



# Regional Occupational Program

## Construction Trades 2026-2027

### COURSE DESCRIPTION

This course provides instruction and training for students interested in construction occupations. Students that achieve competency in this course will obtain entry-level skills in building maintenance and could obtain employment in the construction and repair field with residential and commercial complexes and residential refurbishing agencies. Students could also obtain entry-level positions with general and specific contractors. Instruction and practical experience include blueprint reading, basic plumbing, electrical, masonry and concrete, flooring, drywall, carpentry, and roofing. Students are introduced to hand and power tools used in construction and trained how to properly operate those tools in a safe manner.

#### Course Information

Course Length: 1 Year  
 Prerequisite: None  
 Course Level: Concentrator  
 UC: No  
 Articulated: No  
 Industry Cert.: No  
 Industry Sector: Building and Construction Trades  
 Pathway: Residential Commercial Construction  
 CALPADS: 7341

#### O\*Net SOC Codes

47 -2061 Construction Laborers  
 47-2152 Plumbers, Pipefitters and  
 Steamfitters  
 47-2141 Painters, Construction and  
 Maintenance

#### Legend

CTE - PS CTE Pathway Standards  
 CRP Career Ready Practices  
 CTE - AS CTE Anchor Standards  
 CCSS Common Core State Standards  
 ISTE International Society for Technology in  
 Education

*Includes updates from the 25/26 Construction Advisory  
[Advisory Minutes](#)*

## Construction Trades

### Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

### Big Six: Career Ready Essentials

1. Effective Communication	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> <li>a. <b>Demonstrate effective verbal communication and conflict resolution skills.</b></li> <li>b. <b>Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience.</b></li> <li>c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships.</li> <li>d. Describe the impact of ineffective communication on business relationships.</li> <li>e. Analyze the impact of vocabulary, body language, and tone on verbal communication.</li> <li>f. Demonstrate active listening skills.</li> <li>g. Accurately interpret industry-specific written communication.</li> <li>h. Model responsible and effective use of various communication technologies.</li> <li>i. Identify valid and reliable digital reference and resource materials.</li> <li>j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize.</li> <li>k. Identify and use appropriate communication and collaboration technologies.</li> <li>l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products.</li> </ol>		<u>1</u> <u>2</u> <u>11</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>1b,c</u> <u>2c</u> <u>3b,c</u> <u>5c</u> <u>6b,c,d</u>
2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> <li>a. <b>Demonstrate critical thinking skills for a variety of purposes and in different settings.</b></li> <li>b. <b>Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning.</b></li> </ol>		<u>2</u> <u>4</u> <u>5</u>	<u>2</u> <u>3</u> <u>4</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u>

<ul style="list-style-type: none"> <li>c. Discuss the importance of the critical thinking process to real-world applications.</li> <li>d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications.</li> <li>e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts.</li> <li>f. Apply divergent and convergent thinking to the development of an original idea or solution.</li> <li>g. Examine real-world limits to adopting ideas.</li> <li>h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept.</li> <li>i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.</li> <li>j. Evaluate evidence, arguments, claims, and beliefs to identify connections.</li> <li>k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation.</li> <li>l. Produce intellectual, informational, or material products that serve an authentic purpose.</li> <li>m. Work effectively and respectfully with those from diverse backgrounds or cultures.</li> <li>n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects.</li> </ul>		<u>7</u> <u>9</u> <u>10</u> <u>11</u>	<u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>5c,d</u> <u>6c</u> <u>7b,c,d</u>
<b>3. Leaders and Teams: Roles and Responsibilities</b>	<b>CTE – PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Determine the individual and team members' roles and responsibilities.</b></li> <li>b. <b>Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation).</b></li> <li>c. Explain the importance of technical, social, and communication skills to team success.</li> <li>d. Compare and contrast leadership styles and their effectiveness in various situations.</li> <li>e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members.</li> <li>f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative.</li> <li>g. Examine situations in which a follower becomes the leader.</li> <li>h. Describe twenty-first-century skills required across all occupations.</li> <li>i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making).</li> <li>j. Leverage social and cultural differences to increase innovation and quality of work.</li> </ul>		<u>7</u> <u>8</u> <u>9</u>	<u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>  <u>WS</u> <u>11-12.6</u>	<u>7a,c</u>
<b>4. Legal, Ethical, and Environmental Considerations</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate industry specific ethical and legal practices.</b></li> <li>b. <b>Identify eco-friendly industry specific practices and resources.</b></li> </ul>		<u>5</u> <u>7</u>	<u>3</u> <u>5</u>	<u>WS</u> <u>11-12.6</u>	<u>2a,b</u> <u>3a,b</u>

<ul style="list-style-type: none"> <li>c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations.</li> <li>d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation.</li> <li>e. Summarize the ethical and legal implications of workplace discrimination and harassment.</li> <li>f. Explain the concept of corporate citizenship.</li> <li>g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment.</li> <li>h. Analyze current environmental laws and regulations and their impact on industry.</li> <li>i. Compare and contrast both society's and industry's impact on the environment.</li> </ul>		<u>8</u> <u>12</u>	<u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>11-12.7</u>  <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>	<u>5c</u> <u>6c</u>
<b>5. Personal Growth and Career Planning</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate continued personal development and growth.</b></li> <li>b. <b>Develop and manage a personal growth and career plan.</b></li> <li>c. Explain the relationship between sound financial habits and financial security.</li> <li>d. Create and manage a personal financial plan.</li> <li>e. Demonstrate initiative in achieving personal and professional goals.</li> <li>f. Apply time management strategies to meet deadlines.</li> <li>g. Demonstrate a growth mindset through flexibility and a positive attitude.</li> <li>h. Select and demonstrate appropriate job-search and retention techniques.</li> <li>i. Demonstrate strategies to prepare for employment.</li> <li>j. Demonstrate interpersonal skills appropriate for the workplace.</li> <li>k. Elaborate on the importance of perseverance to personal and professional success.</li> <li>l. Discover personal career interests, aptitudes, and skills.</li> </ul>		<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>6</u>	<u>2</u> <u>3</u> <u>4</u> <u>7</u> <u>8</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>  <u>WS</u> <u>11-12.6</u>	<u>1a</u> <u>3a,c</u> <u>4d</u> <u>6a,d</u> <u>7b</u>
<b>6. Workplace Safety and Personal Wellness</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate proper industry specific safe work practices to prevent injury or illness.</b></li> <li>b. <b>Assess the potential impact of goal setting on personal and professional success.</b></li> <li>c. Describe the role of security and emergency procedures in workplace safety.</li> <li>d. Describe the effect of preventative measures on emergencies in the workplace.</li> <li>e. Identify and describe the causes, prevention, and treatment of common accidents.</li> <li>f. Identify local, state, and federal agencies that regulate workplace safety.</li> <li>g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA).</li> <li>h. Discuss the basics of system operations.</li> <li>i. Demonstrate the proper use of personal protective equipment (PPE).</li> <li>j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS).</li> <li>k. Identify hazardous materials and chemicals.</li> <li>l. Demonstrate proper procedures to respond to work-related accidents and injuries.</li> </ul>		<u>2</u> <u>5</u> <u>6</u> <u>8</u> <u>12</u>	<u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>  <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>	<u>1a,d</u> <u>2a,d</u> <u>5b</u>

<p>m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries.</p> <p>n. Demonstrate cyber ethics, cyber safety, and cybersecurity.</p> <p>o. Assess the potential impact of preventative physical and mental health measures on workplace safety.</p>					
Construction Trades Units of Instruction					
7. Tools and Equipment	CTE- PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Identify and describe tools and equipment and demonstrate their safe and proper operation.</p> <p>b. Identify and describe hand and power tools such as pneumatic, electrical, and cordless.</p> <p>c. Demonstrate safe and proper operation of hand and power tools such as pneumatic, electrical, and cordless.</p> <p>d. Identify and describe the proper care, maintenance, storage and transportation of hand and power tools.</p>	<p><a href="#">D4.1</a></p> <p><a href="#">D4.2</a></p> <p><a href="#">D5.10</a></p> <p><a href="#">D6.6</a></p>	<p><u>1</u></p> <p><u>2</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>11</u></p>	<p><a href="#">LS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.6</a></p>	
8. Measurement and Layout	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate proper measurement and calculations used in construction and building repair.</p> <p>b. Calculate the area of geometric shapes.</p> <p>c. Demonstrate how to calculate board feet.</p> <p>d. Describe and demonstrate linear measurement.</p> <p>e. Identify and describe grades of lumber.</p> <p>f. Develop and demonstrate pattern construction.</p> <p>g. Defend and demonstrate material conservation.</p> <p>h. Identify and describe standard architectural and electrical symbols.</p> <p>i. Demonstrate proper blueprint reading skills.</p> <p>j. Describe site layout and excavation.</p>	<p><a href="#">D2.0</a></p> <p><a href="#">D2.1</a></p> <p><a href="#">D2.3</a></p> <p><a href="#">D3.0</a></p> <p><a href="#">D3.1</a></p> <p><a href="#">D3.2</a></p> <p><a href="#">D3.3</a></p> <p><a href="#">D3.4</a></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>8</u></p>	<p><u>2</u></p> <p><u>5</u></p> <p><u>8</u></p> <p><u>11</u></p>	<p><a href="#">LS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.6</a></p> <p><a href="#">11-12.1d</a></p> <p><a href="#">WS</a></p> <p><a href="#">11-12.7</a></p> <p><a href="#">SLS</a></p> <p><a href="#">11-12.d</a></p>	
9. Building Materials	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Identify and describe various construction materials and their proper use.</p> <p>b. Compare and classify materials such as woods, composition materials, drywall, roofing materials, flooring materials, glass plastic laminates and sheet metal.</p> <p>c. Identify and describe permissible uses of the materials listed.</p> <p>d. Identify and defend code restrictions related to the materials listed.</p> <p>e. Demonstrate safe cutting techniques for the materials listed.</p> <p>f. Identify and describe proper moving and storage of the materials listed.</p>	<p><a href="#">D4.7</a></p> <p><a href="#">D6.16</a></p> <p><a href="#">D7.1</a></p> <p><a href="#">D7.6</a></p> <p><a href="#">D9.2</a></p> <p><a href="#">D10.1</a></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>8</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>8</u></p> <p><u>11</u></p>	<p><a href="#">LS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.6</a></p> <p><a href="#">11-12.1d</a></p> <p><a href="#">SLS</a></p> <p><a href="#">11-12.d</a></p>	

10. Estimating Construction Costs	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Demonstrate competency in estimating construction costs including materials, labor and building permits</b></li> <li>b. Calculate material cost for a project including shipping and delivery.</li> <li>c. Identify and review local labor costs and contracts.</li> <li>d. Calculate labor costs for a project.</li> <li>e. Describe the process for obtaining a building permit and how inspections relate to the building process.</li> <li>f. Identify and describe consumer protection related to the construction industry.</li> </ul>	<a href="#">D2.3</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">4</a> <a href="#">5</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">4</a> <a href="#">5</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.6</a> <a href="#">11-12.7</a>	
11. Building Codes	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Accurately describe local building codes.</b></li> <li>b. Identify and critique local construction codes.</li> <li>c. Identify and describe electrical codes.</li> <li>d. Identify and list plumbing codes.</li> <li>e. Assess methods of construction.</li> </ul>	<a href="#">D5.0</a> <a href="#">D5.5</a> <a href="#">D5.7</a> <a href="#">D10.7</a> <a href="#">D11.3</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	
12. Foundation and Framing	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Describe aspects of foundation and framing and demonstrate competency in their use.</b></li> <li>b. Integrate and use footings, foundations and floors for a given project.</li> <li>c. Compare and use girders and columns for a given project.</li> <li>d. Provide and use wall framing, bracing, sills, plates, floor joints, bridging and sub floors for a given project.</li> </ul>	<a href="#">D5.0</a> <a href="#">D5.6</a> <a href="#">D6.1</a> <a href="#">D6.2</a> <a href="#">D6.3</a> <a href="#">D6.4</a> <a href="#">D6.5</a> <a href="#">D6.8</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">9</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">9</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>  <a href="#">SLS</a> <a href="#">11-12.1b</a>	
13. Roofing	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Identify roofing procedures and utilize roofing materials.</b></li> <li>b. Identify and describe current roofing materials available.</li> <li>c. List and describe procedures to remove existing roofing materials.</li> <li>d. Interpret code mandated upgrades for existing sub structures.</li> <li>e. Install roofing materials while practicing safety procedures.</li> </ul>	<a href="#">D5.7</a> <a href="#">D6.15</a> <a href="#">D6.16</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.6</a>	
14. Electrical Wiring	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Identify and describe wiring techniques and materials.</b></li> <li>b. Compare and contrast simple and complex circuits.</li> <li>c. Demonstrate competency with electrical testing equipment.</li> </ul>	<a href="#">D3.4</a> <a href="#">D11.1</a> <a href="#">D11.4</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	

<ul style="list-style-type: none"> <li>d. Critique and demonstrate replacement techniques for items such as outlets, switches, sockets, fixtures, and other components.</li> <li>e. Demonstrate competency in supplementing existing circuits with additional circuits.</li> <li>f. Compare and demonstrate installations techniques for electrical appliances.</li> <li>g. Describe and demonstrate installation of new wiring and other electrical materials.</li> </ul>	<a href="#">D11.9</a> <a href="#">D11.10</a>		<a href="#">11</a>		
<b>15. Drywall Utilization</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Determine appropriate drywall use and installation procedures.</b></li> <li>b. Identify appropriate uses of drywall.</li> <li>c. Compare and contrast drywall and plaster.</li> <li>d. Practice safe cutting techniques for drywall.</li> <li>e. Install drywall in various locations.</li> </ul>	<a href="#">D7.1</a> <a href="#">D7.2</a> <a href="#">D7.3</a> <a href="#">D7.4</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	
<b>16. Flooring</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Integrate safe removal and installation techniques for flooring such as ceramic, asphalt, tile, hardwoods, linoleum, and carpet.</b></li> <li>b. Apply safe removal techniques of existing flooring such as ceramic, asphalt, tile, hardwoods, linoleum, and carpet.</li> <li>c. Identify and use safe installation techniques on flooring such as ceramic, asphalt, tile, hardwoods, linoleum, and carpet.</li> </ul>	<a href="#">D7.6</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	
<b>17. Paints and Finishes</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Identify assorted paints and finishes and properly apply them.</b></li> <li>b. Compare and contrast types of finish and paint preparation.</li> <li>c. Identify proper masking techniques.</li> <li>d. Analyze and use painting and finishing methods such as brush, roller, spray gun and color.</li> <li>e. Describe proper disposal and clean-up procedures for paint and finish related materials.</li> </ul>	<a href="#">D7.0</a> <a href="#">D7.1</a> <a href="#">D7.5</a> <a href="#">D8.0</a> <a href="#">D8.4</a> <a href="#">D8.5</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">12</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	
<b>18. Heating and Air Conditioning</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Identify major components of a heating ventilation air conditioning (HVAC) system.</b></li> <li>b. Differentiate the purpose of the major components of a heating ventilation air conditioning (HVAC) system.</li> <li>c. Correctly evaluate the operation of blower motors and thermostatic controls.</li> <li>d. Diagnose simple HVAC component malfunction.</li> <li>e. Determine safe and correct HVAC component repair and replacement procedures.</li> </ul>		<a href="#">1</a> <a href="#">2</a> <a href="#">5</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>	

19. Plumbing	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. Utilize elements of plumbing to develop ability in the trade.</li> <li>b. Compare and contrast pressurized and non-pressurized liquid flow.</li> <li>c. Assess assorted plumbing materials such as copper, galvanized and PVC.</li> <li>d. Apply safe and proper installation techniques for natural gas appliances.</li> <li>e. Differentiate assorted faucet types, toilet types, sink and tub types and related installations and repairs.</li> <li>f. Implement safe and proper drain cleaning techniques.</li> </ul>	<a href="#">D10.1</a> <a href="#">D10.2</a> <a href="#">D10.3</a> <a href="#">D10.4</a> <a href="#">D10.5</a> <a href="#">D10.9</a>	<u>1</u> <u>2</u> <u>5</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>	
20. Glazing	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. Integrate safe removal and installation techniques for windows and glass.</li> <li>b. Demonstrate proper measurement and trimming of glass.</li> <li>c. Demonstrate proper caulking and molding techniques.</li> </ul>	<a href="#">D8.7</a> <a href="#">D8.8</a>	<u>1</u> <u>2</u> <u>5</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	
21. Insulation	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. Demonstrate safe and proper applications of insulating techniques.</li> <li>b. Utilize proper installation techniques for rolled and blown insulation.</li> <li>c. Apply safe and proper installation techniques for door and window insulation.</li> <li>d. Practice air-tight door hanging.</li> </ul>	<a href="#">D8.7</a> <a href="#">D8.8</a> <a href="#">D8.10</a>	<u>1</u> <u>2</u> <u>5</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	
22. Masonry	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. Identify and utilize major segments of the masonry trade.</li> <li>b. Mix and use concrete.</li> <li>c. Mix and apply grouting.</li> <li>d. Describe and demonstrate safe and proper replacement and repair of concrete slabs framing and finishing.</li> <li>e. Describe and demonstrate safe and proper repair of drywall and plaster walls.</li> </ul>	<a href="#">D5.9</a> <a href="#">D5.10</a>	<u>1</u> <u>2</u> <u>5</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	

## Standards Alignment

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

### Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

## 5CTE Anchor Standards—Common Core English Language Arts Alignment

### *Anchor Standard 1: Academics*

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

### *Anchor Standard 2: Communications*

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

### *Anchor Standard 3: Career Planning and Management*

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

### *Anchor Standard 4: Technology*

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

### *Anchor Standard 5: Problem Solving and Critical Thinking*

Writing Standard: 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, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

### *Anchor Standard 6: Health and Safety*

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

### *Anchor Standard 7: Responsibility and Flexibility*

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

### *Anchor Standard 8: Ethics and Legal Responsibilities*

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

### *Anchor Standard 9: Leadership and Teamwork*

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

### *Anchor Standard 10: Technical Knowledge and Skills*

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

### *Anchor Standard 11: Demonstration and Application*

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

## CTE Model Curriculum Standards—Industry Sectors and Pathways

### **BCT: Building and Construction Trades**

#### ***D. Residential and Commercial Construction Pathway***

- D2.0 *Apply the appropriate mathematical calculations used in the construction trades.*
- D2.1 *Apply formulas to determine area, volume, lineal, board, and square feet.*
- D2.3 *Estimate the materials needed to complete a specific task.*
- D3.0 *Interpret and apply information from technical drawings, schedules, and specifications used in the construction trades.*
- D3.1 *Identify the elements used in technical drawings, including types of lines, symbols, details, and views.*
- D3.2 *Identify and interpret the elements of technical drawings, including plan, elevation, section, and detail views.*
- D3.3 *Interpret technical drawings specifications.*
- D3.4 *Identify plumbing, electrical, and mechanical symbols and other abbreviations used in construction drawings.*
- D4.1 *Use leveling devices to check for elevation, level, and plumb.*
- D4.2 *Demonstrate how to establish grades using survey instruments.*
- D4.7 *Identify types of backfill materials and how they are used.*
- D5.0 *Demonstrate foundation layout techniques to include setting forms, placing reinforcements, and placing concrete according to construction drawings, specifications, and building codes.*
- D5.5 *Lay out location for reinforcements, expansion joints, openings, and embedded items based on construction drawings, specifications, and building codes.*
- D5.6 *Construct, place, and brace forms for concrete as detailed in construction drawings for footings, slab, and raised floors.*
- D5.7 *Place and secure reinforcement as detailed by construction drawings, building codes, and industry standards.*
- D5.9 *Demonstrate proper removal and care of concrete forms.*
- D5.10 *Use appropriate tools and techniques for placing, compacting, screeding, and finishing consolidating concrete in slabs and footings.*
- D6.1 *Properly place a moisture barrier and pest control guard on a foundation.*
- D6.2 *Attach a sill plate at top of concrete foundation.*
- D6.3 *Lay out, cut, and install joist supports, rim joists, and floor joists as specified on construction plans.*
- D6.4 *Install a subfloor.*
- D6.5 *Demonstrate wall and plate layout, including rough openings.*
- D6.6 *Measure, cut, and assemble wall components using appropriate tools and fasteners.*
- D6.8 *Stand, square, plumb, and brace walls.*
- D6.15 *Apply roof sheathing and install appropriate flashings.*
- D6.16 *Understand different roofing materials and methods of application.*
- D7.0 *Demonstrate proper installation techniques of interior finish materials and protective finishes.*
- D7.1 *Identify types and uses of wall finishing materials.*
- D7.2 *Cut, fit, and install gypsum wallboard onto a framed wall using appropriate fasteners.*

- D7.3 Describe the finishes and textures for gypsum wallboard.
- D7.4 Properly prepare walls to receive protective finishes.
- D7.5 Apply finishes according to specifications and industry standards.
- D7.6 Identify types and application of finish flooring materials.
- D8.0 Demonstrate the application of exterior finish materials and protective finishes in building construction.
- D8.4 Demonstrate preparation techniques for applying exterior paint and stain.
- D8.5 Apply exterior paint and stain according to specifications.
- D8.7 Install pre-hung windows and doors using appropriate flashing and trim.
- D8.8 Caulk and seal joints to prevent air and moisture infiltration and increase energy efficiency.
- D8.10 Install various types of floor, wall, and ceiling thermal insulation.
- D9.2 Identify materials used in building construction to increase energy efficiency and sustainability.
- D10.1 Demonstrate techniques for cutting, deburring, and joining metallic and nonmetallic water piping.
- D10.2 Lay out and install hot and cold water piping to fixture locations as indicated on the construction documents.
- D10.3 Perform pressure test of an installed piping system.
- D10.4 Install fastened in-place fixture valves and shut-off valves as indicated on construction drawings.
- D10.5 Install and secure proper drainage piping to fixture locations.
- D10.7 Install traps and vents as indicated by construction drawings, specifications, and government codes.
- D10.9 Install plumbing fixtures.
- D11.1 Determine whether or not an electrical circuit is "live."
- D11.3 Lay out components to the tolerances indicated on the construction drawings, specifications, and government codes.
- D11.4 Install typical devices, junction boxes, and panels.
- D11.9 Demonstrate grounding techniques for all electrical boxes, cabinets, and enclosures.
- D11.10 Terminate electrical connections to receptacles, switches, lighting fixtures, large appliances, and other devices.

## ISTE Standards for Students

**1. Empowered Learner-** *Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.*

*a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.*

*b) Students build networks and customize their learning environments in ways that support the learning process.*

*c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways*

*d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.*

**2. Digital Citizen-** *Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.*

*a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.*

*b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.*

*c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.*

*d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.*

**3. Knowledge Constructor-** *Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.*

*a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.*

*b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.*

*c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.*

*d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.*

**4. Innovative Designer-** *Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.*

*a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.*

*b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.*

*c) Students develop, test, and refine prototypes as part of a cyclical design process.*

*d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.*

**5. Computational Thinker-** *Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.*

*a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.*

*b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.*

*c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.*

*d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.*

**6. Creative Communicator-** *Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.*

*a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.*

*b) Students create original works or responsibly repurpose or remix digital resources into new creations.*

*c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.*

*d) Students publish or present content that customizes the message and medium for their intended audiences.*

**7. Global Collaborator-** *Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.*

*a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.*

*b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.*

*c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.*

*d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.*