#### **COURSE DESCRIPTION:**

Students will learn about equipment, processes, and careers in the welding industry. Industry standards will be emphasized for joint preparation, appropriate processes, and safety. Students will learn the proper use of Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), and Metal Inert Gas Welding (MIG).

#### **GENERAL GOALS:**

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- Students will learn safe and proper use of equipment.
- Students will understand Personal Protective Equipment (PPE) and industry safety standards.
- Students will work with industry specific welding equipment.
- Students will be able to identify improper welds.
- Students will explore career opportunities in the welding industry.
- Students will be prepared for employment within the industry.

#### **DETAILED UNITS OF INSTRUCTION:**

##### **Unit 1. Safety**

Students will be required to pass a safety test for each machine and be instructed on the safety precautions of said machine. Safety demonstrations will be executed by the instructor and be a prerequisite for the future use of equipment. Students will be required to successfully demonstrate best safety practices. The required use of Personal Protective Equipment (PPE) will be emphasized and practiced throughout the course.

##### **Unit 2. Machines and Equipment**

Students will be able to properly set up and demonstrate the use of the ARC welder; including proper polarity settings for a variety of materials. Students will be able to select the correct electrode based on rod diameter, flux coating, and types of metal to be welded. The primarily electrodes used will be: 6010, 6011, 6013, 7018 and 7024. Students will interpret the code designation on electrodes pertaining to weld position.

### **Unit 3. Joint Preparation**

Students will be introduced to joint preparation methods using 3/16, 1/4, and 3/8 plates. Understand the importance of accuracy, fit-up, and squareness of the joint. Students will prepare welding coupons from plate steel. Students will be required to use Oxy Fuel Welding (OFW) and Plasma Arc Cutting (PAC) to prepare materials.

### **Unit 4. Welding Process**

The student will be introduced to a variety of welding processes. Students will learn to strike an ARC, maintain an ARC, and proper tie in to previous bead. Students will be proficient at flat, horizontal, vertical up, and vertical down welding positions based on visual tests using a variety of electrodes. Students will understand the MIG welding process including: machine set-up, relationship between wire size and plate thickness, and how voltage and amperage applies to proper settings.

### **Unit 5. Identification of Potential Weld Deficiencies**

Students will learn to properly evaluate welds that meet industry standards. Students will identify and explain weld failures as a result of the imperfections, and the destructive and nondestructive examination practices. Students will understand industry practices to eliminate or minimize distortion and proper Tack welding techniques.

### **Unit 6. Careers in Welding and Materials Joining**

Students will learn employability skills, soft skills, and create an employment portfolio including: job application, resumes, cover letter, and participates in an oral mock job interview with local industry partners.

## **TEXTBOOKS AND RESOURCE MATERIALS:**

### **Textbook**

*Fundamentals of Modern Manufacturing Processes* by, Mikell P Groover; Wiley 2007

### **Resource Materials**

Teacher Selected

## **COMMON CORE STATE ANCHOR STANDARDS FOR READING (K-12):**

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Reading Range / Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**COMMON CORE STATE ANCHOR STANDARDS FOR WRITING (K-12):****Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **COMMON CORE STATE ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-12):**

### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and ensure that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **CTE STANDARDS FOR CAREER READY PRACTICE:**

1. Apply appropriate technical skills and academic knowledge.  
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.
2. Communicate clearly, effectively, and with reason.  
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
3. Develop an education and career plan aligned with personal goals.  
Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an

ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments

and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

**12. Understand the environmental, social, and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

**CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS:**

- 1.0 Academics: Students will analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment.
- 2.0 Communications: Students will acquire and accurately use Manufacturing and Product Development sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 3.0 Career Planning and Management: Students will integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 4.0 Technology: Students will use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Manufacturing and Product Development sector workplace environment.
- 5.0 Problem Solving and Critical Thinking: Students will conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Manufacturing and Product Development sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 6.0 Health and Safety: Students demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Manufacturing and Product Development sector workplace environment.
- 7.0 Responsibility and Flexibility: Students will initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Manufacturing and Product Development sector workplace environment and community settings.
- 8.0 Ethics and Legal Responsibilities: Students will practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 9.0 Leadership and Teamwork: Students will work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations.
- 10.0 Technical Knowledge and Skills: Students will apply essential technical knowledge and skills common to all pathways in the Manufacturing and Product Development sector, following procedures when carrying out experiments or performing technical tasks.

- 11.0 Demonstration and Application: Students demonstrate and apply the knowledge and skills contained in the Manufacturing and Product Development anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings.

### **CTE PATHWAY STANDARDS TO BE ADDRESSED:**

#### **Welding and Materials Joining Pathway Standards:**

- C1.0 Interpret and demonstrate the planning and layout operations used in the welding processes.
  - C1.1 Use current information technology ideation and design process systems in the manufacturing of welded parts and products.
  - C1.2 Interpret scaled welding blueprints; gather design and materials information; perform calculations; and use the detail to plan, lay out, and produce parts or finished products.
  - C1.3 Analyze welding symbols on drawings, specifications, and welding procedure specifications.
  - C1.4 Critique the design parameters across welding processes to produce a welded part or product.
- C2.0 Understand and demonstrate how materials can be processed through the use of welding tools and equipment.
  - C2.1 Introduce joint preparation methods and explain how to identify joint specifications.
  - C2.2 Use standard and new emerging welding tools and equipment, such as oxygen fuel cutting (OFC), plasma arc cutting (PAC), and carbon arc cutting (CAC) to cut materials for the purpose of completing a finished product that meets the standards of the AWS or a similar industry standard.
  - C2.3 Use welding tools and equipment such as oxy fuel welding (OFW), shielded metal arc welding (SMAW), gas metal arc welding (GMAW), flux-cored arc welding (FCAW), gas tungsten arc welding (GTAW), forge, and furnace to combine or join manufactured parts and products resulting in a finished product that meets the standards of the AWS or a similar industry standard.
  - C2.4 Compare and contrast the physical qualities of various industrial materials and how these qualities affect the ability of the materials to be processed to produce useful welded parts and products.
- C3.0 Differentiate and apply various types of welding assembly processes.
  - C3.1 Use welding tools such as OFW, SMAW, GMAW, FCAW, GTAW, forge, and furnace and the equipment and assembly processes appropriate to the design criteria of a specific product to result in a finished part or product that meets the standards of the AWS or similar industry welding standards.
- C4.0 Understand finishing processes and the differences between various types of finishing materials used in the manufacture of welded parts and products.
  - C4.1 Employ and explain the steps to be taken, and the choices to be made, in finishing welded materials.
  - C4.2 Apply the processes used for finishing welded materials.
  - C4.3 Assess how to select an appropriate finishing process to meet the design criteria of a specific welded product.
- C5.0 Understand and defend the purposes and processes of inspection and quality control in welding manufacturing processes.

- C5.1 Identify and explain weld imperfections and their causes.
- C5.2 Identify and explain destructive and nondestructive examination practices.
- C5.3 Describe the reasons for inspection and quality control in the manufacturing of welded parts.
- C5.4 Analyze and identify the steps to check for distortion, joint misalignment, and poor fit-up before and after welding.
- C5.5 Perform continuous online quality control inspections of welded parts.
- C5.6 Evaluate and know how to troubleshoot performance problems of welding systems.
- C6.0 Explore and understand various welding systems that require standard hand and machine tools.
  - C6.1 Select and use appropriate welding tools, equipment, and inspection devices to manufacture parts or products.
  - C6.2 Compare and contrast the various welding systems used in conventional manufacturing industries in order to select and use appropriate tools, equipment, and inspection devices.
  - C6.3 Research new and emerging welding systems and their effects on the standard hand and machine manufacturing industry.
- C8.0 Understand various joining or combining processes, including welding processes used in manufacturing, maintenance, and repair.
  - C8.1 Recognize the importance of base metal preparation and joint fit-up and alignment.
  - C8.2 Analyze and be able to defend various welding processes used to complete a fabrication, an assembly, or a repair.
  - C8.3 Produce a completed fabrication, an assembly, or a repair by using appropriate joining and mechanical fastening techniques and processes.

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