

Building and Construction Trades



Cabinetry,
Millwork, and
Woodworking
Pathway

Residential and
Commercial
Construction
Pathway

Engineering
and Heavy
Construction
Pathway

Mechanical
Systems
Installation and
Repair Pathway



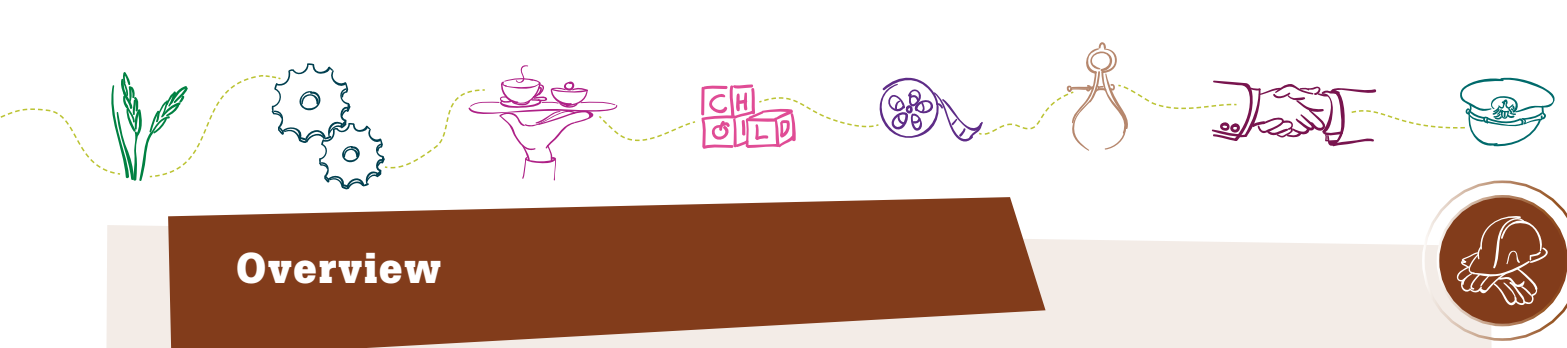


Table of Contents

Building and Construction Trades

Overview.....	iii
California Standards for Career Ready Practice	vi
Sector Description.....	1
Knowledge and Performance Anchor Standards.....	2
1.0 Academics.....	2
2.0 Communications.....	2
3.0 Career Planning and Management.....	2
4.0 Technology.....	3
5.0 Problem Solving and Critical Thinking	3
6.0 Health and Safety.....	3
7.0 Responsibility and Flexibility	4
8.0 Ethics and Legal Responsibilities.....	4
9.0 Leadership and Teamwork.....	5
10.0 Technical Knowledge and Skills.....	5
11.0 Demonstration and Application.....	6
Pathway Standards.....	7
A. Cabinetry, Millwork, and Woodworking Pathway.....	7
B. Engineering and Heavy Construction Pathway	11
C. Mechanical Systems Installation and Repair Pathway	15
D. Residential and Commercial Construction Pathway	19
Academic Alignment Matrix	24
Contributors.....	35
References.....	36





Overview

The Career Technical Education (CTE) Model Curriculum Standards publication is organized for use as a complete document or for access to individual industry sectors and pathways. The document includes Standards for Career Ready Practice—which describe the knowledge and skills that students need prior to entering a career technical education program—as part of the career technical education sequence or as integrated elements of other course work in preparation for careers and college.

Each of the 15 industry sector sections includes a description, anchor standards, pathway standards, and an academic alignment matrix. The standards can be adjusted to be part of the curriculum (grades seven through twelve), provided through adult education, or included in community college programs. The document also lists the representatives who participated in each sector's content development and the references that were consulted to revise the CTE standards.

Standards for Career Ready Practice

California's Standards for Career Ready Practice, which follow this overview, are based on the Career Ready Practices of the Common Career Technical Core (CCTC), a state-led initiative sponsored by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc):

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. (NASDCTEc 2012, 2)

California's 12 Standards for Career Ready Practice align with the state's CTE anchor standards and reflect the expectations from business and industry, labor and community organizations, and secondary and postsecondary education representatives from 42 participating states.

Anchor Standards

The 11 anchor standards build on the Standards for Career Ready Practice and are common across the 15 industry sectors. Content for these standards was drawn from several documents: "Preparing Students for the 21st Century Economy" (American Association of Colleges for Teacher Education and the Partnership for 21st Century Skills 2010); *How Should Colleges Prepare Students to Succeed in Today's Global Economy?* (Association of American Colleges and Universities and Peter D. Hart Research Associates, Inc. 2006); "Importance of Skills and Knowledge for College and Career Readiness," from *The MetLife Survey of the American Teacher: Preparing Students for College and Careers* (MetLife, Inc. 2011); and *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce* (The Conference Board et al. 2006).

Each anchor standard is followed by performance indicators using action verbs from the Beyond Knowledge Construct, presented in a hierarchical progression of simple tasks to more complex tasks. Performance indicators provide guidance for curriculum design and standards measurement.



The industry-sector anchor standards have been customized with selected additions to better reflect the needs and special conditions of each industry sector.

Anchor Standard 1 (Academics) guides users to sector-specific core academic standards related to each industry sector, which are listed in the alignment matrix at the end of each sector section. Anchor standards 2–10 are deliberately aligned with one of the Common Core English language arts standards, using similar language demonstrating the natural connections between the two subjects. Anchor Standard 11 (Demonstration and Application) highlights classroom, laboratory, and workplace learning specific to the individual sector and pathways.

Pathway Standards

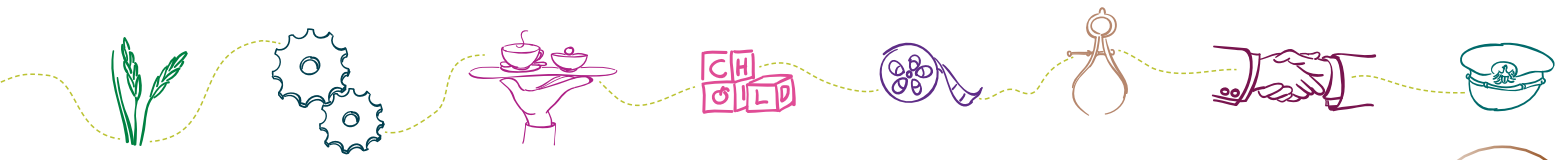
All 15 industry sectors contain multiple pathways. In order to be identified and listed for an industry sector, each pathway had to meet the following criteria:

- unique to an industry sector
- has an occupational focus
- consistent in size and scope
- composed of similar functions
- inclusive of all aspects of the industry
- includes 8–12 pathway-specific standards
- demonstrates sequence potential
- reasonable and appropriate for high school
- leads to high-skill, high-wage, or high-demand jobs
- sustainable and viable over the next 10 years

Academic Alignment Matrix

Each sector includes an academic alignment matrix that displays where a natural, obvious alignment occurs. Compiled by five teams of academic content experts in collaboration with industry-sector consultants, teachers, and other advisers, the alignment was selected if it was determined that the pathway standard would enhance, reinforce, or provide an application for a specific academic subject standard.

The alignment matrices include the subjects of Common Core English language arts and mathematics standards, history/social studies standards, and Next Generation Science Core Ideas. To assist with further review and implementation, each academic alignment is notated with specific pathway standards codes.



Implementation

The Standards for Career Ready Practice can be integrated with a course or incorporated into several courses over multiple school years (grades seven through twelve). The practices are expectations for all students, whether they are enrolled in a CTE program or following a more generalized course sequence. It is expected that all students who exit high school will be proficient in these practices.

The anchor standards are the basis for each of the pathways within each sector. These standards are designed to assist with the development of course curricula and instructional lesson plans; they describe what is to be taught and measured. In most cases, the teacher determines the sequence and strategies to be used to meet the needs of the student population he or she is serving.

The performance indicators that follow each standard offer guidance for both course design and student assessment. They are intended to guide course work as it is developed. The pathways organize the standards with a career focus, but they are not designed to be offered as single courses. Rather, the standards from each pathway are collected and organized into a sequence of learning. To meet local demands of business and industry and particular student populations, standards can be collected from more than one sector to create a course.

Using the academic alignment matrices as a resource, academic and CTE teachers can see where enhancements and support for both sets of standards can be initiated. CTE teachers can quickly identify academic standards that have a substantial relationship to their instruction. Likewise, academic teachers can specify individual academic standards and quickly identify related CTE standards, which will assist them in incorporating application and technology in their curricula and lessons.

The CTE Model Curriculum Standards are intended to serve the entire education community—from middle schools and high schools to postsecondary colleges and career training programs. A major aim of these standards is to prepare students for postsecondary education and training and to help them make a smooth transition into the workforce. In order for both the people and the economy of California to prosper, it is essential for all students to emerge from schools ready to pursue their career and college goals. Equipping all high school students with the knowledge and skills necessary to plan and manage their education and careers throughout their lives will help to guarantee these important outcomes. Strong CTE programs will continue to provide important educational opportunities to assist students as they pursue their dreams and strive for economic prosperity. The CTE Model Curriculum Standards are a resource for educators and the business world for ensuring high-quality CTE learning experiences and improved student outcomes in the twenty-first-century economy.





California Standards for Career Ready Practice

Standards for Career Ready Practice describe the fundamental knowledge and skills that a career-ready student needs in order to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource to CTE and academic teachers designing curricula and lessons in order to teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.

2. Communicate clearly, effectively, and with reason.

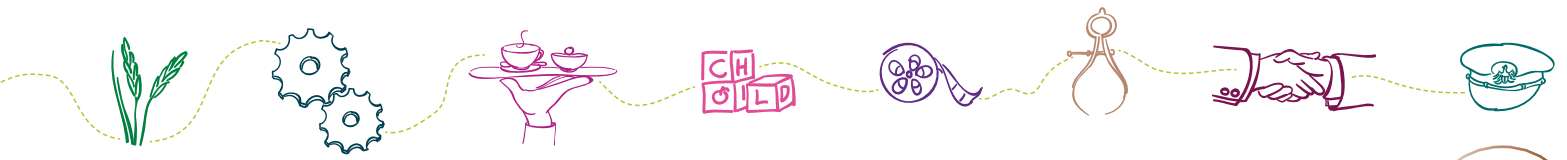
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.



5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.



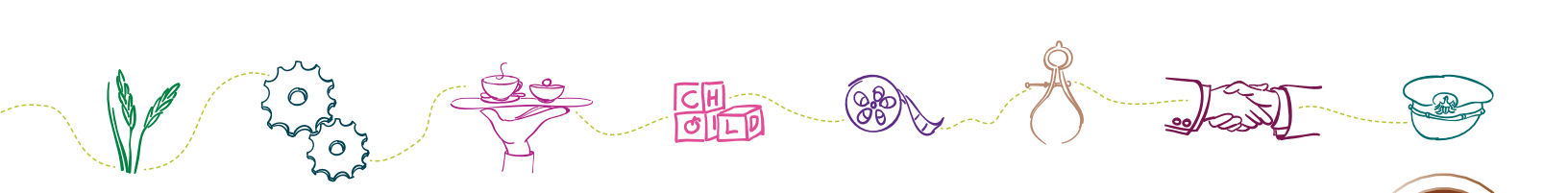
11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Note: As stated previously, California's Standards for Career Ready Practice are based on the CCTC Career Ready Practices posted at <https://careertech.org/> (accessed June 8, 2016).



Building and Construction Trades



Sector Description

This sector provides a foundation in the Building and Construction Trades industry for secondary students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in the Building and Construction Trades industry. The sector encompasses four career pathways: Cabinetry, Millwork, and Woodworking; Engineering and Heavy Construction; Mechanical Systems Installation and Repair; and Residential and Commercial Construction. These pathways emphasize processes, systems, and the way in which structures are built. The knowledge and skills are acquired in a sequential, standards-based pathway program that integrates hands-on, project-based, and work-based instruction. Standards included in the Building and Construction Trades sector are designed to prepare students for technical training, postsecondary education, and entry to a career.





Building and Construction Trades Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Building and Construction Trades academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Building and Construction Trades sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.



4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Building and Construction Trades sector workplace environment. (Direct alignment with WS 11-12.6)

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Building and Construction Trades sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Building and Construction Trades sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.1 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.2 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.3 Set up a work area, or shop, to avoid potential health concerns and safety hazards, including but not limited to electrical (shock), wires (tripping), fumes (lung health), noise (hearing loss), fire (burns), and so forth, incorporating ergonomics.



- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).
- 6.8 Report hazards found on the job site to supervisor/teacher.
- 6.9 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.10 Maintain proper use of safety apparel at all times, including but not limited to, eye protection, hearing protection, skin protection, head protection, footwear and protection from airborne particulate matter.
- 6.11 Comply with the safe handling, storage and disposal of chemicals, materials and adhesives in accordance with local, state, and federal safety and environmental regulations (OSHA, Environmental Protection Agency [EPA], Hazard Communication [HazCom], Material Safety Data Sheets [MSDS], etc.).
- 6.12 Demonstrate the proper care and safe use of hand, portable and stationary power tools.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Building and Construction Trades sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Building and Construction Trades sector.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

- 8.1 Access, analyze, and implement quality assurance standards of practice.



- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Building and Construction Trades industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Building and Construction Trades sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.
- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Building and Construction Trades sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organization. (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Building and Construction Trades sector issues and problems.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Building and Construction Trades sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

- 10.1 Interpret and explain terminology and practices specific to the Building and Construction Trades sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Building and Construction Trades sector.



- 10.3 Construct projects and products specific to the Building and Construction Trades sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Demonstrate the basic care, proper maintenance, and use of hand, portable, and stationary tools related to the Building and Construction trades.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Building and Construction Trades anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.






- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Building and Construction Trades sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Building and Construction Trades sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.



A. Cabinetry, Millwork, and Woodworking Pathway

The Cabinetry, Millwork, and Woodworking pathway provides learning opportunities for students interested in preparing for careers in cabinet construction, millwork, finish carpentry, and furniture making for both production and custom products.

Sample occupations associated with this pathway:

-  Cabinetmaker
-  Cabinet Installer
-  Woodworking Machinery Operator
-  Custom Millwork Project Estimator
-  Woodworking Engineer/Drafter (CAD)

- A1.0 Demonstrate competence in planning, design, layout, and technical drawing interpretation for practical use in cabinetmaking and millworking.
 - A1.1 Identify common sizes in relation to furniture and cabinets.
 - A1.2 Describe the relationship between the function and form of a cabinet.
 - A1.3 Calculate board, square, and linear feet.
 - A1.4 Estimate material costs.
 - A1.5 Apply design elements: shapes, textures, lines, and colors to create functional and attractive cabinets, furniture, and millwork.
 - A1.6 Apply principles of design, harmony, repetitions, balance, and proportion to create functional and attractive cabinets, furniture, and millwork.
 - A1.7 Read and interpret technical drawings.
 - A1.8 Sketch a project using manual drawing techniques.
 - A1.9 Use drafting tools to create a pictorial and working drawing for a basic cabinet.
- A2.0 Differentiate between the various furniture and cabinet styles used in the cabinet and furniture industry.
 - A2.1 Identify various cabinet styles and list characteristics of traditional, provincial, and contemporary designs.
 - A2.2 Identify various kitchen, bath, and utility cabinet components.
 - A2.3 Explain the progress of cabinetry and furniture styles from the seventeenth century to today.
- A3.0 Interpret and apply information to develop a bill of materials, estimate the cost of materials, and develop a plan of procedures to complete a project.
 - A3.1 List the sequence of cutting procedures, assembly, and finishing steps.
 - A3.2 Evaluate an existing bill of materials for accuracy.



- A3.3 Determine the cost of materials needed for a cabinet or furniture project.
- A3.4 Optimize available materials from a cutting diagram.
- A3.5 Compare and contrast the cost of a specific project using different materials.
- A3.6 Develop a materials list, cut list, and cost estimate from a working drawing for a specific cabinet project.

- A4.0 Demonstrate proper selection and use of woodworking tools.
 - A4.1 Demonstrate the accurate use of common measuring and layout tools.
 - A4.2 Select the proper layout tools for specific tasks.
 - A4.3 Select the proper cutting tools for specific operations (e.g., straight cuts, curves, drilling holes).
 - A4.4 Select the most appropriate blade for a given operation.
 - A4.5 Select the proper boring tools for specific operations.
 - A4.6 Select the proper hand-shaping tools for specific operations.
 - A4.7 Select proper clamping tools for specific operations.

- A5.0 Identify wood products and materials used in the furniture and cabinetmaking industry and describe their characteristics and uses.
 - A5.1 Define the difference between a hardwood and softwood.
 - A5.2 Identify several different species of hardwood and their characteristics that are common to the cabinetmaking and millwork industry.
 - A5.3 Identify several different species of softwood and their characteristics that are common to the cabinetmaking and millwork industry.
 - A5.4 Identify common defects found in wood and list possible solutions.
 - A5.5 Identify and be able to differentiate panel products and their uses in the cabinetmaking industry.
 - A5.6 Describe the cutting and handling techniques used for sheet goods.
 - A5.7 Compare and contrast the advantages and disadvantages of sheet goods versus solid wood stock.
 - A5.8 Identify standard sizes and grades of various laminates.
 - A5.9 Describe how the expansion and contraction of solid wood affects the design of joinery used in furniture and cabinet construction.
 - A5.10 Identify the proper adhesive required for applying laminate.
 - A5.11 Identify standard sizes and grades of various veneers.
 - A5.12 Identify the proper adhesive(s) required for applying veneers.
 - A5.13 Identify the different types of pattern matching in veneers.



- A6.0 Compare and contrast the advantages and disadvantages of using laminates versus using veneers.
 - A6.1 Demonstrate a working knowledge of joinery, fasteners, and adhesives.
 - A6.2 Define the purposes for metallic fasteners in furniture and cabinetmaking.
 - A6.3 Select the proper metallic fasteners for specific applications.
 - A6.4 Demonstrate the proper use of metallic fasteners for specific applications.
 - A6.5 Compare and contrast joints commonly used in the cabinetmaking and millworking industries (i.e., strength, appearance, and ease of construction).
 - A6.6 Determine the appropriate application of a variety of joinery techniques, including dowels, biscuits, pocket holes, and mortise and tenon
 - A6.7 Identify characteristics of adhesives that affect the assembly time, cure time, and strength of the product.
 - A6.8 Select the proper adhesive(s) to construct wood joints used in furniture or cabinets.
 - A6.9 Demonstrate initial assembly and dry clamping procedures.
 - A6.10 Demonstrate the proper use and application of adhesives.
 - A6.11 Demonstrate the proper cleanup procedures for specific adhesives.
 - A6.12 Select the correct type of wood joint used for a specific application and material.
 - A6.13 Demonstrate the ability to construct a variety of wood joints (i.e. butt, miter, compound miter, half lap, mortise and tenon).
- A7.0 Demonstrate competence in various construction processes in the cabinetmaking, furniture making, and millworking industries.
 - A7.1 Square and surface a board to a specific size.
 - A7.2 Demonstrate common case construction.
 - A7.3 Demonstrate common frame and panel construction.
 - A7.4 Construct a case with a face frame using appropriate construction techniques.
 - A7.5 Construct a frameless case using appropriate construction techniques.
 - A7.6 Construct a cabinet drawer using appropriate construction techniques.
 - A7.7 Construct a cabinet door using appropriate construction techniques.
 - A7.8 Demonstrate the use of a jig, template, or fixture in a production project.
 - A7.9 Use appropriate methods and tools to check the accuracy of a project.
 - A7.10 Demonstrate the use of a mass production technique (i.e., parts duplication and assembly processes).
 - A7.11 Lay out, install, and adjust the appropriate drawer hardware to include drawer slides and pulls.
 - A7.12 Lay out, install, and adjust the appropriate door hardware to include European and standard hinges.



- A7.13 Apply a plastic laminate to a surface using appropriate adhesive and trim to fit.
- A7.14 Use the appropriate adhesives and fasteners to install different types of trim, moldings, or other edge treatments.
- A8.0 Utilize appropriate abrasives to prepare a project for a specific finish.
 - A8.1 Select the proper abrasive for shaping and smoothing materials.
 - A8.2 Select the proper grit sizes and sequences for shaping and smoothing operations.
 - A8.3 Demonstrate proper selection, application, and cleaning methods for various types of filler materials.
 - A8.4 Properly prepare a surface for finishing.
- A9.0 Understand finishes and when to apply paint, stains, sealers, varnishes, and catalyzed finishes, including water- and oil-based finishes.
 - A9.1 Demonstrate proper selection and application methods of different types of stains for a specific application.
 - A9.2 Demonstrate cleaning procedure for various types of stains.
 - A9.3 Select the proper type of sealer and finish coat for a specific application.
 - A9.4 Demonstrate proper application methods for different types of sealers and finish coats.
 - A9.5 Demonstrate cleaning procedures for various types of sealer and finish coats.
 - A9.6 Apply a suitable finish to a specific cabinet or millwork project.
- A10.0 Demonstrate proper techniques for cabinet installation.
 - A10.1 Transport a project from one location to another without damage.
 - A10.2 Lay out a cabinet installation according to a floor plan.
 - A10.3 Create and adjust a layout to plumb, square, and level.
 - A10.4 Install a base and upper cabinet.
 - A10.5 Scribe a cabinet to fit a corner or against an irregular wall surface.
- A11.0 Identify the advantages and disadvantages for various countertop materials.
 - A11.1 Identify a variety of materials used for kitchen and bath countertops and list their advantages and disadvantages.
 - A11.2 Describe the methods for attaching different countertops to a cabinet.
 - A11.3 Install of a variety of countertop materials using appropriate fastening methods.
 - A11.4 Use a cut-in template for the installation of sink, faucets, cooktop, and other fixtures.



B. Engineering and Heavy Construction Pathway

The Engineering and Heavy Construction pathway provides learning opportunities for students interested in preparing for careers in engineering and heavy industrial construction (roads, highways, subdivisions). The pathway includes instruction in the way in which these structures are built (Class A California License).

Sample occupations associated with this pathway:



Cement Mason



Heavy Equipment Operator



Iron Worker



Welder



Civil Engineer

B1.0 Understand soil characteristics and properties.

B1.1 Understand the importance of knowing a site's water table and its effect on site preparation.

B1.2 Understand the importance for collecting and testing soil samples.

B1.3 Read and interpret a soils report.

B1.4 Demonstrate the proper procedures to collect, prepare, and test soil samples.

B1.5 Understand the importance and impact of environmental concerns and regulations in relation to building site preparation.

B1.6 Describe various geologic structures and land forms and determine the best approach for preparing a site for construction.

B1.7 Match types of stakes to their correct usage and explain markings on grade stakes and benchmark (BM) stakes.

B2.0 Demonstrate the use of survey and mapping equipment.

B2.1 Apply conventional engineering and heavy construction measurement processes accurately (e.g., laser transits, laser levels, geographic information system [GIS] instruments) for surveying and plan development.

B2.2 Use conventional engineering and heavy construction mathematical functions to calculate on-site preparation and site development and improvement materials.

B2.3 Identify and apply appropriate grade calculations from site plans.

B2.4 Demonstrate the ability to use survey equipment.

B2.5 Perform a level survey.

B2.6 Conduct a boundary survey and maintain proper field notes.

B2.7 Read and analyze a topographic contour map.

B2.8 Generate topographic contours from field notes.



- B3.0 Demonstrate a basic understanding of grading and drainage.
 - B3.1 Define selected terms associated with plan reading, grade setting, and drainage.
 - B3.2 Distinguish soil types and land cover as related to runoff, precipitation, drainage, and seepage.
 - B3.2 Recognize non-point-source (NPS) pollution, erosion, and erosion control methods.
 - B3.3 List sources of NPS and their possible impact related to water quality.
 - B3.4 Prepare site plan and grading and drainage plan.

- B4.0 Demonstrate understanding of water and wastewater systems.
 - B4.1 Explain and diagram the water cycle.
 - B4.2 Describe drinking-water sources, contaminants, disposal options, regulations, and basic treatment methods.
 - B4.3 Perform basic calculations for sizing pipe and pumps for the movement of water.
 - B4.4 Define gravity and forced systems.

- B5.0 Identify common types of heavy equipment and describe their unique features and uses.
 - B5.1 Describe the basic hitch configurations and their proper connections.
 - B5.2 Describe the basic load-handling safety practices.
 - B5.3 Demonstrate proper use of American National Standards Institute (ANSI) hand signals.
 - B5.4 Describe basic safety precautions taken into consideration while operating heavy equipment.
 - B5.5 Identify the common operating controls found on various pieces of heavy equipment.
 - B5.6 Identify and describe the use of slings and common rigging hardware.
 - B5.7 Perform basic prestart inspection, startup, operational movement, and shutdown for heavy equipment under the guidance of an instructor.
 - B5.8 Identify and explain the different types of construction cranes.
 - B5.9 Describe crane operations and safety.
 - B5.10 Demonstrate good lifting practices and proper rigging.

- B6.0 Demonstrate the operation of heavy equipment.
 - B6.1 Operate a tractor mower.
 - B6.2 Operate a forklift.
 - B6.3 Operate a tractor with a box blade.
 - B6.4 Operate a backhoe.
 - B6.5 Operate a grader.
 - B6.6 Operate a dump truck.



- B7.0 Demonstrate basic concrete maintenance and repair methods.
 - B7.1 Identify and use appropriate concrete tools.
 - B7.2 Construct forms for pouring concrete.
 - B7.3 Understand the use and need for reinforcing concrete.
 - B7.4 Mix concrete.
 - B7.5 Place concrete.
 - B7.6 Finish concrete.

- B8.0 Understand project management procedures and processes as they occur in an engineering and heavy construction project.
 - B8.1 Understand the roles in heavy construction of design engineers, estimators, superintendents, project managers, foremen, operators/drivers, administrators, and inspectors.
 - B8.2 Demonstrate understanding of contract administration (e.g., invoicing vendors, subcontractors), including the "draw and voucher" accounting/record system used in construction project management.
 - B8.3 Estimate the cost of supplies and materials for an engineering and heavy construction project.
 - B8.4 Plan all construction phases, including subcontractor schedules, clearing, rough grading, wet and dry utilities, fine grading, concrete, asphalt, inspections, and job closeout.
 - B8.5 Understand the layout of utilities in regards to underground electrical, sewer, water, phone, cable, etc.
 - B8.6 Demonstrate understanding of storm drainage, retention ponds, wastewater treatment, etc.
 - B8.7 Understand the importance of hydroelectric, solar, wind, and alternative energy resources in the development of California infrastructure.
 - B8.8 Construct projects accurately from commercial specifications and technical drawings ensuring compliance with state and local building codes.
 - B8.9 Solve common construction problems (e.g., grading, drainage) by using commercial construction codes, building standards, and appropriate mathematical calculations.

- B9.0 Describe the value and necessity of practicing occupational safety in the engineering and heavy construction laboratory or shop.
 - B9.1 Know the rules and responsibilities of the various governmental safety agencies and their impact on engineering and heavy construction.
 - B9.2 Understand the importance of safety and safe work practices (e.g., fire safety, protective clothing) in the welding phases of engineering and heavy construction and the safe operation of heavy equipment (e.g., earth movers, graders, bulldozers).








- B9.3 Demonstrate the safe use of scaffolding and ladders.
- B9.4 Demonstrate the importance of work site safety as it pertains to hazardous waste disposal and procedures for containment of toxic and hazardous materials.
- B10.0 Recognize the variety of building phases, systems, and techniques used in engineering and heavy construction.
 - B10.1 Understand the development of building plans and schedules using processes common to engineering and heavy construction.
 - B10.2 Know the appropriate processes and materials in architectural design, project development, and engineering and heavy construction (e.g., structural, electrical, mechanical, and finish phases).
- B11.0 Understand the impact of financial, technical, and environmental trends on the past and future of the construction industry.
 - B11.1 Understand significant historical trends in engineering and heavy construction technology.
 - B11.2 Understand environmental regulations that influence engineering and heavy construction projects.
 - B11.3 Demonstrate understanding of California Environmental Quality Act (CEQA) and Environmental Impact Reports (EIRs) as they apply to heavy construction, including highway and bridge projects.
 - B11.4 Identify local and state building codes as appropriate to heavy construction, especially as it relates to highway and bridge projects.



C. Mechanical Systems Installation and Repair Pathway

The Mechanical Systems Installation and Repair pathway provides students with competencies fundamental for preparing for employment or advanced training in heating, ventilation, air-conditioning (HVAC) and appliance installation, maintenance, and repair. The pathway includes preparation for a Class C California License and EPA certification.

Sample occupations associated with this pathway:

-  HVAC Installation and Maintenance Specialist
-  Plumbing Installer
-  Sheet Metal Fabricator
-  Mechanical Engineer/Technician
-  Mechanical Construction Field Manager

- C1.0 Demonstrate an understanding of the methods and devices used to improve air quality and comfort.
 - C1.1 Explain the historical development and principals of air-conditioning and refrigeration.
 - C1.2 Describe the differences between air-conditioning and refrigeration.
 - C1.3 Explain the impact of heating, air-conditioning, and refrigeration on society.
 - C1.4 Explain the differences in comfort applications (cooling/heating air) and process applications (improving air quality).
 - C1.5 Describe the benefits of conditioned air and environments.
 - C1.5 Explain the methods and devices used to improve air quality.
 - C1.6 List several situations in which the improvement of air quality is essential.
 - C1.7 Debate current issues and concerns, such as indoor air quality, the ozone layer, and computer technology, in the heating, air-conditioning, and refrigeration industry and in the environment and explain their future ramifications.
 - C1.8 Describe the purpose and importance of local, state, and federal heating, air-conditioning, and refrigeration codes and standards.
 - C1.9 Identify various HVAC professional organizations, associations, and societies, and explain their purposes.
- C2.0 Describe the basic components and concepts of heating, air-conditioning, and refrigeration.
 - C2.1 Demonstrate a working knowledge of the four major components of a refrigeration system.
 - C2.2 Identify and explain the characteristics of vapor compression refrigeration.
 - C2.3 Explain the advantages and disadvantages of the different refrigerants used in a vapor compression system.
 - C2.4 Distinguish between split systems and package systems.



- C3.0 Demonstrate an understanding of the scientific theories and physical properties of heat and matter.
 - C3.1 Describe and explain freezing point, critical temperature, and absolute zero.
 - C3.2 Describe matter and heat and their relation to heat transfer.
 - C3.3 Compare and contrast the characteristics of heat, humidity, and temperature.
 - C3.4 Distinguish between, and explain the characteristics of, the three different states of matter.
 - C3.5 Define the differences between latent heat and sensible heat.
- C4.0 Analyze the effects and reactions of fluids, pressures, and temperatures on refrigerants.
 - C4.1 Summarize the refrigeration cycle.
 - C4.2 Define and explain "fluid," "pressure," and "temperature."
 - C4.3 Utilize pressure and temperature charts.
 - C4.4 Demonstrate ways to measure and calculate absolute and gauge pressures according to industry standards.
 - C4.5 Identify and explain the classifications, uses, and properties of different refrigerants.
 - C4.6 Explain how fluids react and flow in a closed system versus an open system.
 - C4.7 Identify and classify the color-coding of refrigerant cylinders.
 - C4.8 Practice proper methods of storing, transferring, and recovering refrigerants.
 - C4.9 Summarize the effects of contaminants or using an improper refrigerant in a system.
- C5.0 Demonstrate skills necessary to fabricate and service the tubing, piping, and fittings utilized in accordance with accepted industry standards.
 - C5.1 Understand the basic codes in the Uniform Plumbing Codes (UPC).
 - C5.2 Select materials and fittings for use in piping a system.
 - C5.3 Demonstrate techniques for cutting, deburring, and bending tubing.
 - C5.4 Connect tubing utilizing proper fittings and connection methods.
 - C5.5 Demonstrate the ability to identify and select the appropriate materials for the soldering and brazing of tubing.
 - C5.6 Explain the purposes and procedures for protecting piping materials and fittings from effects of heat.
 - C5.7 Demonstrate the ability to braze and/or solder tubing, including aluminum.
 - C5.8 Silver-braze bras, steels, and copper.
 - C5.9 Fabricate and leak test the piping, tubing, and connections of a heating, air-conditioning, and/or refrigeration unit.



- C6.0 Demonstrate the skills necessary to service, maintain, and repair heating, air-conditioning, and refrigeration system components and accessories.
 - C6.1 Explain the types, operation, use, and maintenance requirements of different compressors (e.g., reciprocating, rotary, screw, and scroll).
 - C6.2 Analyze the operating condition of a compressor.
 - C6.3 Explain the types, operation, use, and maintenance requirements of condensers and evaporators.
 - C6.4 Explain the types, operation, use, and maintenance requirements of different metering devices.
 - C6.5 Evaluate the performance of a metering device.
 - C6.6 Explain the methods of compression, lubrication, and compressor loading and unloading.
 - C6.7 Analyze and evaluate the proper operating condition of a compressor.
 - C6.8 Locate and explain the uses of refrigerant flow accessories.
 - C6.9 Locate and explain the uses of system accessories (e.g., receivers, solenoids, valves, heat exchangers, filters, and separators).
 - C6.10 Analyze, troubleshoot, and correct mechanical problems in a heating, air-conditioning, and refrigeration system.
 - C6.11 Evaluate system performance.
- C7.0 Demonstrate a practical knowledge of basic electricity and skills necessary to service and maintain the electrical components of heating, air-conditioning, and refrigeration equipment.
 - C7.1 Explain the principles and properties of electricity.
 - C7.2 Compare and contrast single-phase versus three-phase electrical distribution.
 - C7.3 Define and distinguish amps, ohms, volts, and watts.
 - C7.4 Demonstrate the ways to measure watts, voltage, amperage, and resistance using appropriate instruments while adhering to industry standards.
 - C7.5 Illustrate and summarize a wiring schematic diagram for a heating or cooling system.
 - C7.6 Analyze and troubleshoot the protection devices, such as fuses and breakers, in an electrical system.
 - C7.7 Interpret charts and tables from the National Electrical Codes (NEC).
- C8.0 Troubleshoot electrical control systems, motors, and their components.
 - C8.1 Identify and explain the operations of electrical control systems and their components.
 - C8.2 Install and troubleshoot electrical control systems.
 - C8.3 Describe the operation and function of different types of electromechanical thermostats.
 - C8.4 Analyze operational problems with different types of electromechanical thermostats.
 - C8.5 Describe the electrical and mechanical operations of a basic heat pump.



- C8.6 Demonstrate the ability to wire a basic heating, air-conditioning, and/or refrigeration system.
- C8.7 Identify and explain the functions of various types of motors and their individual components.
- C8.8 Describe the differences between single-phase and three-phase motors.
- C8.9 Analyze and test motors using a variety of different methods.
- C8.10 Assess an electric motor for proper function and repair as necessary.
- C9.0 Demonstrate a practical knowledge of solid-state electronics.
 - C9.1 Explain the basic principles and functions of Direct Digital Control (DDC).
 - C9.2 Describe basic solid-state circuits and boards.
 - C9.3 Identify, analyze, and replace solid-state circuit boards.
 - C9.4 Explain the major functions of a building-management system.
 - C9.5 Install and program a programmable thermostat.
- C10.0 Demonstrate a practical knowledge of combustion heating systems.
 - C10.1 Explain combustion theory.
 - C10.2 Identify and explain the various types, operations, and functions of various types of gas valves and regulators.
 - C10.3 Determine the suitable application, and analyze the proper functioning, of gas valves and regulators.
 - C10.4 Demonstrate the installation, maintenance, testing, and repair of a gas operated heating system.
 - C10.5 Create a wiring schematic for a gas furnace.
 - C10.6 Sketch the proper gas flow for a gas furnace.
 - C10.7 Analyze, troubleshoot, and correct problems in a combustion-type heating system.
- C11.0 Demonstrate practical knowledge of systems designed to improve air quality.
 - C11.1 Explain the scientific principles of psychrometrics.
 - C11.2 Define relative, specific, and absolute humidity.
 - C11.3 Distinguish between dew point, dry bulb, and wet bulb temperature.
 - C11.4 Summarize concerns related to indoor air quality.
 - C11.5 Compare and contrast the benefits of air-filtration, air-handling, and ventilation systems.
 - C11.6 Create, analyze, and maintain a system designed to improve air quality.



D. Residential and Commercial Construction Pathway

The Residential and Commercial Construction pathway provides learning opportunities for students interested in preparing for careers in construction and building design, performance, and sustainability. The standards focus on the manner in which residential and commercial structures are designed and built. The pathway includes instruction in the way in which these structures are built (Class B California License).

Sample occupations associated with this pathway:



Plumber



Electrician



Building Inspector



Estimator



Carpenter

- D1.0 Recognize the impact of financial, technical, environmental, and labor trends on the past and future of the construction industry.
 - D1.1 Understand significant historical trends in the construction industry.
 - D1.2 Understand the environmental regulations that influence residential and commercial design.
 - D1.3 Demonstrate knowledge of the California Environmental Quality Act (CEQA) and Environmental Impact Review (EIRs) impacts on residential and commercial construction.
- D2.0 Apply the appropriate mathematical calculations used in the construction trades.
 - D2.1 Apply formulas to determine area, volume, lineal, board, and square feet.
 - D2.2 Apply the Pythagorean Theorem to calculate pipe offsets, roof slope, and check for square.
 - D2.3 Estimate the materials needed to complete a specific task.
 - D2.4 Determine the total developed length of the water supply piping system.
 - D2.5 Calculate the residual pressure at the highest outlet per the requirements of the Plumbing Code.
 - D2.6 Calculate the total fixture unit demand from the fixtures indicated on the construction drawings using the tables of the plumbing code.
 - D2.7 Calculate the proper slope for drain, waste and vent (DWV) piping.
 - D2.8 Apply Ohm's Law to calculate resistance, current flow, and voltage in series, parallel, and combination circuits.
 - D2.9 Calculate the load on an electrical system from general lighting and small and large appliances.



- D3.0 Interpret and apply information from technical drawings, schedules, and specifications used in the construction trades.
 - D3.1 Identify the elements used in technical drawings, including types of lines, symbols, details, and views.
 - D3.2 Identify and interpret the elements of technical drawings, including plan, elevation, section, and detail views.
 - D3.3 Interpret technical drawings specifications.
 - D3.4 Identify plumbing, electrical, and mechanical symbols and other abbreviations used in construction drawings.
 - D3.5 Interpret and scale dimensions from a set of plans using an architect's scale.
 - D3.6 Interpret sectional and detail drawings to determine construction details such as corners, rough openings, stairs, and roof systems.
 - D3.7 Understand the sequencing and phases of residential and commercial construction projects.

- D4.0 Demonstrate techniques for proper site preparation.
 - D4.1 Use leveling devices to check for elevation, level, and plumb.
 - D4.2 Demonstrate how to establish grades using survey instruments.
 - D4.3 Install batter boards.
 - D4.4 Check site layout for square using the diagonal method.
 - D4.5 Describe excavation and backfill methods.
 - D4.6 Identify different methods and equipment used for compaction.
 - D4.7 Identify types of backfill materials and how they are used.

- D5.0 Demonstrate foundation layout techniques to include setting forms, placing reinforcements, and placing concrete according to construction drawings, specifications, and building codes.
 - D5.1 Describe the sequencing procedures for placing large and small slabs.
 - D5.2 Demonstrate how to establish elevations for concrete structures.
 - D5.3 Lay out location and elevation of concrete/masonry structures based on construction drawings.
 - D5.4 Develop a material take-off in accordance with construction drawings and specifications.
 - D5.5 Lay out location for reinforcements, expansion joints, openings, and embedded items based on construction drawings, specifications, and building codes.
 - D5.6 Construct, place, and brace forms for concrete as detailed in construction drawings for footings, slab, and raised floors.
 - D5.7 Place and secure reinforcement as detailed by construction drawings, building codes, and industry standards.



- D5.8 Place secure embedded hardware as detailed on construction drawings.
- D5.9 Demonstrate proper removal and care of concrete forms.
- D5.10 Use appropriate tools and techniques for placing, compacting, screeding, and finishing consolidating concrete in slabs and footings.
- D6.0 Demonstrate carpentry techniques for the construction of a single-family residence.
 - D6.1 Properly place a moisture barrier and pest control guard on a foundation.
 - D6.2 Attach a sill plate at top of concrete foundation.
 - D6.3 Lay out, cut, and install joist supports, rim joists, and floor joists as specified on construction plans.
 - D6.4 Install a subfloor.
 - D6.5 Demonstrate wall and plate layout, including rough openings.
 - D6.6 Measure, cut, and assemble wall components using appropriate tools and fasteners.
 - D6.7 Demonstrate the ability to square wall systems and install wall bracing and shear panels according to code.
 - D6.8 Stand, square, plumb, and brace walls.
 - D6.9 Describe the applications and uses of metal stud framing.
 - D6.10 Lay out, cut, and install ceiling joists and common and jack rafters.
 - D6.11 Frame and erect shed and gable roof systems.
 - D6.12 Lay out and install trusses "on-center" with specified hardware.
 - D6.13 Install appropriate blocking, bracing, lookouts, fascia, and drip edge.
 - D6.14 Frame for roof penetrations and attic access.
 - D6.15 Apply roof sheathing and install appropriate flashings.
 - D6.16 Understand different roofing materials and methods of application.
- D7.0 Demonstrate proper installation techniques of interior finish materials and protective finishes.
 - D7.1 Identify types and uses of wall finishing materials.
 - D7.2 Cut, fit, and install gypsum wallboard onto a framed wall using appropriate fasteners.
 - D7.3 Describe the finishes and textures for gypsum wallboard.
 - D7.4 Properly prepare walls to receive protective finishes.
 - D7.5 Apply finishes according to specifications and industry standards.
 - D7.6 Identify types and application of finish flooring materials.
 - D7.7 Install pre-hung interior doors.
 - D7.8 Install interior trim and case work.



- D8.0 Demonstrate the application of exterior finish materials and protective finishes in building construction.
 - D8.1 Describe the installation procedures and techniques of masonry siding materials.
 - D8.3 Install wood, vinyl, and/or manufactured siding.
 - D8.4 Demonstrate preparation techniques for applying exterior paint and stain.
 - D8.5 Apply exterior paint and stain according to specifications.
 - D8.6 Describe various types and uses of doors and windows used in building construction.
 - D8.7 Install pre-hung windows and doors using appropriate flashing and trim.
 - D8.8 Caulk and seal joints to prevent air and moisture infiltration and increase energy efficiency.
 - D8.9 Install vents for efficient attic and crawl space ventilation.
 - D8.10 Install various types of floor, wall, and ceiling thermal insulation.
 - D8.11 Describe mold-prevention techniques.
- D9.0 Understand, integrate, and employ sustainable construction practices in the building trades.
 - D9.1 Identify design and energy solutions for improving building energy efficiency.
 - D9.2 Identify materials used in building construction to increase energy efficiency and sustainability.
 - D9.3 Calculate energy requirements and loads for buildings and structures.
 - D9.4 Demonstrate the application of constructing materials intended to improve building efficiency and sustainability.
 - D9.5 Analyze and evaluate buildings for energy efficiency and performance.
 - D9.6 Develop solutions to improve building energy performance and efficiency.
- D10.0 Demonstrate skills necessary to complete a plumbing system in a single-family residence in accordance with accepted industry standards.
 - D10.1 Demonstrate techniques for cutting, deburring, and joining metallic and nonmetallic water piping.
 - D10.2 Lay out and install hot and cold water piping to fixture locations as indicated on the construction documents.
 - D10.3 Perform pressure test of an installed piping system.
 - D10.4 Install fastened in-place fixture valves and shut-off valves as indicated on construction drawings.
 - D10.5 Install and secure proper drainage piping to fixture locations.
 - D10.6 Determine the proper slope for DWV piping using hand levels, laser levels, and transits.
 - D10.7 Install traps and vents as indicated by construction drawings, specifications, and government codes.



- D10.8 Install angle stops at water supply stub outs.
- D10.9 Install plumbing fixtures.
- D10.10 Connect the water supply to faucets and water closets.
- D10.11 Connect fixture tailpieces to fixtures and to traps.
- D10.12 Check for the proper functioning of fixtures.

- D11.0 Demonstrate skills necessary to complete an electrical system in a single-family residence in accordance with accepted industry standards.
 - D11.1 Determine whether or not an electrical circuit is "live."
 - D11.2 Prepare rough framing for the installation of electrical cables and conduit.
 - D11.3 Lay out components to the tolerances indicated on the construction drawings, specifications, and government codes.
 - D11.4 Install typical devices, junction boxes, and panels.
 - D11.5 Install lighting and ceiling fan support boxes according to the National Electrical Code (NEC).
 - D11.6 Install conduit typical of residential construction and pull conductors through conduit as required by the NEC.
 - D11.7 Splice and tap conductors for the installation of fixtures and devices.
 - D11.8 Install low voltage control and communication cables.
 - D11.9 Demonstrate grounding techniques for all electrical boxes, cabinets, and enclosures.
 - D11.10 Terminate electrical connections to receptacles, switches, lighting fixtures, large appliances, and other devices.
 - D11.11 Select receptacles and switches based on load requirements.
 - D11.12 Terminate equipment grounding and neutral conductor at the electrical service.
 - D11.13 Terminate communication and control wiring.



Academic Alignment Matrix

		PATHWAYS			
		A. Cabinetry, Millwork, and Woodworking	B. Engineering and Heavy Construction	C. Mechanical Systems Installation and Repair	D. Residential and Commercial Construction
BUILDING AND CONSTRUCTION TRADES					
ENGLISH LANGUAGE ARTS					
Language Standards – LS – (Standard Area, Grade Level, Standard #)					
11-12.6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		A1.0, A2.0	B1.0, B2.0, B3.0, B4.0	C1.0, C2.0, C3.0, C4.0	D7.0, D8.0
Reading Standards for Informational Text – RSIT – (Standard Area, Grade Level, Standard #)					
11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.		A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0	C1.0, C2.0, C3.0, C4.0	D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D10.0, D11.0
11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.		A2.0	B1.0	C1.0	
11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.		A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0	C1.0, C2.0, C3.0, C4.0	D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D10.0, D11.0
Reading Standards for Literacy in History/Social Studies – RHSS – (Standard Area, Grade Level, Standard #)					
11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.		A2.0	B10.0	C1.0	
Reading Standards for Literacy in Science and Technical Subjects – RLST – (Standard Area, Grade Level, Standard #)					
11-12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.		A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B5.0	C1.0, C2.0, C3.0, C4.0	D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D10.0, D11.0



Academic Alignment Matrix

BUILDING AND CONSTRUCTION TRADES	PATHWAYS			
	A. Cabinetry, Millwork, and Woodworking	B. Engineering and Heavy Construction	C. Mechanical Systems Installation and Repair	D. Residential and Commercial Construction
Reading Standards for Literacy in Science and Technical Subjects – RLST – (Standard Area, Grade Level, Standard #) <i>(continued)</i>				
11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	A3.0	B1.0, B2.0, B3.0	C3.0	D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D10.0, D11.0
11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.		B1.0, B2.0	C3.0	D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D10.0, D11.0
11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	A1.0, A2.0	B1.0, B3.0	C1.0	D3.0
11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	A1.0, A2.0	B1.0, B4.0	C1.0, C3.0, C4.0, C9.0, C13.0	D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D10.0, D11.0
11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B4.0, B10.0	C1.0, C3.0, C4.0, C9.0, C13.0	D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D10.0, D11.0
Writing Standards – WS – (Standard Area, Grade Level, Standard #)				
11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	A2.0	B1.0	C1.0, C4.0	
11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A2.0, A3.0			
11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	A3.0	B1.0	C1.0	
11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	A3.0	B1.0	C1.0	



Academic Alignment Matrix

	PATHWAYS			
	A. Cabinetry, Millwork, and Woodworking	B. Engineering and Heavy Construction	C. Mechanical Systems Installation and Repair	D. Residential and Commercial Construction
BUILDING AND CONSTRUCTION TRADES				
Writing Standards – WS – (Standard Area, Grade Level, Standard #) (continued)				
11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A3.0	B1.0	C1.0	D1.0, D3.0
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects – WHSST – (Standard Area, Grade Level, Standard #)				
11-12.1. Write arguments focused on discipline-specific content.	A1.0			
11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	A1.0	B10.0	C1.0	
11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A1.0			
11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	A1.0, A3.0		C1.0	
11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	A1.0, A3.0			
11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A1.0	B1.0, B7.0, B10.0	C1.0	D1.0, D3.0
11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.	A1.0			D4.0, D7.0, D8.0
11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	A1.0			

Academic Alignment Matrix

BUILDING AND CONSTRUCTION TRADES	PATHWAYS			
	A. Cabinetry, Millwork, and Woodworking	B. Engineering and Heavy Construction	C. Mechanical Systems Installation and Repair	D. Residential and Commercial Construction
MATHEMATICS				
Algebra – A-CED – Creating Equations				
<i>Create equations that describe numbers or relationships</i>				
1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems in and out of context, including equations arising from linear functions. 1.1 Judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step. (CA Standard Algebra II – 11.2)	A3.0	B7.0, B8.0	C6.0	D2.0
4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .		B2.0, B8.0	C3.0, C4.0, C9.0	D2.0
Algebra – A-REI – Reasoning with Equations and Inequalities				
<i>Represent and solve equations and inequalities graphically</i>				
10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	A1.0, A10.0			
Functions – F-TF – Trigonometric Functions				
<i>Extend the domain of trigonometric functions using the unit circle</i>				
1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. 1.1 Understand the notion of angle and how to measure it, in both degrees and radians. Convert between degrees and radians. (CA Standard Trigonometry – 1.0)	A10.0	B4.0		D 5.0, D7.0
Geometry – G-C – Circles				
<i>Understand and apply theorems about circles</i>				
1. Prove that all circles are similar.	A7.0, A10.0			D2.0, D3.0, D5.0, D6.0, D7.0, D8.0





Academic Alignment Matrix

	PATHWAYS			
	A. Cabinetry, Millwork, and Woodworking	B. Engineering and Heavy Construction	C. Mechanical Systems Installation and Repair	D. Residential and Commercial Construction
BUILDING AND CONSTRUCTION TRADES				
Geometry – G–C – Circles <i>(continued)</i>				
<i>Find arc lengths and areas of sectors of circles</i>				
5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	A7.0	B2.0, B8.0		D3.0
Geometry – G–GMD – Geometric Measurement and Dimensions				
<i>Explain volume formulas and use them to solve problems</i>				
1. Give an informal argument for the formulas for the circumference of a Circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	A1.0, A3.0, A5.0, A6.0, A8.0	B7.0	C12.0	D4.0, D5.0, D7.0, D8.0, D10.0, D11.0
<i>Visualize relationships between two-dimensional and three-dimensional objects</i>				
4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three dimensional objects generated by rotations of two-dimensional objects.	A1.0, A3.0, A5.0, A6.0, A8.0	B2.0, B7.0	C9.0, C12.0	D4.0, D5.0, D7.0, D8.0, D10.0, D11.0
5. Determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.	A1.0, A3.0, A5.0, A6.0, A8.0	B7.0	C9.0, C12.0	D4.0, D5.0, D7.0, D8.0, D10.0, D11.0
Geometry – G–GPE – Expressing Geometric Properties with Equations				
<i>Use coordinates to prove simple geometric theorems algebraically</i>				
4. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.	A1.0, A3.0, A5.0, A6.0, A8.0			D2.0, D3.0, D11.0
5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	A7.0, A10.0	B2.0, B8.0		D4.0, D5.0, D6.0, D7.0, D8.0
7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	A6.0, A3.0, A5.0	B7.0	C6.0	D2.0, D3.0, D5.0, D6.0, D7.0, D10.0

Academic Alignment Matrix

BUILDING AND CONSTRUCTION TRADES	PATHWAYS			
	A. Cabinetry, Millwork, and Woodworking	B. Engineering and Heavy Construction	C. Mechanical Systems Installation and Repair	D. Residential and Commercial Construction
Geometry – G-MG – Modeling with Geometry				
<i>Apply geometric concepts in modeling situations</i>				
1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).	A1.0	B7.0		
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).	A1.0	B4.0, B7.0		
3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).	A1.0	B2.0, B4.0, B7.0, B8.0		
Geometry – G-SRT – Similarity, Right Triangles, and Trigonometry				
<i>Define trigonometric ratios and solve problems involving right triangles</i>				
8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.				
8.1 Know and use angle and side relationships in problems with special right triangles. such as, 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles. (CA Standard Geometry – 20.0)	A1.0, A7.0, A10.0			D3.0, D4.0, D5.0
Number and Quantity – N-Q – Quantities				
<i>Reason quantitatively and use units to solve problems.</i>				
1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	A1.0	B7.0		
2. Define appropriate quantities for the purpose of descriptive modeling.		B2.0, B7.0		
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	A1.0	B7.0	C6.0	





Academic Alignment Matrix

	PATHWAYS			
	A. Cabinetry, Millwork, and Woodworking	B. Engineering and Heavy Construction	C. Mechanical Systems Installation and Repair	D. Residential and Commercial Construction
BUILDING AND CONSTRUCTION TRADES				
Number and Quantity – N-VM – Vector and Matrix Quantities				
<i>Represent and model with vector quantities</i>				
1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v , $ v $, $\ v\ $, v).	A5.0, A6.0			D4.0, D6.0
2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.	A5.0, A6.0			D4.0, D6.0
3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.	A5.0, A6.0			D4.0, D6.0
<i>Perform operations on vectors</i>				
4. (+) Add and subtract vectors.				
a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.				
b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.				
c. Understand vector subtraction $v - w$ as $v + (-w)$, where $-w$ is the additive inverse of w , with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.	A5.0, A6.0			D4.0, D6.0
5. (+) Multiply a vector by a scalar.				
a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.				
b. Compute the magnitude of a scalar multiple cv using $\ cv\ = c v$. Compute the direction of cv knowing that when $ c v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).	A5.0, A6.0			D4.0, D6.0

Academic Alignment Matrix

	PATHWAYS			
	A. Cabinetry, Millwork, and Woodworking	B. Engineering and Heavy Construction	C. Mechanical Systems Installation and Repair	D. Residential and Commercial Construction
BUILDING AND CONSTRUCTION TRADES				
Calculus – C				
11.0 Students use differentiation to solve optimization (maximum–minimum problems) in a variety of pure and applied contexts.	A3.0	B4.0, B7.0		
16.0 Students use definite integrals in problems involving area, velocity, acceleration, volume of a solid, area of a surface of revolution, length of a curve, and work.	A1.0, A3.0, A5.0, A6.0, A8.0	B4.0, B7.0		D2.0, D4.0, D5.0, D7.0, D8.0, D10.0, D11.0
SCIENCE				
Scientific and Engineering Practices – SEP				
1. Asking questions (for science) and defining problems (for engineering)	A1.0, A3.0, A7.0, A8.0	B2.0, B4.0, B7.0	C1.0, C4.0, C6.0, C9.0, C10.0, C12.0	D2.0
2. Developing and using models	A3.0	B2.0, B3.0, B4.0, B7.0	C2.0, C3.0, C4.0, C9.0, C12.0, C13.0	
3. Planning and carrying out investigations	A1.0, A3.0, A4.0, A7.0, A8.0	B1.0, B2.0, B7.0	C1.0, C3.0, C4.0, C6.0, C9.0, C10.0, C12.0, C13.0	D5.0
4. Analyzing and interpreting data	A1.0, A3.0, A5.0, A6.0, A7.0, A8.0, A10.0	B1.0, B2.0, B4.0, B7.0, B10.0	C1.0, C3.0, C4.0, C6.0, C9.0	D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D10.0, D11.0
5. Using mathematics and computational thinking	A1.0, A3.0, A5.0, A6.0, A7.0, A8.0, A10.0	B1.0, B2.0, B3.0, B4.0, B7.0, B8.0	C4.0, C9.0, C10.0, C11.0, C12.0, C13.0	D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D10.0, D11.0
6. Constructing explanations (for science) and designing solutions (for engineering)	A1.0, A3.0, A4.0, A6.0, A7.0	B1.0, B4.0, B5.0, B7.0, B10.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C9.0, C10.0, C11.0, C12.0, C13.0	
7. Engaging in argument from evidence			C1.0	
8. Obtaining, evaluating, and communicating information	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A10.0			D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D10.0





Academic Alignment Matrix

BUILDING AND CONSTRUCTION TRADES	PATHWAYS			
	A. Cabinetry, Millwork, and Woodworking	B. Engineering and Heavy Construction	C. Mechanical Systems Installation and Repair	D. Residential and Commercial Construction
Crosscutting Concept – CC				
1. Patterns	A1.0, A2.0, A3.0, A8.0	B1.0, B2.0, B3.0, B10.0	C1.0, C2.0, C3.0, C4.0, C9.0, C10.0	
2. Cause and effect: Mechanism and explanation		B3.0, B7.0	C1.0, C2.0	
3. Scale, proportion, and quantity	A1.0, A3.0, A4.0, A5.0, A6.0, A7.0, A10.0	B1.0, B2.0, B3.0, B4.0, B7.0	C4.0, C5.0, C6.0, C9.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D10.0
4. Systems and system models		B2.0, B3.0, B4.0	C2.0, C3.0, C4.0, C9.0, C13.0	D2.0
5. Energy and matter: Flows, cycles, and conservation		B4.0	C2.0, C3.0, C4.0, C9.0, C12.0	D2.0
6. Structure and function	A1.0, A3.0, A5.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B5.0, B6.0, B9.0	C4.0, C5.0, C6.0, C10.0	D6.0, D7.0, D8.0, D10.0
7. Stability and change	A1.0	B1.0, B2.0, B3.0	C1.0, C2.0, C4.0, C13.0	D2.0, D5.0, D6.0
Physical Sciences – PS				
PS1: Matter and Its Interactions				
PS1.A: Structure and Properties of Matter	A6.0, A8.0			
PS1.B: Chemical Reactions	A6.0, A8.0			
PS2: Motion and Stability: Forces and Interactions				
PS2.A: Forces and Motion		B4.0	C8.0	
PS2.C: Stability and Instability in Physical Systems		B1.0, B5.0	C12.0	D2.0, D4.0, D5.0, D6.0
PS3: Energy				
PS3.A: Definitions of Energy			C3.0, C0.4, C6.0, C7.0, C9.0	D2.0, D9.0
PS3.B: Conservation of Energy and Energy Transfer			C3.0, C4.0, C6.0, C9.0, C10.0	D9.0
PS4: Waves and Their Applications in Technologies for Information Transfer				
PS4.C: Information Technologies and Instrumentation				D11.0

Academic Alignment Matrix

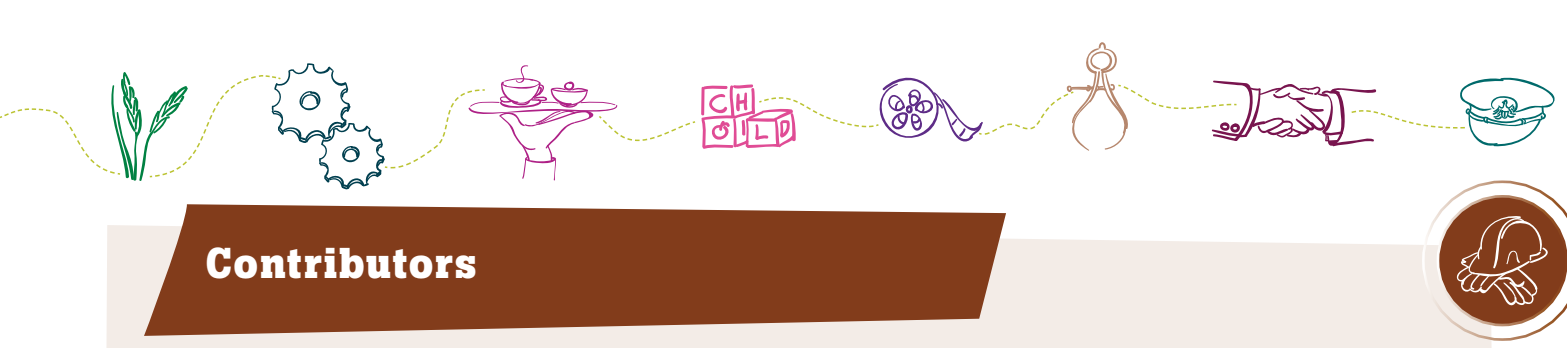
	PATHWAYS			
	A. Cabinetry, Millwork, and Woodworking	B. Engineering and Heavy Construction	C. Mechanical Systems Installation and Repair	D. Residential and Commercial Construction
BUILDING AND CONSTRUCTION TRADES				
Life Science – LS				
LS1: From Molecules to Organisms: Structures and Processes	A5.0			
LS1.B: Growth and Development of Organisms				
Earth and Space Sciences – ESS				
ESS2: Earth's Systems		B8.0		
ESS2.A: Earth Materials and Systems		B1.0		
ESS2.B: Plate Tectonics and Large-Scale System Interactions		B11.0		
ESS2.C: The Roles of Water in Earth's Surface Processes		B3.0	C11.0	
ESS2.D: Weather and Climate		B4.0		
ESS2.E: Biogeology				
Engineering, Technology, and the Applications of Science – ETS				
ETS1: Engineering Design				
ETS1.A: Defining and Delimiting an Engineering Problem	A1.0, A3.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B7.0, B9.0, B10.0	C1.0, C4.0, C5.0, C6.0, C9.0, C12.0, C13.0	D2.0, D3.0, D5.0, D9.0
ETS1.B: Developing Possible Solutions	A1.0, A3.0, A6.0, A7.0, A8.0	B1.0, B2.0, B3.0, B7.0, B9.0, B10.0	C1.0, C4.0, C5.0, C6.0, C9.0, C12.0, C13.0	D2.0, D3.0, D5.0, D9.0
ETS1.C: Optimizing the Design Solution	A1.0, A3.0, A7.0			D9.0
ETS2: Links Among Engineering, Technology, Science, and Society				
ETS2.A: Interdependence of Science, Engineering, and Technology		B1.0, B4.0, B10.0	C1.0, C3.0, C4.0, C9.0, C12.0, C13.0	D2.0
ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World	A1.0, A2.0, A3.0, A6.0, A7.0	B7.0		D1.0





Academic Alignment Matrix

	PATHWAYS			
	A. Cabinetry, Millwork, and Woodworking	B. Engineering and Heavy Construction	C. Mechanical Systems Installation and Repair	D. Residential and Commercial Construction
BUILDING AND CONSTRUCTION TRADES				
HISTORY/SOCIAL SCIENCE				
Principles of American Democracy and Economics – AD				
12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.				D10.0, D11.0
12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.		B8.0, B10.0	C1.0	D1.0, D10.0, D11.0
Principles of Economics – PE				
12.1 Students understand common economic terms and concepts and economic reasoning.				D3.0, D5.0, D8.0
12.2 Students analyze the elements of America's market economy in a global setting.		B10.0		D3.0
U.S. History and Geography – US				
11.8 Students analyze the economic boom and social transformation of post-World War II America.	A2.0	B10.0		



Contributors

Building and Construction Trades

Lloyd McCabe, Administrator, California Department of Education
John Dunn, Education Consultant, California Department of Education

Standards Review Team

- Jim Campbell, Private Contractor, Campbell's Construction
- Lance Gunnensen, Instructor, Davis Joint Unified School District
- Glenn Hillegas, Executive VP, San Diego Association of General Contractors
- Carol Johnston, Director, Sacramento County Office of Education
- Richard Stoker, Professor, Los Rio Community College District

Standards Writing Team

- David Dabaco, Instructor, Lincoln Unified School District
- Tom Vessella, Professor, Los Angeles Trade Technical College
- Jeff Wright, Instructor, Lincoln Unified School District

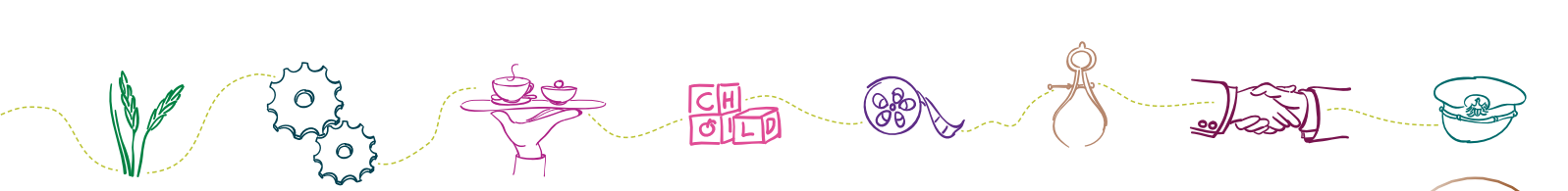
Common Core Alignment Team

- Curtis Earle, Instructor, Los Angeles Unified School District
- Jeff Kamansky, Instructor, Oceanside Unified School District
- Sheryl Roccoforte, Instructor, Oceanside Unified School District
- Zach Ronnenberg, Instructor, Davis Joint Unified School District
- Frank Zuidema, Instructor, Oceanside Unified School District



References

- ACT. 2010. *A First Look at the Common Core and College and Career Readiness*. <http://www.act.org/research/policymakers/pdf/FirstLook.pdf> (accessed December 4, 2012).
- American Association of Colleges for Teacher Education (AACTE) and the Partnership for 21st Century Skills. 2010. "Preparing Students for the 21st Century Economy." <http://www.edsynergy.org/wp-content/uploads/2011/07/PREPARING-STUDENTS-FOR-THE-21ST-CENTURY-ECONOMY-3.doc> (accessed December 4, 2012).
- Anderson, Lorin W., David R. Krathwohl, Peter W. Airasian, Kathleen A. Cruikshank, Richard E. Mayer, Paul R. Pintrich, James Rahts, and Merlin C. Wittrock. 2001. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Pearson.
- Association of American Colleges and Universities. 2007. *College Learning for the New Global Century*. <http://www.aacu.org/advocacy/leap/documents/GlobalCenturyFinal.pdf> (accessed December 4, 2012).
- Association of American Colleges and Universities and Peter D. Hart Research Associates, Inc. 2006. *How Should Colleges Prepare Students to Succeed in Today's Global Economy?* <http://www.aacu.org/leap/documents/Re8097abcombined.pdf> (accessed December 4, 2012).
- California Department of Education. 2006. *California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve*. <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf> (accessed December 4, 2012).
- . 2007. *Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve*. <http://www.cde.ca.gov/ci/ct/sf/documents/cteframework.pdf> (accessed December 4, 2012).
- California Employment Development Department. 2010. *California's Green Economy: Summary of Survey Results*. <http://www.labormarketinfo.edd.ca.gov/contentpub/GreenDigest/CA-Green-Economy-SummarySurveyResults.pdf> (accessed December 4, 2012).
- Children Now. 2010. *California Report Card 2011–12: Setting the Agenda for Children*. http://www.childrennow.org/uploads/documents/reportcard_2011.pdf [Link no longer valid] (accessed December 4, 2012).
- The Conference Board, Partnership for 21st Century Skills, Corporate Voices for Working Families, and the Society for Human Resource Management. 2006. *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce*. <http://www.shrm.org/research/surveyfindings/documents/are-they-really-ready-to-work-survey-report.pdf> (accessed December 4, 2012).
- Conley, David T. 2010. *College and Career Ready: Helping All Students Succeed Beyond High School*. San Francisco: Jossey-Bass.
- Conley, David T., Kathryn V. Drummond, Alicia de Gonzalez, Jennifer Rooseboom, and Odile Stout. 2011. *Reaching the Goal: The Applicability and Importance of the Common Core State Standards to College and Career Readiness*. Eugene, OR: Educational Policy Improvement Center. <http://www.epiconline.org/publications/documents/ReachingtheGoal-FullReport.pdf> (accessed December 4, 2012).



Darling-Hammond, Linda, Ruth Chung Wei, Alethea Andree, Nikole Richardson, and Stelios Orphanos. 2009. *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad*. Palo Alto, CA: National Staff Development Council and the School Redesign Network at Stanford University. <http://learningforward.org/docs/pdf/nsdcstudy2009.pdf> (accessed December 4, 2012).

Institute of Education Sciences, National Center for Education Statistics. 2012. *The Condition of Education*. <http://nces.ed.gov/programs/coe/> (accessed December 4, 2012).

International Center for Leadership in Education. 2012. "Rigor/Relevance Framework." Rexford, NY. <http://www.leadered.com/rrr.html> [Link no longer valid] (accessed December 4, 2012).

Intersegmental Committee of the Academic Senates (ICAS) of the California Community Colleges. 2002. *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. <http://asccc.org/sites/default/files/AcademicLiteracy.pdf> (accessed December 4, 2012).

Kober, Nancy, and Diane Stark Rentner. 2011. *States' Progress and Challenges in Implementing Common Core State Standards*. Washington, DC: Center on Education Policy. <http://www.cep-dc.org/displayDocument.cfm?DocumentID=343> (accessed December 4, 2012).

Marzano, Robert J., and John S. Kendall. 2007. *The New Taxonomy of Educational Objectives*. 2nd ed. Thousand Oaks, CA: Corwin Press. <http://www.marzanoresearch.com/site/default.aspx> [Link no longer valid] (accessed December 4, 2012).

MetLife, Inc. 2011. *The MetLife Survey of the American Teacher: Preparing Students for College and Careers*. https://www.metlife.com/assets/cao/contributions/foundation/american-teacher/MetLife_Teacher_Survey_2010.pdf (accessed December 6, 2012).

National Association of State Directors of Career Technical Education Consortium (NASDCTEc). 2011. "CTE and College and Career Ready Standards: Preparing Students for Further Education and Careers." Silver Spring, MD. <http://www.careertech.org/> (accessed December 4, 2012).

—. 2012. "Introduction to the Common Career Technical Core."

National Center for Education Statistics. 2008. *Trends in International Mathematics and Science Study 2007*. <http://nces.ed.gov/timss/index.asp> (accessed December 4, 2012).

National Governors Association, Council of Chief State School Officers, and Achieve, Inc. 2008. *Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education*. Washington, DC: National Governors Association. <http://www.nga.org/files/live/sites/NGA/files/pdf/0812BENCHMARKING.PDF> (accessed December 4, 2012).

Nevada Department of Education, Office of Career, Technical and Adult Education. 2004. "Residential Building Construction Skill Standards." <http://cteae.nv.gov/>.

Organisation for Economic Co-operation and Development (OECD). 2011. *Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States*. Paris, France. <http://www.oecd.org/pisa/46623978.pdf> (accessed December 4, 2012).



Owen Wilson, Leslie. 2006. "Dr. Leslie Owen Wilson's Curriculum Pages: Beyond Bloom—A New Version of the Cognitive Taxonomy." Stevens Point, WI: University of Wisconsin–Stevens Point. <http://www4.uwsp.edu/education/lwilson/curric/newtaxonomy.htm> (accessed December 4, 2012).

Public Broadcasting Service (PBS). 2012. PBS TeacherLine: Professional development for PreK–12 educators. <http://www.pbs.org/teacherline> (accessed December 4, 2012).

United States Department of Labor, Employment and Training Administration. 2009. "Secretary's Commission on Achieving Necessary Skills." <http://wdr.doleta.gov/SCANS/> (accessed December 4, 2012).

WestEd, the California Department of Education, and the California Community Colleges Chancellor's Office. 2008. *2008–2012 California State Plan for Career Technical Education*. http://www.schoolsmovingup.net/cte/downloads/cteplan_122808.pdf (accessed December 5, 2012).