CARROLL HIGH SCHOOL

Lesson Plan for Course entitled: NCCER MASONRY 2 Program:MASONRY

Teacher:COBB

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| Week: Week 3  Estimated Duration: 5 class period…400 min  **Overview: Students will be able to read and interpret construction drawings.**  *Alabama Course of Study:*  **CONTENT STANDARDS**  Learn how to read blueprints for a project. | **CCRS:**  **ANCHOR STANDARD #1:** Students should be able to summarize text & back up what they say with specific details from the text.  **ANCHOR STANDARD #2:** Identify main ideas and paraphrase/summarize into language that students understand  **ANCHOR STANDARD #3:** Read a text and discuss ideas about the content of the text and why the events unfolded or why the individuals interacted  **ANCHOR STANDARD # 7:** Use information shown in videos, articles, charts, graphs, words and power points to evaluate information and relate it to current lesson  **ANCHOR STANDARD # 10:** Read and paraphrase complex texts with minimal assistance from the teacher. | **OBJECTIVE(S):**   1. *Explain the organization of residential plans and drawings.* 2. *Interpret dimensions and scales on drawings.* 3. *Interpret information on drawings.* 4. *Estimate materials for plans.*   Background Preparation: Core, Masonry 1 |
| **MATERIALS/TECHNOLOGY/RESOURCES**   |  |  |  | | --- | --- | --- | | \_x\_\_Textbook | \_\_\_Lab | \_\_\_ Video/TV | | \_\_\_Workbook | \_\_\_Posters | \_x\_\_Multi-Media | | \_\_\_Speaker | \_x\_\_ Material |  | | \_x\_\_Internet | \_x\_\_ Computer | | | **Activities and Learning Experiences**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | ***Monday*** | ***Tuesday*** | ***Wednesday*** | ***Thursday*** | ***Friday*** | | **Beginning** | Introduce Module 28201-Residential Plans and Drawing Interpretation. | Review the information covered form previous lesson | Review the information covered form previous lesson | Review the information covered form previous lesson | Review the information covered form previous lesson | | **Middle** | Students will begin reading about the different parts of a drawing. | Continue reading about each part of a drawing in detail. | Students will learn about symbols on a drawing | Students will read about estimating materials form a blueprint | Students will be do review questions | | **End** | Students will be asked questions about the different parts of a blueprint. | Students will be asked about each part of a drawing | Students will identify different symbols | Students will estimate masonry materials for a block foundation from the plans. | Review questions will be turned in for a grade | | |
| **ESSENTIAL QUESTION(S):**  How has masonry changed over time? |  | |
| **VARIED ASSESSMENT(S)**   |  |  |  | | --- | --- | --- | | \_\_\_Homework | \_x\_\_Feedback  discussion | \_x\_\_ Class  Work | | \_x\_\_Teacher  Observation | \_\_\_\_ Test | \_\_\_Performance | |  | |

**Provisions for Individual Differences (Remediation/Accommodation):** The teacher will assist each student individually according to the student’s IEP. A complete CTIP is on file for each student with special needs. One-on-One Instruction is provided as needed for clarification and/or remediation.

**Codes**: **R**=Reading **W**=Writing **C**=Communication **SS**=Social Studies **M**=Math Skills **S**=Science **IR**=Interpersonal Relations Skills **CL**=Computer Literacy Skills **DM**=Decision Making **PS**=Problem Solving **CT**=Critical Thinking **IL**=Integration of Leadership **LD**=Learning Disorder **ES**=Employability Skills **MS**=Management Skills **WA**=Work Attitudes **TW**=Teamwork **L**=Listening