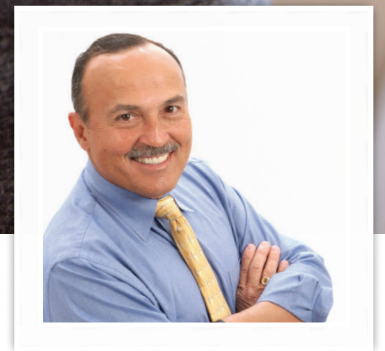




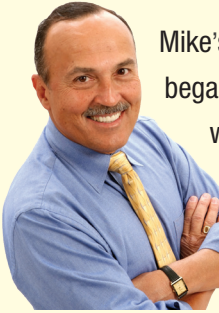
Mike Holt's

ELECTRICAL APPRENTICESHIP PROGRAM

Lesson Plan—Level I

Based on the 2026 NEC®

ABOUT MIKE HOLT ENTERPRISES



Mike's passion for the electrical industry and educating others on the *National Electrical Code* began in 1972 while studying for a local electrical exam. His inability to find material that was well-written or properly illustrated gave him the idea to start a school that would be devoted to electrical training.

In 1975 Mike Holt Enterprises was created with very clear principles of making electrical training more effective, and providing books that were straightforward and easy to understand. This desire to create books to help electricians pass exams grew into the nation's largest "electrical-only" publisher that specializes in books, videos, online training, school curriculum, and seminars—changing the way the *NEC* and electrical training is taught.

Forty years later, these standards continue to guide us. Our products are designed for student success:

- **Easy to Understand.** Our text simplifies difficult technical topics and includes clear, step-by-step, detailed explanations.
- **Visual.** We include full-color, detailed, instructional graphics that help students visualize what's being taught.
- **Effective.** Our instructor resources are designed to save teachers time and give them tools to be more successful in reaching their students.

Our primary goal as a company is to change the lives of electrical professionals through our products. We genuinely care about helping our instructors and schools prepare the next generation of electrical professionals with the skills and knowledge they need to succeed.

We're here to help you every step of the way and encourage you to contact us, so we can be a part of your success.

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Produced and Printed in the USA

May 2026

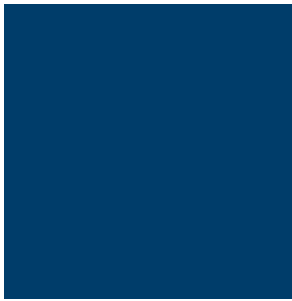


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ABOUT THIS LESSON PLAN

Mike Holt's Electrical Apprenticeship Program Based on the 2026 NEC® has been developed with the goal of providing the knowledge required to become a competent journeyman electrician. The training resources used throughout this program have been selected to provide the most comprehensive education possible. Supplemented with Mike's instructional support material (such as presentations, videos, and practice exams), the program is tailored to meet the needs of different types of learners.

THE SCOPE OF THIS LESSON PLAN

This program is organized into hourly study increments that are designed to deliver a logical flow of the material and adaptable to any personal or institutional calendar. Whether your course delivery is one, two, or even five days per week, this lesson plan can accommodate your schedule. From day one, and maintained throughout the program, strong emphasis is placed on safe work practices. In addition, the program covers the *National Electrical Code (NEC)* and Construction Safety (as prescribed by OSHA) in a manner relevant to today's apprentices, preparing them for their journeyman's exam and the jobsite.

- Level 1** Level 1 begins with the study of OSHA's construction safety rules and introduces apprentices to the principles associated with electricity, electrical theory, and the basics of electrical systems. These basic fundamentals are necessary in understanding complex *NEC* requirements covered throughout the program. Digital multimeter principles will also be covered. Early on students will learn a bit about and how to use the *NEC* and then be introduced to some of the fundamental requirements of the *National Electrical Code*.
- Level 2** Level 2 continues the study of OSHA's construction safety rules and students will be introduced to some of the fundamental calculations used throughout the *NEC*. The level also focuses on the first three chapters of the *NEC*. Some equipment specific to alternating current will be introduced. Residential and commercial wiring methods and practices will also be covered in depth during Level 2.
- Level 3** Level 3 covers additional OSHA construction safety rules, an in depth look at Article 250–Grounding and Bonding, and Chapter 4 of the *NEC* along with common industrial applications, methods, and requirements. While motors and motor controls are a major area of focus, hazardous locations, special applications, an extensive look at Solar PV and interconnected Power Systems is also included.
- Level 4** Level 4 of the program covers advanced *Code* calculations in great detail and extensive journeyman/master electrician exam preparation and practice exams. Electrical estimating is covered as well as a review of electrical theory and motor controls. Additional OSHA construction safety rules will also be covered along with some career development in the form of leadership skills.

The anticipated hours of study for the 2026 Apprenticeship Program are as follows:

- Level 1** 156 hours
- Level 2** 156 hours
- Level 3** 156 hours
- Level 4** 156 hours
- Total** 624 total program hours

HOW TO USE THIS LESSON PLAN

These lesson plans take into account that not all students and institutions operate on the same calendar schedule. It is organized hour-by-hour and should be used as a guide for personal or class scheduling. This flexibility will successfully guide both classroom instructors and self-paced online learners through this course regardless of individual calendars. References to slide and video presentations for classroom instruction are included along with the references to online presentations in the online Capacitor®.

Each individual and each class is unique. As such, the flow of this course will vary accordingly. Some parts of this course will move more quickly than the time suggested, while other parts may require all of the time allotted. It's important to remember that this plan is flexible. Time overlap is expected and will balance out a student's learning pace to ensure that all course outcomes and objectives are met.

Note: Please make notes during the semester and provide us feedback in order to improve this schedule each year. Instructor-led course quizzes or assessments are at the instructor's discretion, or as mandated by individual institution requirements.

We all learn differently, and the same methods of presentation and study don't necessarily bring the same results for each student. Instructors should be aware of the differences in learning styles when presenting this material to the class. Some students learn better visually and need to see diagrams and illustrations; others learn better audibly such as lectures and class group discussions.

Hands-on learning is an important component of education, and most of it will be done on the jobsite rather than in the classroom. However, when it's feasible, bring equipment and material in to show the class. Just a little "show and tell" of components that your students haven't yet used, like motor control pushbuttons (start-stop-stations) or AFCI breakers, can help add understanding to a lesson. When possible, try to supplement classroom instruction with field trips to view live construction projects showcasing the material being studied.

We recommend the lesson material be presented in the form of lecture and include visual aids when possible. Slide and video presentations using a large screen can be very beneficial, but it's understood that this type of equipment isn't always available. In some cases, what is available may limit the presentation to the use of student textbooks and whiteboards.

Self-paced learners should be sure to take advantage of our online Capacitor® and make full use of all included presentations, videos, and extra links as part of their learning experience. These tools will enhance comprehension and reinforce retention of the material.

Instructors should involve the students as much as possible. An example is how you would handle the questions that are assigned in the books. After completing the questions, have the students take turns reading the question and their answers so they're involved in the process. Don't just read the answers to your students—and don't just post them. Do what you can to interact with your students in discussion and allow their input. Another example is to incorporate a discussion of what some of students might already be doing in the field with the rest of the class.

Answer questions honestly, and don't be afraid to tell your students if you don't know an answer. Of course, do take time to look it up, and explain that you can't always know all the answers, but you're there to help them in the learning process. Make sure your students understand their responsibility in the learning process. They need to do their part by reading and studying the information in their textbooks and participating in discussions. Remind them that learning is a life-long process, and there are always new things to learn in the electrical field.

Instructors will be most successful if you remember that we all started here and empathize with your students. Provide encouragement and reassurance while they strive to achieve their personal goals. Help them develop a respect for the electrical profession and a love for learning—essential to a successful career in our ever-changing industry. Self-paced learners should also maintain the same perspective and try to not let yourself feel overwhelmed. Keep focused on achieving your career goals and the rewards that follow!



LEVEL 1 OUTLINE

LEVEL 1 RESOURCES

Mike Holt's Apprenticeship Training Program is designed to use textbooks, slide presentations, videos, labs/activities, review questions, and exams designed to enhance learning, comprehension, and retention of the material presented.

Videos

The instruction package includes videos that can be played along with the textbooks, or viewed in their entirety, to provide a practical viewpoint of the material covered. If something isn't understood or misinterpreted, stop, go back, and play that section again until the topic is clear.

Mike and a panel of industry experts are featured on these videos. They carefully examine the topics in a way that's both educational and entertaining. You'll hear stories, discussions, and opinions that aren't covered in the textbooks thereby making them an invaluable practical source of information.

Presentations

Included in this instruction package are presentations containing hundreds of slides that are synchronized with the textbooks. These presentations are sorted by individual article or unit resulting in much smaller, less cumbersome files and make it easier to follow along side by side with the textbook.

Labs/Activities/Worksheets

One of the most enjoyable parts of learning is "hands on" learning of mechanical parts such as meters, wire, magnets, coils, light bulbs, switches, fuses, circuit breakers, receptacles, GFCIs, AFCIs—basically anything that can be broken!

Include calculation worksheets as handouts that give students repeated practice with critical calculations, including voltage drop, ampacity adjustment, temperature correction, range calculations, and similar tasks. This repetition is one of the most effective ways to embed the formulas, methods, and procedures into permanent memory.

We strongly suggest you find or create labs that match the topic being studied as a hands-on experience to help students understand the material being covered. Seeing a mechanical concept in action makes it easier to understand the lesson being taught.

NOTE: Check out <https://www.electricalab.org/> for some lab ideas.

Assessments

Student assessments are an important aspect of the learning process. Studies have shown that regardless of the result, students who are required to mentally recall a subject upon review, are more likely to remember the content than those who didn't have this opportunity. Our program includes different options for assessment including textbook review questions and exams. Online quizzes and exams are available in the blended and online programs in our online Capacitor®.

Textbook Questions. Our textbooks contain review questions and exams designed to reinforce the learning process when the online testing tools aren't used. We encourage you to have your students complete the textbook tests before taking the online tests to further reinforce their learning process.

Online Testing. Our online testing program has been specifically designed to take advantage of today's blended or self-paced learning environments and reinforce the material that's been covered.

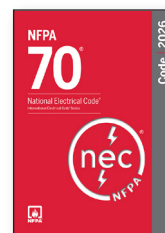
Books

In Level 1, you'll be using the following books and we suggest you take a few moments to review the layout of each. Pay attention to the table of contents, the layout of the units and chapters, and the review questions.

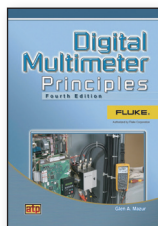
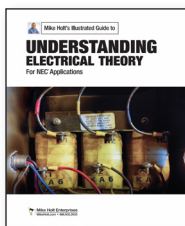
- ▶ *OSHA Construction Safety Training Handbook, 7th Edition*
J.J. Keller & Associates
ISBN 979-8-88912-483-2, 2024
- ▶ *Mike Holt's Understanding Electrical Theory*
Mike Holt Enterprises
ISBN 978-1-950431-68-7, 2022
- ▶ *Digital Multimeter Principles, 4th Edition*
American Technical Publishers
ISBN 978-0-8269-1506-1, 2010
- ▶ *Mike Holt's Illustrated Guide to Understanding Fundamental NEC Requirements*
Mike Holt Enterprises
ISBN 978-1-960005-50-2, 2026

Suggested Additional Resources*

- ▶ *National Electrical Code, 2026 Edition*
National Fire Protection Association
ISBN 978-145593220-7, 2026



**Sold separately.*



LEVEL 1 LESSON PLANS— AT-A-GLANCE

Hours (Session)	Module I (Term 1)
1-3 (1)	Introduction Orientation Tools Safety <i>Electrical hazards and safe working practices</i> OSHA Construction Safety <i>Electrical Safety and PPE</i>
4-6 (2)	OSHA Construction Safety Falls Ladders and Stairs Scaffolds
7-9 (3)	Electrical Theory—Units 1-2 <i>Atomic Structure, Electron Theory and Chemical Bonding</i>
10-12 (4)	Electrical Theory—Units 3-4 <i>Electrical Circuits and Power Sources, The Electrical System</i>
13-15 (5)	Electrical Theory—Units 5-6 <i>Uses and Dangers of Electricity</i>
16-18 (6)	Electrical Theory—Units 7-9 <i>Electromagnetism and Magnetism</i>
19-21 (7)	Digital Multimeter Principles <i>Chapters 1 through 4</i>
22-24 (8)	Digital Multimeter Principles <i>Chapters 5 through 9</i>
25-27 (9)	Digital Multimeter Principles <i>Chapter 10</i>
28-30 (10)	Digital Multimeter Principles <i>Review and Competency Test</i>
31-33 (11)	Lab/Activity/Worksheet <i>3-4-way switching</i>
34-36 (12)	Module Review
37-39 (13)	Module Quiz

Hours (Session)	Module II (Term 2)
40-42 (1)	Electrical Theory—Unit 10 <i>Basic Math</i>
43-45 (2)	Electrical Theory—Unit 11 <i>Trigonometry</i>
46-48 (3)	Electrical Theory—Units 12-13 <i>Ohm's Law, Watt's Law</i>
49-51 (4)	Electrical Theory—Units 14-15 <i>Series and Parallel Circuits</i>
52-54 (5)	Electrical Theory—Units 15-16 <i>Parallel and Series-Parallel Circuits</i>
55-57 (6)	Electrical Theory—Units 17-19 <i>AC Fundamentals, Inductance, Capacitance</i>
58-60 (7)	Electrical Theory—Unit 20 <i>True Power, Power Factor, and Apparent Power</i>
61-63 (8)	Electrical Theory—Unit 20 <i>True Power, Power Factor, and Apparent Power</i>
64-66 (9)	Electrical Theory—Unit 21 <i>Motors</i>
67-69 (10)	Electrical Theory—Units 22-23 <i>Generators—Relays</i>
70-72 (11)	Electrical theory—Unit 24 <i>Transformers</i>
73-75 (12)	Module Review
76-78 (13)	Module Quiz

Hours (Session)	Module III (Term 3)
79-81 (1)	Electrical Theory—Unit 25 <i>Overcurrent Protection</i>
82-84 (2)	Electrical Theory—Unit 26 <i>GFCIs, GFPEs, AFCIs, AND SPDs</i>
85-87 (3)	Electrical Theory—Unit 26 <i>GFCIs, GFPEs, AFCIs, AND SPDs</i>
88-90 (4)	Electrical Theory—Unit 27 <i>Wire Resistance and Voltage Drop</i>
91-93 (5)	Electrical Theory—Unit 28 <i>Multiwire Circuits</i>
94-96 (6)	Electrical Theory—Unit 29 <i>The Formula Wheel</i>
97-99 (7)	Electrical Theory—Review <i>All Theory Material</i>
100-102 (8)	Electrical Theory—Exam
103-105 (9)	Fundamental <i>NEC</i> Requirements <i>How to Use the NEC</i>
106-108 (10)	Fundamental <i>NEC</i> Requirements <i>Article 90</i>
109-111 (11)	Fundamental <i>NEC</i> Requirements <i>Article 110</i>
112-114 (12)	Module Review
115-117 (13)	Module Quiz

Hours (Session)	Module IV (Term 4)
118-120 (1)	Fundamental <i>NEC</i> Requirements <i>Articles 200, 210</i>
121-123 (2)	Fundamental <i>NEC</i> Requirements <i>Article 250</i>
124-126 (3)	Lab/Activity/Worksheet <i>Grounding Electrodes</i>
127-129 (4)	Fundamental <i>NEC</i> Requirements <i>Articles 300, 310</i>
130-132 (5)	Lab/Activity/Worksheet <i>Conductor Ampacity and Selection</i>
133-135 (6)	Fundamental <i>NEC</i> Requirements <i>Articles 312, 314</i>
136-138 (7)	Lab/Activity/Worksheet <i>Box Fill</i>
139-141 (8)	Fundamental <i>NEC</i> Requirements <i>Articles 320, 330, 334, 336, 338, 340</i>
142-144 (9)	Fundamental <i>NEC</i> Requirements <i>Articles 342, 344, 348, 350, 352, 358,</i>
145-147 (10)	Fundamental <i>NEC</i> Requirements <i>Articles 356, 362, 376, 380, 386, 392</i>
148-150 (11)	Fundamental <i>NEC</i> Requirements <i>Articles 404, 406, 408, 410, 422</i>
151-153 (12)	Level 1 Review
154-156 (13)	Level 1 Exam