

***Curriculum Standard One:* The student will understand and appreciate the development of a variety of architectural styles from different cultures and historical time periods. The student will perceive the influence of these styles in contemporary American architecture.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will examine the distinguishing characteristics of various architectural styles of the past.</p> <p>2. The student will explore a variety of factors that influence design and building styles (e.g., climate, geography, available building materials, needs of residents).</p> <p>3. The student will recognize how earlier architectural styles have influenced contemporary American architecture.</p>	<p>A. Can the student identify examples of Classical, Renaissance, Tutor, Georgian, Elizabethan, and Regency architecture?</p> <p>A. Can the student perceive environmental and cultural imperatives in structures from different countries and time periods?</p> <p>A. Can the student identify aspects of contemporary American architecture that have their roots in historical styles?</p>	<ul style="list-style-type: none"> • The student will match examples of architectural styles with written descriptions of their distinguishing characteristics. • The student will compare and contrast single family dwellings from 18th century England, Italy, France, and the United States and explain how different conditions led to different structures. • The student will analyze the designs of two modern family residences and cite the aspects of the designs that have a clear historical origin.

Curriculum Standard Two: The student will understand the basic concepts involved in planning all individual areas of a house. The student will apply this understanding by working well-designed rooms into a satisfactory floor plan.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will examine the factors that require consideration as individual rooms are being planned.</p>	<p>A. Can the student list factors that influence room designs and explain why they are essential?</p> <p>B. Can the student apply understanding of room planning principles to the design process?</p>	<ul style="list-style-type: none"> • The student will compare and contrast two kitchen designs and two living room designs and explain which factors (e.g., use, size, location of windows and doors, furniture, built-ins) influenced the designs. • The student will sketch designs of a kitchen, a bath, and a living room and explain which factors impacted their designs.
<p>2. The student will identify the conventions and code requirements of residential architecture.</p>	<p>A. Can the student demonstrate familiarity with standard design practice with regard to size and location?</p>	<ul style="list-style-type: none"> • The student will examine sample kitchen and bath designs and identify aspects of the designs that violate standards and conventions.
<p>3. The student will demonstrate proficiency at arranging individually designed rooms into a satisfactory floor plan.</p>	<p>A. Can the student produce a coherent floor plan?</p>	<ul style="list-style-type: none"> • The student will design a small one story floor plan by arranging individually designed rooms and areas.

Curriculum Standard Three: The student will understand the principles of exterior design and apply these to residential structures. The student will be aware of various roof and window styles and how they relate to the overall exterior design. The student will apply these understandings to the design of a satisfactory exterior design.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<ol style="list-style-type: none"> 1. The student will recognize how symmetry and proportion affect exterior design. 2. The student will recognize the impact of line, color and light, form and space, and materials and texture on exterior design. 3. The student will recognize common roof and window types and their use in house design. 4. The student will demonstrate proficiency in exterior design. 	<ol style="list-style-type: none"> A. Can the student distinguish between symmetrical and asymmetrical designs? A. Can the student perceive how differences in color, form, line, materials, etc. effect appearance of a house? A. Can the student distinguish advantages of different roof types and window types? A. Can the student develop a well-conceived exterior design from an existing floor plan? 	<ul style="list-style-type: none"> • The student will identify factors in a variety of exterior home designs that contribute or detract from the symmetry of the design. • The student will compare and contrast a variety of exterior home designs with regard to color, form, line, materials, etc. • The student will compare different roof and window types applied to the same exterior and explain the advantages of each. • The student will develop four exterior elevation views of his/her small floor plan.

***Curriculum Standard Four:* The student will understand and be proficient in the use of standard drafting conventions and techniques as they apply to architectural drafting.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will be familiar with standard drawing tools, measuring devices, and media used in architectural drafting.</p> <p>2. The student will understand conventions of format, line quality, and lettering in architectural drafting.</p>	<p>A. Can the student use drafting tools in the prescribed manner?</p> <p>A. Can the student follow conventions of format, line quality, and lettering in his/her drafting projects?</p>	<ul style="list-style-type: none"> • The student will complete drafting assignments to demonstrate proficiency with drafting tools. • The student will complete drafting assignments to demonstrate adherence-drafting conventions.

***Curriculum Standard Five:* The student will understand the elements included in a formal set of architectural working drawings. The student will apply this understanding to the creation of a complete set of working drawings.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The student will understand what information needs to be communicated in the Site Plan.	A. Can the student produce a Site Plan that includes all required elements?	<ul style="list-style-type: none"> • The student will draw a standard Site Plan for a single story residence.
2. The student will understand what information needs to be communicated in the Foundation Plan.	A. Can the student produce a Foundation Plan that includes all required elements?	<ul style="list-style-type: none"> • The student will draw a standard Foundation Plan for a single story residence.
3. The student will understand what information needs to be communicated in the Floor Plan.	A. Can the student produce a Floor Plan that includes all required elements?	<ul style="list-style-type: none"> • The student will draw a standard Floor Plan for a single story residence.
4. The student will understand what information needs to be communicated in the Exterior Elevations.	A. Can the student produce Exterior Elevations that include all required elements?	<ul style="list-style-type: none"> • The student will draw standard Exterior Elevations for a single story residence.
5. The student will understand what information needs to be communicated in the Building Sections.	A. Can the student produce Building Sections that include all required elements?	<ul style="list-style-type: none"> • The student will draw standard Building Sections for a single story residence.

Curriculum Standard Six: The student will understand the basic concepts of house frame construction.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<ol style="list-style-type: none"> 1. The student will understand the function of the foundation in house construction. 2. The student will examine the flooring systems regularly used in residential construction. 3. The student will understand the conventions of frame wall construction and the function of the various elements of a frame wall. 4. The student will examine the roofing systems regularly used in residential construction. 	<ol style="list-style-type: none"> A. Can the student identify the parts of a standard house foundation and the function of each part? A. Can the student distinguish the unique advantages of both concrete slab and wood frame flooring systems? A. Can the student explain why wall openings are constructed in the manner that they are? A. Can the student distinguish the unique advantages of both framed roof and roof truss systems? 	<ul style="list-style-type: none"> • The student will label the parts of a pre-drawn foundation and describe the function of each part. • The student will describe situations wherein each flooring system would be the superior choice. • The student will draw a frame wall with openings for doors and windows and include all required support elements. • The student will discuss the advantages of framed and truss roof construction with regard to appearance, cost, and ease of installation.

***Curriculum Standard Seven:* The student will know the types of careers related to and utilizing architectural drafting skills and knowledge. The student will be aware of the training and preparation required to work in this field.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will be aware of the variety of careers related to architectural design.</p> <p>2. The student will identify the level of training and preparation required for entering various architectural professions.</p>	<p>A. Can the student describe the different jobs that architects, city planners, architectural model makers, detailers, and interior designers do?</p> <p>A. Can the student describe college and degree requirements for architects and related professions?</p>	<ul style="list-style-type: none"> • The student will compare various careers in the architectural field with regard to duties, pay, and working conditions. • The student will research and list degree requirements for entry-level positions.