

Unit 7 Roof Installation Advanced

Content Area: **Industrial Technology**
Course(s): **Construction Technology II**
Time Period: **2 marking periods**
Length: **Weeks**
Status: **Published**

Unit Overview

Students will be building a shed roofing system.

Transfer

Students will be able to independently use their learning to...

-Build their own shed or install roofing systems on a home.

Pursue a Career in Roofing Applications.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Student can apply the skills they have acquired to build their own shed or install or repair roofing system in a Career.

Understandings

Students will understand that...

- The roof framing system is critical to support the weight of the roof and loads.
- The roofing system is important to keep moisture out of a residence or building.

Essential Questions

Students will keep considering...

Why is it important to select the proper materials when constructing a Roofing System?

How can I keep moisture out of a residence or building to prevent damage?

Application of Knowledge and Skill

SWBAT construct a roof framing system and install it correctly on a shed.

SWBAT apply a three tab roof shingle system in the correct method to prevent water damage.

Students will know...

Students will know...

The various types of framed roofing systems that are applied in the Construction Industry.

The proper methods of installation of water barriers that are applied in the Construction Industry.

Students will be skilled at...

Students will be skilled at...

The framing methods in Construction of Roofing Systems.

The installation of a roof rafter system with roof sheathing.

The installation of a three tab roof shingle system.

Academic Vocabulary

Bird's Mouth, Vapor Barrier, Moisture Barrier, Rise.

Learning Goal 1

Roof Framing and Installation Techniques.

9.3.12.AC.1	Use vocabulary, symbols and formulas common to architecture and construction.
9.3.12.AC.2	Use architecture and construction skills to create and manage a project.
9.3.12.AC.3	Comply with regulations and applicable codes to establish and manage a legal and safe workplace.
9.3.12.AC.4	Evaluate the nature and scope of the Architecture & Construction Career Cluster and the role of architecture and construction in society and the economy.
9.3.12.AC.5	Describe the roles, responsibilities, and relationships found in the architecture and construction trades and professions, including labor/management relationships.
9.3.12.AC.6	Read, interpret and use technical drawings, documents and specifications to plan a project.
9.3.12.AC.7	Describe career opportunities and means to achieve those opportunities in each of the Architecture & Construction Career Pathways.
9.3.12.AC-CST.2	Describe the approval procedures required for successful completion of a construction project.
9.3.12.AC-CST.3	Implement testing and inspection procedures to ensure successful completion of a construction project.
9.3.12.AC-CST.4	Apply scheduling practices to ensure the successful completion of a construction project.
9.3.12.AC-CST.8	Demonstrate the construction crafts required for each phase of a construction project.
9.3.12.AC-CST.9	Safely use and maintain appropriate tools, machinery, equipment and resources to accomplish construction project goals.
9.3.12.AC-DES.4	Apply building codes, laws and rules in the project design.
9.3.12.AC-DES.6	Apply the techniques and skills of modern drafting, design, engineering and construction to projects.
9.3.12.AC-MO.3	Apply construction skills when repairing, restoring or renovating existing buildings.

Target 1

SWBAT identify and describe the different type of roof framing systems.

Target 2

SWBAT to install stick built framing system with roof sheathing.

Learning Goal 2

Roof Shingles Installation.

9.3.12.AC.2	Use architecture and construction skills to create and manage a project.
9.3.12.AC.3	Comply with regulations and applicable codes to establish and manage a legal and safe workplace.
9.3.12.AC.4	Evaluate the nature and scope of the Architecture & Construction Career Cluster and the role of architecture and construction in society and the economy.
9.3.12.AC.5	Describe the roles, responsibilities, and relationships found in the architecture and construction trades and professions, including labor/management relationships.
9.3.12.AC.6	Read, interpret and use technical drawings, documents and specifications to plan a project.
9.3.12.AC.7	Describe career opportunities and means to achieve those opportunities in each of the Architecture & Construction Career Pathways.
9.3.12.AC-CST.2	Describe the approval procedures required for successful completion of a construction project.
9.3.12.AC-CST.3	Implement testing and inspection procedures to ensure successful completion of a construction project.
9.3.12.AC-CST.4	Apply scheduling practices to ensure the successful completion of a construction project.
9.3.12.AC-CST.5	Apply practices and procedures required to maintain jobsite safety.
9.3.12.AC-CST.8	Demonstrate the construction crafts required for each phase of a construction project.
9.3.12.AC-CST.9	Safely use and maintain appropriate tools, machinery, equipment and resources to accomplish construction project goals.
9.3.12.AC-DES.4	Apply building codes, laws and rules in the project design.
9.3.12.AC-MO.1	Recognize and employ universal construction signs and symbols to function safely in the workplace.

Target 1

SWBAT Identify and describe the methods for installing roofing shingles or rolled roofing.

Target 2

SWBAT install three tab shingles roof on shed project.

Learning Goal 3

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

Target 1

Target 2

Target 3

Formative Assessment and Performance Opportunities

Students will be graded on Construction Techniques and Aesthetics of shed by observation of the instructor.

Students will be graded daily on Shed Roof Framing by instructor observation in a weekly work grade sheet.

Students will be graded daily on Shed Roof Shingling by instructor observation in a weekly work grade sheet.

Summative Assessment

Students will be graded on written tests in Google Classroom on Roof Framing Identification.

Students will be graded on written tests in Google Classroom on 3 tab shingle installation Identification.

Accommodations/Modifications

Students with Accommodations/Modifications can have other students that have completed the task assist them in roof framing.

Students with Accommodations/Modifications that have failed the test may retake the test or retake the test with the aid of a Special Needs Teacher.

Unit Resources

Online Shed Plans.

Online Youtube videos related to Roof Framing.

Online Youtube videos related to Roof Shingle Installation.

Online tests posted in Google Classroom.

21st Century Life and Careers

Select all applicable standards from the applicable standards

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.

Interdisciplinary Connections

MA.K-12.1	<p>Make sense of problems and persevere in solving them.</p> <p>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.</p>
MA.K-12.2	<p>Reason abstractly and quantitatively.</p> <p>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.</p>
MA.K-12.3	<p>Construct viable arguments and critique the reasoning of others.</p> <p>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.</p>

SCI.HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
SCI.HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
SCI.HS-ETS1-4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
SCI.HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
SCI.HS-ETS1	Engineering Design
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.