

Learning Goals and Scales  
2015-2016

Unit: Architectural Floor Plans

Learning Goals:

In this unit:

1. *Students will be able to use CAD to plan/draw a house floor plan as per the rules for planning an efficient and functional architecture home.*
2. *Students will be able to use Cad to plan/draw efficient/functional kitchen and bathroom plans as per the rules of efficient and functional architectural design.*

### Rigorous Learning Goal/Scale 1

<b>Course:</b>	<b>Architectural Engineering – Floor Plans</b>
<b>Score 4</b>  Additional Success with the complex content and concepts—inferences, novel applications	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <li>• <i>Student demonstrates knowledge/skills with CAD and can use the learned rules/techniques to plan other homes and can plan with the final construction/roof plan in mind.</i></li> </ul> <p><b>Student makes no major errors or omissions regarding the score 4 content</b></p>
<b>Score 3</b>  Mastery of complex content and concepts of learning goal	<b>TARGET LEARNING GOAL: The student will</b> <ul style="list-style-type: none"> <li>• <i>be able to use CAD to plan/draw a house floor plan as per the rules for planning an efficient and functional architecture home.</i></li> </ul> <p><b>Student makes no major errors or omissions regarding the score 3 content</b></p>
<b>Score 2</b>  Success with simpler content—vocabulary, foundational skills	<b>The student will recognize or recall specific vocabulary or basic content, such as:</b> <ul style="list-style-type: none"> <li>• <i>exterior walls, interior walls, load bearing walls, room descriptions, work triangle, traffic flow, efficient/functional, open living...</i></li> </ul> <p><b>student will perform basic skills or process, such as:</b></p> <ul style="list-style-type: none"> <li>• <b>Drawing symbols for walls, windows, doors and appliances</b></li> <li>• <b>Layout of rooms as per rules</b></li> </ul> <p><b>Student makes no major errors or omissions regarding the score 2 content</b></p>
<b>Score 1</b>  Partial success with help	<b>With help, student achieves partial success at score 2 content and/or score 3 content</b>
<b>Score 0</b>  No success even with help	<b>Even with help, no success</b>

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## Rigorous Learning Goal/Scale 2

<b>Course:</b>	<b>Architectural Engineering – Floor Plans</b>
<b>Score 4</b>  Additional Success with the complex content and concepts—inferences, novel applications	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <li>• <i>Student is able to prepare kitchen and bath layouts in other floorplans as per the rules and needs of the family. Student can explain their design ideas and/or help others to create good designs.</i></li> </ul> <b>Student makes no major errors or omissions regarding the score 4 content</b>
<b>Score 3</b>  Mastery of complex content and concepts of learning goal	<b>TARGET LEARNING GOAL: The student will</b> <ul style="list-style-type: none"> <li>• <i>be able to use Cad to plan/draw efficient/functional kitchen and bathroom plans as per the rules of efficient and functional architectural design.</i></li> </ul> <b>Student makes no major errors or omissions regarding the score 3 content</b>
<b>Score 2</b>  Success with simpler content—vocabulary, foundational skills	<b>The student will recognize or recall specific vocabulary or basic content, such as:</b> <ul style="list-style-type: none"> <li>• <i>exterior walls, interior walls, load bearing walls, room descriptions, work triangle, traffic flow, efficient/functional, open living...</i></li> </ul> <b>student will perform basic skills or process, such as:</b> <ul style="list-style-type: none"> <li>• <b>Drawing symbols for walls, windows, doors and appliances</b></li> <li>• <b>Layout of rooms as per rules</b></li> </ul> <b>Student makes no major errors or omissions regarding the score 2 content</b>
<b>Score 1</b>  Partial success with help	<b>With help, student achieves partial success at score 2 content and/or score 3 content</b>
<b>Score 0</b>  No success even with help	<b>Even with help, no success</b>