**Lesson Information**

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| Lesson: (2 of 4) Regulations Length: 90 minutes  Unit: (1 of 3) Basic Theory and Practice  Course: Electrical |

**Content Assumptions**

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**Essential Questions**

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| 1. Why is the National Electrical Code® (NEC®) important? 2. How is the NEC© used? |

**Objectives Assessments**

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| After completing this lesson, students will be able to:   1. Explain the history and importance of the National Electrical Code® (NEC®). 2. Demonstrate the ability to navigate and use the NEC©. | 1. Class discussion — Instructor observation 2. NEC® map; navigation drills — Instructor observation Locate and translate exercise — rubric |

**Activities/Instruction**

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| **Where We Used to Be** (30 minutes)  Instructor gives background information regarding the National Electrical Code® (NEC®), including its history, evolution, change process, and current impact on the electrical trade. Overviews of the National Electrical Manufacturers’ Association, the National Fire Protection Association, and nationally recognized testing laboratories (such as Underwriters Laboratories, Inc., Intertek Testing Services, etc.) are also included. Whenever possible, Instructor asks questions of students (or answers any questions students may have), facilitating a classroom discussion to be certain that all students understand what is being said.  **Mapping Out the NEC©** (30 minutes)  As a whole, Instructor and students go through the NEC® and map out its organization. While this content map is being constructed, Instructor elaborates on important sections of the NEC® (e.g., Article 90 provides an overview of the NEC®, Article 100 provides definitions for common terms used in the NEC®, etc.). If time allows, Instructor may facilitate a drill-type game, wherein Instructor gives a prompt (e.g., installing track lighting) and asks students to find the section(s) of the NEC® pertaining to that topic. Students compete to see who can be the first to find the relevant sections.  **Locate and Translate** (30 minutes)  Instructor presents a situation for which an electrician would need to consult the NEC® (e.g., a client wants to have LED lights installed in a shower area; is this permitted, and if so, how is this accomplished?). Students are to locate the pertinent sections in the NEC® and translate, in writing, the technical terminology into everyday language. |

**Materials**

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| For students:   * Copies of the latest edition of the NEC® (available in print from http://www.nfpa.org/aboutthecodes/AboutTheCodes.asp?DocNum=70&cookie\_test=1 or online via subscription from http://code.necplus.org/index.php?sso=0)   For Instructor:   * [LOCATE TRANSLATE RUBRIC] |