LESSON PLAN 20

**DYSART UNIFIED - CTE 2013-2014**

COURSE: **Architectural Design Drafting**

PROGRAM: **Signature Architecture Program**

TEACHER(S): **Scott Thomas, M.Ed., MCCTE, CD**

CURRICULUM UNIT/TITLE: Introduction to Architectural Design Drafting

LESSON TITLE: Roof Plan Components (SDS/2 and Softplan CAD software) (Math/Geometry)

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| **STANDARDS AND OBJECTIVES** |
| CTE PROGRAM STANDARD - MEASUREMENT CRITERIA | 8.3 Draft a roof plan |
| COMMON CORE STANDARDS | 1. CCSS.Math.Practice.MP1

Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.1. CCSS.Math.Practice.MP2

Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.1. CCSS.Math.Practice.MP3

Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.1. CCSS.Math.Practice.MP4

Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts, and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.1. CCSS.Math.Practice.MP5

Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. |
| OBJECTIVES | Lesson 20 - Roof Plan Components (SDS/2 and Softplan CAD software) (Math/Geometry)Time Estimate: to be determined by student needs.Lesson Objectives• Articulate the need to consider roof design long before the roof plan is drawn.• Contrast (in Writing) between the functions of a roof plan and a roof framing plan, and be able to cite the basic elements of each. (CCSS.ELA WHST.11-12.4)• Define (in Writing) roof pitch and know how to look up or calculate the equivalent angle measurement. (CCSS.ELA RST.11-12.4)• Cite (in Writing) when flat roofs are used and why, and know the capacity of diverters and parapets. (CCSS.ELA RST.11-12.4)• Describe (in Writing) the configuration of shed, gable, A-frame, gambrel, hip, Dutch-hip, and mansard roofs. (CCSS.ELA RST.11-12.4)• Define (in Writing) a dormer. (CCSS.ELA RST.11-12.4)• Cite (in Writing) the factors that influence the selection of roofing materials.• Explain the meaning of a roofer’s square equaling 100 sq. ft. (Applied Math)• Describe (in Writing) built-up roofing composition and applications.• Compare contrast shingles, tile, and metal plane. (CCSS.ELA RST.11-12.4)• Describe basic construction materials; cite relative economies, and their durability.• Describe (in Writing) basic weights, appropriate slopes, and underlayment.• Design and draft a roof framing plan(s) with SDS/2. (CCSS.G-MG.3) |
| CHECKLIST OF ESSENTIAL CONTENT -IDEAS TO BE COVERED: (Lesson summary) | • Articulate the need to consider roof design long before the roof plan is drawn. (CCSS.ELA RST.11-12.4)• Contrast (in Writing) between the functions of a roof plan and a roof framing plan, and be able to cite the basic elements of each. (CCSS.ELA RST.11-12.4)• Define (in Writing) roof pitch and know how to look up or calculate the equivalent angle measurement. (Applied Math)• Cite (in Writing) when flat roofs are used and why, and know the capacity of diverters and parapets. (CCSS.ELA RST.11-12.4)• Describe (in Writing) the configuration of shed, gable, A-frame, gambrel, hip, Dutch-hip, and mansard roofs. (CCSS.ELA RST.11-12.4)• Define (in Writing) a dormer. (CCSS.ELA RST.11-12.4)• Cite (in Writing) the factors that influence the selection of roofing materials.• Explain the meaning of a roofer’s square equaling 100 sq. ft. (Applied Math)• Describe (in Writing) built-up roofing composition and applications.• Compare contrast shingles, tile, and metal plane. (CCSS.ELA RST.11-12.4)• Describe basic construction materials; cite relative economies, and their durability.• Describe (in Writing) basic weights, appropriate slopes, and underlayment.• Design and draft a roof framing plan(s) with SDS/2. (CCSS.G-MG.3) |

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| **LESSON CONTENT**  |
| BELL WORK | None… |
| KEY VOCABULARY | Trusses, rafters, fascia board, board, blocking, shingles, Spanish-style, roof sheathing, etc. |
| TEACHER ACTIONS/ACTIVITIES: (include instructions with all resources) | STUDENT ACTIONS/ACTIVITIES:(include instructions with all resources) |
| Lecture, Demonstration, Small Group Instruction, Individual Instruction**Architecture: Residential Drafting and Design** by Wm. Scott Thomas, M.Ed., MCCTE, CD, 11th Edition, Goodheart-Willcox Publisher, Inc. | Sketches, Working Drawings, Hands-On Projects related to subject matter**Architecture: Residential Drafting and Design** by Wm. Scott Thomas, M.Ed., MCCTE, CD, 11th Edition, Goodheart-Willcox Publisher, Inc. |

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| ALIGNED COMMON CORE ACTIVITY(include instructions with all resources) | All aligned common core activities will vary in scope and complexity depending upon the needs of individual students. Instructions and resources for all assignments can and will vary also because of the needs of individual students. |
| CHECK FOR UNDERSTANDING - ASSESSMENT | Sketches, working drawings, tests, and quizzes**“Assignment 1 / Project 1” to be used for Lesson Plans 2–30.… This is a long-term architectural assignment/assessment.** |
| CLOSURE ACTIVITY | Detailed Review of Lesson Materials and Subject Matter |

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| **LESSON RESOURCES** |
| BOOKS/TEXTSSUPPLEMENTALSRESOURCES | **Architecture: Residential Drafting and Design** by Wm. Scott Thomas, M.Ed., MCCTE, CD, 11th Edition, Goodheart-Willcox Publisher, Inc. |
| HANDOUTSACTIVITIESINSTRUCTIONSRUBRICS | * Architectural sketches per subject matter
* CAD design drawings
* Manual technical sketching
* AIA / IRC / UBC
* Roof framing plan
* Roof drainage plan
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| SUPPLIES NEEDED | CAD stations, paper, fountain pen/pencil |
| NOTES | The aligned common core activities will vary in scope and complexity, based upon the individual needs of students. This includes the instructions per assignment and all resources needed to complete these assignments.Assignments will vary in scope and complexity depending upon the needs of individual students.The length of this lesson can and will vary depending upon student needs. |