

SHORE REGIONAL HIGH SCHOOL DISTRICT
A Regional Collaborative of the Communities Served by the Monmouth Beach, Oceanport, Shore Regional, and West Long Branch
School Districts

Aligned to the New Jersey Student Learning Standards as Applicable

Course Title: Architectural Drawing

Content Area: Technology/Industrial Arts

Grade Level(s): 9-12

Course Description: Architectural Drawing is a one-year, five-credit course designed for students who may be considering post-secondary education programs or employment in related areas. The course is focused on the principles, concepts, and use of Autodesk Autocad software in the fields of architecture, structural systems, and construction. This course will provide an understanding of construction methods and basic drawing fundamentals. The students will prepare working drawings, including floor plan, wall section, and elevation drawings using traditional and computer-assisted design (CAD) methods. The students learn by developing residential plans and constructing models/prototypes. This course will enhance the students' awareness of various areas of the architectural field, including construction techniques, historical perspectives, architectural styles, building codes, and structural design. Students will be able to communicate architectural ideas in an understandable, efficient, and accurate manner.

Curriculum Writer(s): Gregg Malfa

Date Created: December 2017

Date Approved by Board of Education: April 2018

Pacing Guide

Unit 1	(3-4 weeks)
Unit 2	(4-5 weeks)
Unit 3	(4-5 weeks)
Unit 4	(4-5 weeks)
Unit 5	(4-5 weeks)
Unit 6	(4-5 weeks)
Unit 7	(4-5 weeks)

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Unit 1 Introduction to Autocad Architectural Software

Unit Summary:
 Computer-assisted design (CAD) and traditional technical drawing are both important and have varied applications in today’s workplace.

Interdisciplinary Connections/Content Area Integrations Including Technology:
 All students will use digital media, computers, and autocad software to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, and create and communicate knowledge. Printers, plotters, 3D printers, and overhead projectors will also be used by students.

NJSLS Number	NJSLS Content
8.2.12.A.1	Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, tradeoffs, and risks, related to the use of the innovation.
RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

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Summative Assessments:

- Portfolios, Self and Peer Assessment
- Performance Assessment
- Midterm/Final Exam
- Projects
- Rubric Assessment

Formative Assessments:

- Oral Presentations
- Observations (Peer and Teacher)
- Participatory Rubrics

Enduring Understandings:

- Computer-assisted design (CAD) and traditional technical drawing are both important and have varied applications in today's workplace.

Essential Questions:

- How are autocad and technical drawing used in today's workplace?
- What are some applications of CAD and technical drawing?

Instructional Outcomes:

- Students will be able to accurately create working drawings within a specific scale, describing and/or demonstrating various applications of CAD and technical drawing.

Suggested Learning Activities:

- Students will navigate through the commands and icons of the architectural software, with guided instruction from the teacher, who will use the projector to view and demonstrate to the class.

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Suggested Differentiation:

- Tier 1 Learners: follow basic instruction by following teacher instruction on video projector, use of additional handouts, and one on one mentoring during the question and answer section of the class time
- Tier 2 Learners: follow basic instruction by following teacher instruction on video projector, use of additional handouts
- Tier 3 Learners: follow basic instruction by following teacher instruction on video projector

- Teachers can set expectations for drawings of various difficulty levels, assisting students during discussion and guided practice.

Curriculum Development Resources:

- Freehold Regional High School District

Notes/Comments:

Unit 2 Understanding Basic Commands and Wall Construction

Unit Summary:

Computer-assisted design (CAD) and traditional technical drawing are both important and have varied applications in today’s workplace.

Interdisciplinary Connections/Content Area Integrations Including Technology:

All students will use digital media, computers, and autocad software to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, and create and communicate knowledge. Printers, plotters, 3D printers, and overhead projectors will also be used by students.

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NJSLS Number	NJSLS Content
8.1.12.A.2	Produce and edit a multipage digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts, and data from all worksheets to convey the results.
8.1.12.C.1	Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
8.2.12.A.1	Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, tradeoffs, and risks, related to the use of the innovation.
8.2.12.F.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.
8.2.12.F.2	Analyze the relationships between internal and external computer components.
8.2.12.F.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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Summative Assessments:

- Portfolios, Self and Peer Assessment
- Performance Assessment
- Midterm/Final Exam
- Projects
- Rubric Assessment

Formative Assessments:

- Oral Presentations
- Observations (Peer and Teacher)
- Participatory Rubrics

Enduring Understandings:

- Architectural modeling provides a 3D visual opportunity to see the finished building before construction begins.

Essential Questions:

- Why is it important to understand wall construction and structure?
- Why is it important to understand how software commands work in autocad?

Instructional Outcomes:

- Students will be able to identify wall construction constraints (length, width, and height).
- Students will be able to identify sound wall construction.
- Students will be able to distinguish between interior and exterior walls.

Suggested Learning Activities:

- Students will design one room with four walls based off of a teacher's guided design for accuracy and understanding.

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Suggested Differentiation:

- Tier 1 Learners: follow basic instruction by following teacher instruction on video projector, use of additional handouts, and one on one mentoring during the question and answer section of the class time
- Tier 2 Learners: follow basic instruction by following teacher instruction on video projector, use of additional handouts
- Tier 3 Learners: follow basic instruction by following teacher instruction on video projector

- Teachers can set expectations for drawings of various difficulty levels, assisting students during discussion and guided practice.

Curriculum Development Resources:

- Freehold Regional High School District

Notes/Comments:

Unit 3 3D Architectural Modeling

Unit Summary:

Computer-assisted design (CAD) and traditional technical drawing are both important and have varied applications in today’s workplace.

Interdisciplinary Connections/Content Area Integrations Including Technology:

All students will use digital media, computers, and autocad software to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, and create and communicate knowledge. Printers, plotters, 3D printers, and overhead projectors will also be used by students.

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NJSLS Number	NJSLS Content
8.1.12.A.2	Produce and edit a multipage digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts, and data from all worksheets to convey the results.
8.1.12.C.1	Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
8.2.12.A.1	Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, tradeoffs, and risks, related to the use of the innovation.
8.2.12.F.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.
8.2.12.F.2	Analyze the relationships between internal and external computer components.
8.2.12.F.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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Summative Assessments:

- Portfolios, Self and Peer Assessment
- Performance Assessment
- Midterm/Final Exam
- Projects
- Rubric Assessment

Formative Assessments:

- Oral Presentations
- Observations (Peer and Teacher)
- Participatory Rubrics

Enduring Understandings:

- Architectural modeling provides a 3D visual opportunity to see the finished building before construction begins.

Essential Questions:

- What is the purpose of creating 3D architectural models?
- What tools and materials are commonly used for architectural model building?
- What are some safety concerns when working on architectural models?

Instructional Outcomes:

- Students will be able to create a new CAD document; laying out all basic rooms in appropriate locations.
- Students will be able to place windows, doors, and rooms to accommodate foot traffic.
- Students will be able to appropriately place furniture within the CAD program; translating technical information expressed in words into visual form.

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Suggested Learning Activities:

- Students create a floor plan in the autocad program, based off the student's own hand-drawn design.

Suggested Differentiation:

- Tier 1 Learners: follow basic instruction by following teacher instruction on video projector, use of additional handouts, and one on one mentoring during the question and answer section of the class time
- Tier 2 Learners: follow basic instruction by following teacher instruction on video projector, use of additional handouts
- Tier 3 Learners: follow basic instruction by following teacher instruction on video projector
- Teachers can set expectations for drawings of various difficulty levels, assisting students during discussion and guided practice.

Curriculum Development Resources:

- Freehold Regional High School District

Notes/Comments:

Unit 4 Designing Architectural Floorplans

Unit Summary:

Computer-assisted design (CAD) and traditional technical drawing are both important and have varied applications in today's workplace.

Interdisciplinary Connections/Content Area Integrations Including Technology:

All students will use digital media, computers, and autocad software to access, manage, evaluate, and synthesize information in order to solve problems

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individually, collaborate, and create and communicate knowledge. Printers, plotters, 3D printers, and overhead projectors will also be used by students.

NJSL Number	NJSL Content
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
8.2.12.F.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Summative Assessments:

- Portfolios, Self and Peer Assessment
- Performance Assessment
- Midterms/Final Exam

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<ul style="list-style-type: none">● Projects● Rubric Assessment
Formative Assessments: <ul style="list-style-type: none">● Oral Presentations● Observations (Peer and Teacher)● Participatory Rubrics
Enduring Understandings: <ul style="list-style-type: none">● Architectural floor plans are the most important architectural drawing from which all other plans are derived.
Essential Questions: <ul style="list-style-type: none">● What are floor plans?● Why are floor plans dimensioned?● Why are floor plans the most detailed way to embody a building/house?● How are CAD and technical drawing used in today's workplace?
Instructional Outcomes: <ul style="list-style-type: none">● Students will be able to categorize various rooms in a home.● Students will be able to create a simple floor plan using a scale.● Students will be able to create a basic page layout with a title block.
Suggested Learning Activities: <ul style="list-style-type: none">● Students will complete a simple one-story home design and classify the three areas of a home.
Suggested Differentiation: <ul style="list-style-type: none">● Tier 1 Learners: follow basic instruction by following teacher instruction on video projector, use of additional handouts, and one on one mentoring

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- during the question and answer section of the class time
- Tier 2 Learners: follow basic instruction by following teacher instruction on video projector, use of additional handouts
- Tier 3 Learners: follow basic instruction by following teacher instruction on video projector

- Teachers can set expectations for drawings of various difficulty levels, assisting students during discussion and guided practice.

- Curriculum Development Resources:**
- Freehold Regional High School District

Notes/Comments:

Unit 5 Elevation Drawings

Unit Summary:
Computer-assisted design (CAD) and traditional technical drawing are both important and have varied applications in today’s workplace.

Interdisciplinary Connections/Content Area Integrations Including Technology:
All students will use digital media, computers, and autocad software to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, and create and communicate knowledge. Printers, plotters, 3D printers, and overhead projectors will also be used by students.

NJSLS Number	NJSLS Content
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods,

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	techniques, and cultural understanding.
1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
8.2.12.F.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Summative Assessments:

- Portfolios, Self and Peer Assessment
- Performance Assessment
- Midterm/Final Exam
- Projects
- Rubric Assessment

Formative Assessments:

- Oral Presentations
- Observations (Peer and Teacher)

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<ul style="list-style-type: none">● Participatory Rubrics
Enduring Understandings: <ul style="list-style-type: none">● Elevation drawings provide the builder and client with an opportunity to view a design in its completed state, along with construction details and finishing materials.
Essential Questions: <ul style="list-style-type: none">● What is an elevation drawing?● What information can be obtained from an elevation drawing?● How are floor plans used to create elevation drawings?
Instructional Outcomes: <ul style="list-style-type: none">● Students will be able to accurately transfer dimensions from a floor plan to elevations.● Students will be able to draw components of the house in detail.● Students will be able to incorporate design constraints into elevation drawing.
Suggested Learning Activities: <ul style="list-style-type: none">● Students will study sample elevation drawings and answer questions pertaining to their specific drawing.
Suggested Differentiation: <ul style="list-style-type: none">● Tier 1 Learners: follow basic instruction by following teacher instruction on video projector, use of additional handouts, and one on one mentoring during the question and answer section of the class time● Tier 2 Learners: follow basic instruction by following teacher instruction on video projector, use of additional handouts● Tier 3 Learners: follow basic instruction by following teacher instruction on video projector ● Teachers can set expectations for drawings of various difficulty levels, assisting students during discussion and guided practice.

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Curriculum Development Resources: <ul style="list-style-type: none">Freehold Regional High School District
Notes/Comments:

Unit 6 Architectural Styles

Unit Summary: <p>Computer-assisted design (CAD) and traditional technical drawing are both important and have varied applications in today's workplace.</p>
Interdisciplinary Connections/Content Area Integrations Including Technology: <p>All students will use digital media, computers, and autocad software to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, and create and communicate knowledge. Printers, plotters, 3D printers, and overhead projectors will also be used by students.</p>

NJSLS Number	NJSLS Content
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

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1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Summative Assessments:

- Portfolios, Self and Peer Assessment
- Performance Assessment
- Midterm/Final Exam
- Projects
- Rubric Assessment

Formative Assessments:

- Oral Presentations
- Observations (Peer and Teacher)
- Participatory Rubrics

Enduring Understandings:

- Architectural styles have identifiable characteristics that have both desirable and undesirable features for a client.

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<p>Essential Questions:</p> <ul style="list-style-type: none">● What different aspects of a home make the design desirable or undesirable to a client?● What is the difference between functional and aesthetic features?
<p>Instructional Outcomes:</p> <ul style="list-style-type: none">● Students will be able to design to a client's specifications.● Students will be able to accurately depict a specific architectural style.● Students will be able to communicate effectively and professionally with a client.
<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Students will read technical articles on specific architectural styles and compare/contrast their characteristics.● Students will discuss reasons why certain styles are placed in certain regions of the country.
<p>Suggested Differentiation:</p> <ul style="list-style-type: none">● Tier 1 Learners: follow basic instruction by following teacher instruction on video projector, use of additional handouts, and one on one mentoring during the question and answer section of the class time● Tier 2 Learners: follow basic instruction by following teacher instruction on video projector, use of additional handouts● Tier 3 Learners: follow basic instruction by following teacher instruction on video projector ● Teachers can set expectations for drawings of various difficulty levels, assisting students during discussion and guided practice.
<p>Curriculum Development Resources:</p> <ul style="list-style-type: none">● Freehold Regional High School District
<p>Notes/Comments:</p>

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Unit 7 Careers in Architecture

Unit Summary:
 Computer-assisted design (CAD) and traditional technical drawing are both important and have varied applications in today’s workplace.

Interdisciplinary Connections/Content Area Integrations Including Technology:
 All students will use digital media, computers, and autocad software to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, and create and communicate knowledge. Printers, plotters, 3D printers, and overhead projectors will also be used by students.

NJSLS Number	NJSLS Content
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal, and/or social needs.
8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
9.2.12.C.1	Review career goals and determine steps necessary for attainment.
RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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Summative Assessments: <ul style="list-style-type: none">● Portfolios, Self and Peer Assessment● Performance Assessment● Midterm/Final Exam● Projects● Rubric Assessment
Formative Assessments: <ul style="list-style-type: none">● Oral Presentations● Observations (Peer and Teacher)● Participatory Rubrics
Enduring Understandings: <ul style="list-style-type: none">● Architectural careers have various avenues for employment.
Essential Questions: <ul style="list-style-type: none">● What are the different career paths an architectural degree can lead to?● What are the different architectural degrees one can receive?
Instructional Outcomes: <ul style="list-style-type: none">● Students will be able to identify several fields of architecture.● Students will be able to describe differences in the fields of architecture.

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- Students will be able to communicate appropriately with clients.

Suggested Learning Activities:

- Students will research college degree programs in the field of architecture.
- Students will research local job sites for related employment in the field of architecture.

Suggested Differentiation:

- Tier 1 Learners: follow basic instruction by following teacher instruction on video projector, use of additional handouts, and one on one mentoring during the question and answer section of the class time
- Tier 2 Learners: follow basic instruction by following teacher instruction on video projector, use of additional handouts
- Tier 3 Learners: follow basic instruction by following teacher instruction on video projector
- Teachers can set expectations for drawings of various difficulty levels, assisting students during discussion and guided practice.

Curriculum Development Resources:

- Freehold Regional High School District

Notes/Comments: