# Scope & Sequence

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| Course Name: Principles of Architecture **PEIMS Code:** 13004210 | | | **Course Credit:** 1.0  **Course Requirements:** Recommended for Grades 9-12.  **Prerequisites:** None.  **Recommended Prerequisites:** None.  **Corequisites:** None. |
| **Course Description:** Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, education, and career information to set and achieve realistic career and educational goals. Job-specific training can be provided through training modules that identify career goals in trade and industry areas. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development and include skills such as problem solving, critical thinking, and reading technical drawings. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 of Periods  7,875 Minutes  131.25 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.42. (c) Knowledge and skills** | |
| **Unit 1: Professional Standards/Employability Skills**  Students will discuss the professional standards and employability skills, including identifying employment opportunities, including entrepreneurship and preparation requirements, for careers in the architecture and construction cluster. Students will demonstrate an understanding of group participation and leadership related to citizenship and career preparation. Students will further develop and demonstrate these skills and attributes throughout the course. In small groups and/or in other classroom activities, students will identify employers' expectations and appropriate work habits, apply the competencies related to resources, information, systems, and technology in appropriate settings and situations, and demonstrate knowledge of the concepts and skills related to health and safety in the workplace, as specified by appropriate governmental regulations. | 5 periods  225 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) identify employment opportunities, including entrepreneurship and preparation requirements, for careers in the architecture and construction cluster;  (B) demonstrate an understanding of group participation and leadership related to citizenship and career preparation;  (C) identify employers' expectations and appropriate work habits;  (D) apply the competencies related to resources, information, systems, and technology in appropriate settings and situations; and  (E) demonstrate knowledge of the concepts and skills related to health and safety in the workplace, as specified by appropriate governmental regulations. | |
| **Unit 2: Career Planning**  Students will discuss the requirements for career advancements. Students will identify opportunities for career advancement to formulate career goals, identify a career ladder, develop a career advancement plan, review progress of a career advancement plan, and maintain positive interpersonal skills to enhance advancement potential. In small groups and/or other classroom activities, students will explore education and training opportunities to acquire skills necessary for career advancement, list postsecondary educational paths associated with the architecture and construction trades, including college, apprenticeship, and specialty trade schools, explore costs associated with postsecondary education, participate in professional development opportunities such as professional organizations and associations, trade shows, and seminars, read professional journals, magazines, manufacturers' catalogs, industry publications, and Internet sites to keep current on industry trends, and identify declining and emerging occupations, practices, and procedures.  Students will examine the organization and structure of various segments in the industry. Students will recognize segments of the construction industry. Students will show the relationships to specialty areas, obtain necessary knowledge and skills to enhance employability, research local and regional labor markets and job growth information to project potential for advancement, identify sources of career information and identify job opportunities for the trade. In small groups and/or other classroom activities students will identify organizations that offer career and job placement, analyze potential growth of identified careers, apply labor market and job growth information to career goals, examine licensing, certification, and credentialing requirements at the national, state, and local levels to achieve compliance. Students will utilize appropriate technology and/or materials to align licensing, certification, and credentialing requirements to career goals in order to plan for career advancement, research licensing, certification, and credentialing, evaluate and select suitable sources of licensing, certification, and credentialing, identify licenses, certifications, and credentials applicable to career goals, and document sources and agencies for licensing and certification and credentialing information, including contact information.  As an ongoing activity throughout this course, students will initiate and maintain a career portfolio to document knowledge, skills, and abilities. Students will select education, work history, and skills to create a personal resume, develop a resume using word processing technology, contact professional references to acquire recommendations, obtain appropriate letters of recommendation, and document and maintain a record of work experiences, licenses, certifications, credentials, and education and training to build a portfolio. | 20 periods  900 minutes | (26) The student recognizes requirements for career advancement to plan for continuing education and training. The student is expected to:  (A) identify opportunities for career advancement to formulate career goals;  (B) identify a career ladder;  (C) develop a career advancement plan;  (D) review progress of a career advancement plan;  (E) maintain positive interpersonal skills to enhance advancement potential;  (F) explore education and training opportunities to acquire skills necessary for career advancement;  (G) list postsecondary educational paths associated with the architecture and construction trades, including college, apprenticeship, and specialty trade schools;  (H) explore costs associated with postsecondary education;  (I) participate in professional development opportunities such as professional organizations and associations, trade shows, and seminars;  (J) read professional journals, magazines, manufacturers' catalogs, industry publications, and Internet sites to keep current on industry trends; and  (K) identify declining and emerging occupations, practices, and procedures.  (27) The student examines the organization and structure of various segments of the industry to prepare for career advancement. The student is expected to:  (A) recognize segments of the construction industry and show the relationships to specialty areas;  (B) obtain necessary knowledge and skills to enhance employability;  (C) research local and regional labor markets and job growth information to project potential for advancement;  (D) identify sources of career information;  (E) identify job opportunities for the trade;  (F) identify organizations that offer career and job placement;  (G) analyze potential growth of identified careers;  (H) apply labor market and job growth information to career goals;  (I) examine licensing, certification, and credentialing requirements at the national, state, and local levels to achieve compliance;  (J) align licensing, certification, and credentialing requirements to career goals in order to plan for career advancement;  (K) use technologies and resources to research licensing, certification, and credentialing;  (L) evaluate and select suitable sources of licensing, certification, and credentialing;  (M) identify licenses, certifications, and credentials applicable to career goals; and  (N) document sources and agencies for licensing and certification and credentialing information, including contact information.  (28) The student initiates and maintains a career portfolio to document knowledge, skills, and abilities. The student is expected to:  (A) select education, work history, and skills to create a personal resume;  (B) develop a resume using word processing technology;  (C) contact professional references to acquire recommendations;  (D) obtain appropriate letters of recommendation; and  (E) document and maintain a record of work experiences, licenses, certifications, credentials, and education and training to build a portfolio. | |
| **Unit 3: Mathematical Skills**  Students will discuss mathematical operations to complete tasks such as measuring and estimating materials and supplies. In small groups and/or other classroom activities, students will determine areas and volumes of various structures and estimate materials and supplies using appropriate geometric formulas and calculations, determine percentages and decimals and use percentages and decimals to perform measurement tasks using appropriate formulas and calculations, determine ratios, fractions, and proportions using appropriate formulas and calculations, perform measurement tasks using ratios, fractions, and proportions, and estimate materials and supplies using dimensions, spaces, and structures calculations. | 5 periods  225 minutes | (2) The student performs mathematical operations to complete tasks such as measuring and estimating materials and supplies. The student is expected to:  (A) determine areas and volumes of various structures and estimate materials and supplies using appropriate geometric formulas and calculations;  (B) determine percentages and decimals and use percentages and decimals to perform measurement tasks using appropriate formulas and calculations;  (C) determine ratios, fractions, and proportions using appropriate formulas and calculations;  (D) perform measurement tasks using ratios, fractions, and proportions; and  (E) estimate materials and supplies using dimensions, spaces, and structures calculations. | |
| **Unit 4: Physics Skills**  Students will use physics skills to work with materials and load applications. Students will  apply basic concepts of static and loads to planning, and identify the physical properties present when using common construction materials in order to use the materials safely, effectively, and efficiently. | 5 periods  225 minutes | (3) The student uses physics skills to work with materials and load applications. The student is expected to:  (A) apply basic concepts of static and loads to planning; and  (B) identify the physical properties present when using common construction materials in order to use the materials safely, effectively, and efficiently. | |
| **Unit 5: Chemical Materials**  Students will discuss how to manage chemical materials safely. The student will recognize the issues present when mixing compatible and incompatible substances to maintain workplace and jobsite safety, differentiate between incompatible and compatible substances, describe the chemical process that occurs when using common construction materials to maintain workplace and jobsite safety, and apply chemical processes in relation to environmental conditions. | 5 periods  225 minutes | (4) The student manages chemical materials safely. The student is expected to:  (A) recognize the issues present when mixing compatible and incompatible substances to maintain workplace and jobsite safety;  (B) differentiate between incompatible and compatible substances;  (C) describe the chemical process that occurs when using common construction materials to maintain workplace and jobsite safety; and  (D) apply chemical processes in relation to environmental conditions. | |
| **Unit 6: Communication Skills**  Students will read, comprehend and communicate effectively in the workplace. Proper grammar and workplace terminology will be used. Students will use appropriate technology and/or materials to transmit reports, develop written communications such as estimates, work orders, and memos, read and follow technical instructions and manuals, compose an accurate and organized diary or log of work, and write reports and documents such as estimates, permits, memos, and technical reports. | 5 periods  225 minutes | (5) The student reads, comprehends, and communicates effectively in the workplace, using proper grammar and workplace terminology when using printed, written, and electronic media. The student is expected to:  (A) use technological applications to transmit reports;  (B) develop written communications such as estimates, work orders, and memos;  (C) read and follow technical instructions and manuals;  (D) compose an accurate and organized diary or log of work; and  (E) write reports and documents such as estimates, permits, memos, and technical reports. | |
| **Unit 7: Listening Skills**  Students will listen attentively and speak clearly to convey information correctly. In small groups and/or classroom activities, students will confirm understanding of verbal and visual instructions, and ask relevant questions concerning details of instructions.  Students will listen and speak clearly with a variety of individuals. Students will provide verbal instructions, and listen attentively to spoken messages to respond to information. | 5 periods  225 minutes | (6) The student listens attentively and speaks clearly to convey information correctly. The student is expected to:  (A) confirm understanding of verbal and visual instructions; and  (B) ask relevant questions concerning details of instructions.  (7) The student listens to and speaks clearly with a variety of individuals to enhance communications skills. The student is expected to:  (A) provide verbal instructions; and  (B) listen attentively to spoken messages to respond to information. | |
| **Unit 8: Public Relations Skills**  Students will discuss how to exhibit public relations skills to address a variety of situations such as increasing internal and external customer and client satisfaction.  In small groups and/or other classroom activities, students will communicate effectively to develop positive customer and client relationships, develop and maintain customer relations, define customer and client satisfaction, and evaluate customer and client satisfaction. | 5 periods  225 minutes | (8) The student exhibits public relations skills to address a variety of situations such as increasing internal and external customer and client satisfaction. The student is expected to:  (A) communicate effectively to develop positive customer and client relationships;  (B) develop and maintain customer relations;  (C) define customer and client satisfaction; and  (D) evaluate customer and client satisfaction. | |
| **Unit 9: Technological Applications**  Students will use technological applications specific to architecture and construction to access, manage, integrate, and create information. Students will use appropriate technology and/or materials to manage personal and professional schedules and contact information, manage daily, weekly, and monthly schedules using an application, and create memos and notes. | 5 periods  225 minutes | (12) The student uses technological applications specific to architecture and construction to access, manage, integrate, and create information. The student is expected to:  (A) manage personal and professional schedules and contact information;  (B) manage daily, weekly, and monthly schedules using an application; and  (C) create memos and notes. | |
| **Unit 10: Electronic Devices to Communicate**  Students will use electronic devices to communicate. Students will use appropriate technology and/or materials to access an electronic system using login and password functions, access electronic messages received, create electronic messages in accordance with established business standards such as grammar, word usage, spelling, sentence structure, clarity, and etiquette, practice appropriate electronic message etiquette, send electronic messages, use electronic devices to share files and documents, access electronic devices for attachments, attach documents to electronic messages, and save electronic messages and attachments. | 5 periods  225 minutes | (13) The student uses electronic devices to communicate. The student is expected to:  (A) access an electronic system using login and password functions;  (B) access electronic messages received;  (C) create electronic messages in accordance with established business standards such as grammar, word usage, spelling, sentence structure, clarity, and etiquette;  (D) practice appropriate electronic message etiquette;  (E) send electronic messages;  (F) use electronic devices to share files and documents;  (G) access electronic devices for attachments;  (H) attach documents to electronic messages; and  (I) save electronic messages and attachments. | |
| **Unit 11: Writing and Publishing Applications**  Students will use writing and publishing applications. Students will use appropriate technology and/or materials to prepare simple documents and other business communications, retrieve existing documents, create documents such as letters, memos, and reports using existing forms and templates, safeguard documents using name and save functions, format text using basic formatting functions, and employ word processing utility tools such as spell check, grammar check, and thesaurus. | 5 periods  225 minutes | (14) The student uses writing and publishing applications. The student is expected to:  (A) prepare simple documents and other business communications;  (B) retrieve existing documents;  (C) create documents such as letters, memos, and reports using existing forms and templates;  (D) safeguard documents using name and save functions;  (E) format text using basic formatting functions; and  (F) employ word processing utility tools such as spell check, grammar check, and thesaurus. | |
| **Unit 12: Spreadsheet Applications**  Students will use spreadsheet applications. Students will use appropriate technology and/or materials to create, retrieve, edit, save, and print spreadsheets, perform calculations and analysis on data, group worksheets, create charts and graphs from a spreadsheet perform calculations using simple formulas, and input and process data using spreadsheet functions. | 5 periods  225 minutes | (15) The student uses spreadsheet applications. The student is expected to:  (A) create, retrieve, edit, save, and print spreadsheets;  (B) perform calculations and analysis on data;  (C) group worksheets;  (D) create charts and graphs from a spreadsheet;  (E) perform calculations using simple formulas; and  (F) input and process data using spreadsheet functions. | |
| **Unit 13: Database Applications**  Students will use database applications. Students will use appropriate technology and/or materials to manipulate data elements, enter data using a form, locate and replace data using search and replace functions, and process data using database functions such as structure, format, attributes, and relationships. | 5 periods  225 minutes | (16) The student uses database applications. The student is expected to:  (A) manipulate data elements;  (B) enter data using a form;  (C) locate and replace data using search and replace functions; and  (D) process data using database functions such as structure, format, attributes, and relationships. | |
| **Unit 14: Collaborative Applications**  Students will use collaborative applications. Students will use appropriate technology and/or materials to facilitate group work through management of shared schedules and contact information, manage daily, weekly, and monthly schedules using an application, and maintain a shared database of contact information. | 5 periods  225 minutes | (17) The student uses collaborative applications. The student is expected to:  (A) facilitate group work through management of shared schedules and contact information;  (B) manage daily, weekly, and monthly schedules using an application; and  (C) maintain a shared database of contact information. | |
| **Unit 15: Governmental Regulations and Codes**  Students will discuss governmental regulations and applicable codes to establish a legal and safe environment. In small groups and/or other classroom activities, students will identify occupation-specific governmental regulations and national, state, and local building codes to establish appropriate regulations and codes, comply with governmental regulations and building codes, read and discuss information on Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), and other safety regulations, and read and discuss Safety Data Sheet (SDS) information to manage and dispose of hazardous materials. | 5 periods  225 minutes | (18) The student complies with governmental regulations and applicable codes to establish a legal and safe environment. The student is expected to:  (A) identify occupation-specific governmental regulations and national, state, and local building codes to establish appropriate regulations and codes;  (B) comply with governmental regulations and building codes;  (C) read and discuss information on Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), and other safety regulations; and  (D) read and discuss Safety Data Sheet (SDS) information to manage and dispose of hazardous materials. | |
| **Unit 16: Technical Drawings and Documents**  Students will read technical drawings and documents to plan a project. In small groups and/or other classroom activities, students will interpret blueprints and drawings to assist with project planning, recognize elements and symbols of blueprints and drawings, relate information on blueprints to actual locations on the print, recognize different classifications of drawings, and interpret and use drawing dimensions. | 5 periods  225 minutes | (29) The student reads technical drawings and documents to plan a project. The student is expected to:  (A) interpret blueprints and drawings to assist with project planning;  (B) recognize elements and symbols of blueprints and drawings;  (C) relate information on blueprints to actual locations on the print;  (D) recognize different classifications of drawings; and  (E) interpret and use drawing dimensions. | |
| **Unit 17: Maintain Tools, Machines, and Equipment**  Students will use and maintain appropriate tools, machines, and equipment to accomplish project goals. Students will use appropriate technology and/or materials to select tools, machinery, and equipment to match requirements of the project, safely operate tools, machinery, and equipment maintain and care for tools, machines, and equipment, use tools, machines, and equipment productively and efficiently in alignment with industry standards, identify sources of information concerning state-of-the-art tools, equipment, materials, technologies, and methodologies, read current periodicals, industry publications, and manufacturers' catalogs, and explore state-of-the-art tools, equipment, materials, technologies, and methodologies. | 5 periods  225 minutes | (30) The student uses and maintains appropriate tools, machines, and equipment to accomplish project goals. The student is expected to:  (A) select tools, machinery, and equipment to match requirements of the project;  (B) safely operate tools, machinery, and equipment;  (C) maintain and care for tools, machines, and equipment;  (D) use tools, machines, and equipment productively and efficiently in alignment with industry standards;  (E) identify sources of information concerning state-of-the-art tools, equipment, materials, technologies, and methodologies;  (F) read current periodicals, industry publications, and manufacturers' catalogs; and  (G) explore state-of-the-art tools, equipment, materials, technologies, and methodologies. | |
| **Unit 18: Built Environment and Systems**  Students will discuss all aspects of the built environment and systems to complete project planning. In small groups and/or other classroom activities, students will align and incorporate the built environment and its systems to complete the project, label all systems on a set of construction documents, discuss the interrelationship of the systems in the built environment, and use a sequential method such as the critical path method so that work progresses efficiently. | 10 periods  450 minutes | (19) The student examines all aspects of the built environment and systems to complete project planning. The student is expected to:  (A) align and incorporate the built environment and its systems to complete the project;  (B) label all systems on a set of construction documents;  (C) discuss the interrelationship of the systems in the built environment; and  (D) use a sequential method such as the critical path method so that work progresses efficiently. | |
| **Unit 19: Industry Standards and Practices**  Students will discuss how to apply industry standards and practices to ensure quality work. In small groups and/or other classroom activities, students will identify current industry standards and practices in order to incorporate quality into projects, document how quality improves profitability, report on issues that affect quality, use industry standards and practices to enhance appreciation for quality workmanship, and perform work that meets or exceeds the quality standards of the industry. | 5 periods  225 minutes | (20) The student applies industry standards and practices to ensure quality work. The student is expected to:  (A) identify current industry standards and practices in order to incorporate quality into projects;  (B) document how quality improves profitability;  (C) report on issues that affect quality;  (D) use industry standards and practices to enhance appreciation for quality workmanship; and  (E) perform work that meets or exceeds the quality standards of the industry. | |
| **Unit 20: Health and Safety Standards**  Students will discuss and observe rules and regulations to comply with personal and occupational health and safety standards. In small group and/or other classroom activities, students will follow appropriate safety standards to ensure a safe environment, practice safety rules and regulations, identify safety precautions and hazards to ensure a safe environment, and use appropriate safety practices and equipment, including personal protective equipment. | 5 periods  225 minutes | (21) The student observes rules and regulations to comply with personal and occupational health and safety standards. The student is expected to:  (A) follow appropriate safety standards to ensure a safe environment;  (B) practice safety rules and regulations;  (C) identify safety precautions and hazards to ensure a safe environment; and  (D) use appropriate safety practices and equipment, including personal protective equipment. | |
| **Unit 21: Teamwork**  Students will work as individuals and team members throughout the course. In small groups and/or other classroom activities, students will use human relations skills to work cooperatively with coworkers representing different cultures, genders, and backgrounds, track team goals to contribute constructively and positively to the team, match team members to appropriate activities, manage skills to effectively accomplish assignments, effectively use conflict-resolution skills with coworkers to maintain a smooth workflow, and use mentoring skills to inspire and motivate others to achieve and enhance performance. | 5 periods  225 minutes | (22) The student works as an individual and as a team member to accomplish assignments. The student is expected to:  (A) use human relations skills to work cooperatively with coworkers representing different cultures, genders, and backgrounds;  (B) track team goals to contribute constructively and positively to the team;  (C) match team members to appropriate activities;  (D) manage skills to effectively accomplish assignments;  (E) effectively use conflict-resolution skills with coworkers to maintain a smooth workflow; and  (F) use mentoring skills to inspire and motivate others to achieve and enhance performance. | |
| **Unit 22: Personal Accountability**  Students will discuss and exhibit personal accountability, integrity, and responsibility to enhance confidence among coworkers. In small groups and/or other classroom activities, students will apply the professional and ethical standards of the industry to personal conduct, practice professional and ethical standards, maintain personal integrity, promote personal and professional integrity in coworkers, and recognize integrity in others. | 5 periods  225 minutes | (23) The student exhibits personal accountability, integrity, and responsibility to enhance confidence among coworkers. The student is expected to:  (A) apply the professional and ethical standards of the industry to personal conduct;  (B) practice professional and ethical standards;  (C) maintain personal integrity;  (D) promote personal and professional integrity in coworkers; and  (E) recognize integrity in others. | |
| **Unit 23: Regulations and Contracts**  Students will discuss regulations and contracts to ensure ethical and safety elements are observed. In small groups and/or other classroom activities, students will study regulations and codes to identify those applicable to the local area, locate and implement regulations and codes applicable to tasks and projects, comply with local, state, and federal agencies and model code-setting organizations, recognize the definition of specialized words or phrases to fully understand documents and contracts, use industry jargon or terminology appropriately, use industry acronyms correctly, use words with multiple meanings correctly in context, and use ethical and legal standards to avoid conflicts of interest. | 5 periods  225 minutes | (24) The student reads regulations and contracts to ensure ethical and safety elements are observed. The student is expected to:  (A) study regulations and codes to identify those applicable to the local area;  (B) locate and implement regulations and codes applicable to tasks and projects;  (C) comply with local, state, and federal agencies and model code-setting organizations;  (D) recognize the definition of specialized words or phrases to fully understand documents and contracts;  (E) use industry jargon or terminology appropriately;  (F) use industry acronyms correctly;  (G) use words with multiple meanings correctly in context; and  (H) use ethical and legal standards to avoid conflicts of interest. | |
| **Unit 24: Work Ethic**  Students will discuss and recognize a positive work ethic to comply with employment requirements. In small groups and/or other classroom activities, students will exhibit behaviors showing reliability and dependability, recognize appropriate dress for the work environment, and recognize the required employment forms and documentation such as I-9, work visa, W-4, and licensures to meet employment requirements. | 5 periods  225 minutes | (25) The student recognizes a positive work ethic to comply with employment requirements. The student is expected to:  (A) exhibit behaviors showing reliability and dependability;  (B) recognize appropriate dress for the work environment; and  (C) recognize the required employment forms and documentation such as I-9, work visa, W-4, and licensures to meet employment requirements. | |
| **Unit 25: Project Planning**  Students will discuss and identify the relationship between available resources and requirements of a project to accomplish realistic planning. In small groups and/or other classroom activities, students will initiate a project, including identifying resources and materials and time-management, labor-management, job-management, and job-site obligations in order to effectively plan, plan a project, including estimating correct amounts of required resources and materials and identifying risks, evaluate the feasibility of alternative suggestions, execute, monitor, and control a project using available resources and materials effectively, and close a project, including identifying lessons learned and evaluating waste of resources and materials. | 20 periods  900 minutes | (9) The student identifies the relationship between available resources and requirements of a project to accomplish realistic planning. The student is expected to:  (A) initiate a project, including identifying resources and materials and time-management, labor-management, job-management, and job-site obligations in order to effectively plan;  (B) plan a project, including estimating correct amounts of required resources and materials and identifying risks;  (C) evaluate the feasibility of alternative suggestions;  (D) execute, monitor, and control a project using available resources and materials effectively; and  (E) close a project, including identifying lessons learned and evaluating waste of resources and materials. | |
| **Unit 26: Evaluation of Project**  Students will discuss how to evaluate and adjust plans and schedules to respond to unexpected events and conditions. In small groups and/or other classroom activities, students will incorporate potential job disruptions into planning timelines, identify potential events and conditions that disrupt the completion of a job, solve situational problems involved with unexpected events and conditions, adjust plans and schedules to meet project needs, modify existing plans and schedules to reflect an unexpected change, identify and assess critical situations as they arise to resolve issues with the best solution, and present a project update to track changes necessitated by unexpected events and conditions. | 10 periods  450 minutes | (10) The student evaluates and adjusts plans and schedules to respond to unexpected events and conditions. The student is expected to:  (A) incorporate potential job disruptions into planning timelines;  (B) identify potential events and conditions that disrupt the completion of a job;  (C) solve situational problems involved with unexpected events and conditions;  (D) adjust plans and schedules to meet project needs;  (E) modify existing plans and schedules to reflect an unexpected change;  (F) identify and assess critical situations as they arise to resolve issues with the best solution; and  (G) present a project update to track changes necessitated by unexpected events and conditions. | |
| **Unit 27: Project Reports**  Students will discuss how to synthesize and reports conditions to keep the organization appraised of progress and potential problems. In small groups and/or classroom activities, students will provide a project update for stakeholders, and present a verbal or written status report on a project. | 5 periods  225 minutes | (11) The student synthesizes and reports conditions to keep the organization appraised of progress and potential problems. The student is expected to:  (A) provide a project update for stakeholders; and  (B) present a verbal or written status report on a project. | |