



## **Understandings**

Students will understand that:

Detailed planning, documentation, and management of a project are essential to its success.

People work in teams to produce solutions to complex problems.

A legal description of property is used to identify real estate in a legal transaction and can be found in a deed, mortgage, plat or other purchase documents.

The selection of a site and the project being planned are interrelated. A site should be thoroughly researched to determine whether it is compatible with the project.

Legal, physical, and financial conditions as well as the needs of the surrounding community should be taken into consideration when determining the viability of a project.

## **Knowledge and Skills**

**Knowledge:** Students will:

Identify the criteria for commercial property/project viability.

**Skills:** Students will:

Work individually and in groups to produce a solution to a team project.

Research codes, zoning ordinances and regulations to determine the applicable requirements for a project.

Identify the boundaries of a property based on its legal description.

Perform research and visit a site to gather information pertinent to the viability of a project on the site.

Identify the criteria and constraints and gather information to promote viable decisions regarding the development of a project solution.

Create an architectural program, a project organization chart and a Gantt chart and hold project progress meetings to help manage the team project.

Communicate ideas while developing a project using various drawing methods, sketches, graphics, or other media collected and documented.

Investigate the legal, physical, and financial requirements of a project and consider the needs of the community to determine project viability.

Apply current common practices utilized in Civil Engineering and Architecture to develop a viable project solution.

Develop an understanding of how software is used as a tool to aid in the solution and then the communication of a project.

Read and interpret drawings related to the design and construction of a building project.

## AGENDA / ACTIVITIES / INSTRUCTIONAL PROCEDURES:

### Teacher Activity (Introduction to New Material)

The teacher will:

- Review the Learning Objectives and Essential Questions for the lesson (at the beginning and throughout).
- Lead a class discussion about the Learning Objectives and Essential Questions for the lesson.
- Provide an overview of assignments that will be worked on throughout the lesson.
- Demonstrate expectations / skills.
- Provide instructions for *Problem 4.1.1 Commercial Building Design Problem*.
- Review and provide access to the *Problem 4.1.1 Commercial Building Design Problem Rubric*.
- Review and provide access to the *Commercial Design Problem Examples*.
- Lead a class discussion via the teacher-led PowerPoint presentation called "Teamwork".
- Provide instructions for *Activity 4.1.2 Team Building*.
- Provide instructions for *Activity 4.1.2A Team Role Descriptions*.
- Review and provide access to the *Commercial Building Project Portfolio*.
- Lead a class discussion via the teacher-led PowerPoint presentation called "Legal Descriptions".
- Provide instructions for *Activity 4.1.3 Property Description*.
- Review and provide access to the *Supplement Activity 4.1.4 Exemplar*.
- Provide instructions for *Activity 4.1.4 Site Discovery*.
- Provide instructions for *Activity 4.1.4A Site Discovery Checklist*.
- Provide instructions for *Activity 4.1.5 Site Visit*.
- Provide instructions for *Activity 4.1.5A Site Visit Checklist*.
- Lead a class discussion via the teacher-led PowerPoint presentation called



## ASSESSMENTS:

Checks for Understanding (Formative and/or Summative):

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|--------------------------------------------------------------------------|------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Bell Ringer(s)                       | <input checked="" type="checkbox"/> Peer Evaluation / Reflection |
| <input checked="" type="checkbox"/> Check Class Assignment(s) / Homework | <input type="checkbox"/> Performance-Based (Skills) Assessment   |
| <input checked="" type="checkbox"/> Class Participation                  | <input checked="" type="checkbox"/> Project / Presentation       |
| <input type="checkbox"/> Group Activity                                  | <input checked="" type="checkbox"/> Student Reflection           |
| <input checked="" type="checkbox"/> Hands On / Lab Activity              | <input checked="" type="checkbox"/> Teacher Observation          |
| <input checked="" type="checkbox"/> Independent Practice                 | <input checked="" type="checkbox"/> Test / Quiz                  |
| <input type="checkbox"/> Interview                                       | <input type="checkbox"/> Other:                                  |
| <input checked="" type="checkbox"/> Oral Responses                       |                                                                  |

## TEACHER REFLECTION / ADDITIONAL NOTES:

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