

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	Career Technical Education	Course:	Construction Careers: Carpentry	Unit 2 Title:	Reading and Understanding a Building Plan	Grade Level(s):	11-12
Assessed Trimester:	A	Pacing:	1-2 Days	Date Created:	1/17/2014	Last Revision Date:	

Course Understandings: <i>Students will understand that:</i> <ul style="list-style-type: none">The field of construction trades and its area of specialization.Organizational skill, problem solving, critical thinking, and assessment skills are the essential tools used in construction trades.Math, in its various forms, are foundational to the construction trades.Attention to detail, resulting in a safe work environment and a high quality product, is the driving force within construction trades.

DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals	
Minnesota State/Local/Technology Standard(s) addressed: <ul style="list-style-type: none">Professional Attributes - A2 Displays a positive attitude, A3 Displays appropriate behavior, A4 Works effectively as a team member, A5 Applies listening skills, A6 Applies speaking skillsFundamental Carpentry Skills - E9 Uses squares, measuring tapes or rules to measure materials or distances, E11 Performs mathematical calculationsHand Tools – F1 Identifies and correctly uses hammers, F2 Identifies and correctly uses handsawsPower Tools – G1 Identifies and correctly uses power drills, G2 Identifies and correctly uses power saws, G3 Identifies and correctly uses sanders, G7 Identifies and correctly uses pneumatic nailerReading Plans – H4 Reads and interprets elevation view drawingsEstimating Materials – J1 Estimates rough framing materials, J3 Estimates roofing materials, J11 Estimates sidingRough Framing – L3 Installs sill plate, L6 Lays out and constructs floor assembly, L8 Installs floor joists, L9 Installs subflooring, L11 Constructs and erects wall sections, L13 Cuts studs, trimmers, cripples, and headers to dimensions, L21 Lays out rafter locations on a top plate, L22 Cuts and installs rafters, L23 Applies roof sheathingInstalling Roof Components – M1 Installs roofing felt, M5 Installs fiberglass shingles, M7 Installs main and hip ridge caps using fiberglass shinglesInstalling Exterior Finishes – N2 Installs box cornices, N3 Installs rake cornices, N5 Installs wood or vinyl fascia, N8 Installs outside corner – wood, shingle or siding, N9 Installs selected types of wood siding	
Transfer	
Students will be able to independently use their learning to: (product, high order reasoning) <ul style="list-style-type: none">	
Meaning	
Unit Understanding(s): Students will understand that: <ul style="list-style-type: none">A building plan is a big picture/overview of the projectA complete list of materials is required to plan a projectA stock cutting list is required to plan a projectA plan of procedure must be established and followed to complete a project	Essential Question(s): Students will keep considering: <ul style="list-style-type: none">Why do you want a list of materials prior to starting a project?Why do you want a stock cutting list prior to starting a project?How or where do you start?Why do you want a plan of procedure prior to starting a project?
Acquisition	
Knowledge - Students will: <ul style="list-style-type: none">Know the terminology found in a building plan	Skills - Students will: <ul style="list-style-type: none">Decipher a building plan

<ul style="list-style-type: none">Know what materials are, their function, and costKnow what steps are included in various building plans Reasoning - Students will: <ul style="list-style-type: none">	<ul style="list-style-type: none">Determine the materials needed in a specific building planDetermine the costs required based on a building planDetermine the steps required in various building plans

Common Misunderstandings <ul style="list-style-type: none">Inability to do mathIlliteracy in either or both reading and writingWhere to start a construction project	Essential new vocabulary <ul style="list-style-type: none">
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