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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | | |
| **Lesson Identification and TEKS Addressed** | | |
| **Career Cluster** | Architecture & Construction | |
| **Course Name** | Practicum in Architectural Design | |
| **Lesson/Unit Title** | Legality in the Workplace: Codes, Ethics, and Laws | |
| **TEKS Student Expectations** | **130.66. (c) Knowledge and Skills**  (7) The student follows appropriate codes, laws, standards, or regulations.  (A) The student is expected to identify areas where codes, laws, standards, or regulations may be required  (B) The student is expected to locate the appropriate codes, laws, standards, or regulations  (C) The student is expected to comply with the appropriate codes, laws, standards, or regulations  (9) The student applies communication, mathematics, and science knowledge and skills to job-related activities.  (A) The student is expected to summarize the rights and responsibilities of employers and employees  (B) The student is expected to exhibit ethical practices as defined by the architectural industry  (C) The student is expected to analyze legal aspects of the architectural-related workplace | |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | | |
| **Instructional Objectives** | The students will be able to:   * Understand what codes, ethics, and laws are associated with architectural design careers * Follow appropriate codes, laws, standards, or regulations for their chosen field * Demonstrate ethical and legal practices for careers in architectural design | |
| **Rationale** | Upon completion of this lesson, each student will have a better understanding of what codes, ethics, and laws are associated with architectural design careers. | |
| **Duration of Lesson** | This lesson should take three days to complete. | |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **Infographic** – a visual image, such as a chart or diagram used to represent information or data * **Codes** – a collection of regulations, ordinances, and other statutory requirements put together by various organizations; once adopted by each jurisdiction, they become law; they are enforced on a local level and sometimes state level * **Federal Regulations** – many federal agencies and departments work with trade associations, private companies, and the general public to develop federal laws for building construction * **Ethics** – principles that guide an individual’s behavior and decisions | |
| **Materials/Specialized Equipment Needed** | * Project Directions * Legality in the Workplace Notes * Project Rubric * Resource Sites * Copies of all handouts in this unit * Teacher computer | |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Learner Preparation:**   * Ask students, “What do you know about the codes, ethics, or laws related to architectural design?” * Ask students, “Why do architects need to follow codes related to local, state, and federal regulations?” * Tell students about specific codes and regulations related to architectural design * Have students write the steps on how to enter the school and get to this classroom if they were in a wheelchair * Discuss the Americans with Disabilities Act (ADA)   **Lesson Introduction:**   * Tell students that architectural designers are legally responsible for being aware of and implementing applicable local, state, or federal codes * Give students the “Sites for Codes and Regulations” handout | |
| **Direct Instruction \*** | Outline | Instructor Notes |
| I. Introduction to Codes Ethics and Laws:  A. Class discussion  B. List steps on how to enter school and go to the classroom using a wheelchair  C. Introduction on universal design and codes related to Americans with Disabilities Act (ADA)  II. Notes Codes, Ethics, and Laws:  A. Codes and Federal Regulations  B. Codes  1. Purposes  2. Types  C. Model Building Codes  D. Electrical Codes  E. Life Safety and Fire Codes  F. Residential codes  G. Federal Regulations  1. ADA  2. Fair Housing Act  3. OSHA  H. Ethics  1. What are they?  2. Common Workplace Ethics  III. Codes and Regulations Infographic Project  A. Directions  1. Create an infographic using federal regulations and the four types of building codes  B. Grading  1. Four example of codes  2. One example of a federal law  C. Project must have:  1. One example of model building code  2. One example of electrical code  3. One example of life safety or fire code  4. One example of residential code  5. One example of federal law | * Copy handouts and grading rubrics. * TEACHER NOTE: Ask students to describe what a home would look like for a person who uses a wheelchair. * Explain that you are legally responsible for being aware of and implementing applicable local, state, or federal codes. * Teacher will lead the discussion of material using the handouts. * Teacher will hand out site codes and regulations. * Students will complete notes. * TEACHER NOTE: Go over all the criteria in the assignment “Codes and Regulations: Infographic Project” and check for understanding. * Explain the guidelines. Have students research codes and federal regulations that must be followed when building and designing a home. * Create infographic |
| **Guided Practice \*** | The teacher will go over the requirements of this project. The student will follow along and make notes on their hard copy.   * Ask students to think about how they would design their infographic. They need to complete research before they start * Show samples of infographics | |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Students will work at their own paces to complete this activity. * All work is to be done in class so the teacher can check for understanding | |
| **Lesson Closure** | * Review codes, ethics, and laws specific to chosen careers. * Why must we follow codes and laws? * What are two ethics in the workplace everyone should have? | |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment:**   * Instructor will observe students during Independent Practice * Instructor will assist students as needed   **Formal Assessment:**   * Use the Codes and Regulations Infographic rubric to evaluate | |
| **References/Resources/**  **Teacher Preparation** | **Preparation:**   * Secure computer lab if one is not readily available * Copy the handout sheets and rubrics for the students * Have materials ready to go prior to the start of the lesson * Have a list of codes, ethics, and laws handy to refer to during lecture | |
| **Additional Required Components** | | |
| **English Language Proficiency Standards (ELPS) Strategies** |  | |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  | |
| **Recommended Strategies** | | |
| **Reading Strategies** |  | |
| **Quotes** |  | |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  | |
| **Graphic Organizers/Handout** |  | |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  | |
| **Communication**  **90 Second Speech Topics** |  | |
| **Other Essential Lesson Components** | | |
| **Enrichment Activity**  (e.g., homework assignment) |  | |
| **Family/Community Connection** |  | |
| **CTSO connection(s)** | SkillsUSA | |
| **Service Learning Projects** |  | |
| **Lesson Notes** |  | |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)