



## INSTRUCTIONAL MATERIALS ADMINISTRATOR

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### Recommendation

Yes

**Comments:** This reviewer provided most of the missing associations tied to the Benchmark Codes as contained for this subject area associated within this text. Otherwise, the criteria is entirely in accordance with what is representative with the Architecture and Construction Industry in accordance with this review.

**Notation:** This reviewer believes that coverage of SkillsUSA organization should be an integral part of this text. Historically, the organization replaced VICA and promotes leadership, communication and application-specific skills in todays society through (and entirely run by) student participation. This is especially true in association with the Architecture and Construction industries as well as all trades. While it can be presented at the middle school level as targeted by this text, this coverage would then be appropriate and especially suited for students when they would be able to become SkillsUSA members upon attaining Secondary and Post-Secondary status.

### Material for Review

**Course:** Introduction to Architecture and Construction (8109350)

**Title:** Core Curriculum: Introductory Craft Skills , Edition: 5

**Copyright:** 2016

**Author:** NCCER

**Grade Level:** 6 - 8

### Content

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- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

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Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

**A. Alignment with curriculum**1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

This reviewer added associations for the following BENCHMARK CODES as evidenced in this material provided: 01.02 Module 00103-15 Introduction to Hand Tools, pgs. 7 " Stonemasons"; 22 "Bricklayers " Module 00105-15 Introduction to Construction Drawings, pg. 32 "Computer-Aided Drafting" 01.03 Module 00102-15 Introduction to Construction Math, pg. 5 "Construction Estimating" pg. 11 "Nominal Measurements" pg. 32 "Nominal and True Dimensions" 01.04 Module 00102-15 Introduction to Construction Math, pg. 21 "Other Counting Systems" 02.02 Module 00102-15 Introduction to Construction Math, pg. 5 "Construction Estimating" Module 00103-15 Introduction to Hand Tools, pgs. 7 " Stonemasons"; 22 "Bricklayers " Module 00105-15 Introduction to Construction Drawings, pg. 32 "Computer-Aided Drafting" 02.04 Module 00108-15 Basic Employability Skills, pg. 5 "Going Green"(with other modules) 05.01 Module 00105-15 Introduction to Construction Drawings, pg. 32 "Computer-Aided Drafting" 05.02 Module 00105-15 Introduction to Construction Drawings, pg. 3 "Building Information Modeling" 05.03 Module 00103-15 Introduction to Hand Tools, pgs. 21-24 laser/digital measurement devices applicable to interface with computer for Quality Control purposes. 06.04 Module 00101-15 Basic Safety (Construction Site Safety Orientation) pgs.15,39,49,66 &"Additional Resources" ea. Module

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The correct skill level of the standards and benchmarks in the course as evidenced in how the content is written. This format is also applicable to frameworks in Secondary and Post-Secondary curriculum.

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Both the Instructors Reference and Student materials are adaptable and useful for classroom instruction. The tools that are not applicable during hands-on should be covered in PowerPoint and/or lecture content.

**B. Level of Treatment**4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

There are sufficient details for students to understand the significance of topics and events through the materials provided. Critical-Thinking Skills through kinesthetic application combined with practical application exercises evidenced throughout the text ensure life-long skills are obtained.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Depth Of Knowledge rubric standards are matched and align with the level of treatment in both complexity and difficulty of each topic.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Depth Of Knowledge rubric standards are matched and align with the level of treatment in both complexity and difficulty of each topic. addressed associated with the grade level and student abilities. The material contained in the modules is applicable to both Secondary and Post-secondary curriculum as well.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The prescribed time allocation in both complexity and difficulty of the treatment of content matches the time period allowed for teaching.

**C. Expertise for Content Development**8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Expert information within the subject matter was evidenced through the primary and secondary sources as cited in the materials.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The quality of the content as evidenced in the materials in both the primary and secondary sources contribute to a thorough understanding of subject matter.

**D. Accuracy of Content**10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

There were no typographic or visual errors as evidenced as the content was presented accurately.

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

The material was evidenced to be free of bias and contradictions and is not inflammatory in nature through objective presentation of the material.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

The material is representative of each of the disciplines within the subject matter. This reviewer witnessed that all basis were covered throughout the material provided in relation to the various aspects of each category.

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

There were no mistakes or inconsistencies concerning the content and the material is to be considered accurate based on factual evidence. In particular, Commercial Architecture was presented accurately as to both qualities (parking lots and landscaping) differentiating it between Residential Architecture.

**E. Currency of Content**14. E. The content is up-to-date according to agriculture industry standards of practice.

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

Agriculture industry does not align with this subject matter.

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

The context is presented as being both appropriate and relevant in association with the content presented. The Depth Of Knowledge rubric standards are matched and align with the level of treatment in both appropriateness and relevancy difficulty of each topic. addressed associated with the grade level and student abilities. The material contained in the modules is applicable to both Secondary and Post-secondary curriculum as well.

16. E. The content is presented in an appropriate and relevant context for the intended learners.

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

The context for the intended learners is evidenced as being appropriate and relevant as presented through the content within this topic.

**F. Authenticity of Content**17. F. The content includes connections to life in a context that is meaningful to students.

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

Actual job positions and how each applies to the material covered provides connections to life experiences in a justifiable context for each student through methodology that is both clear and meaningful to each student.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

Interdisciplinary connections which are intended to make the content meaningful to students is evidenced in the various fields associated with the Architecture and Construction industry. This is also well documented in the specific fields representative with the varied construction drawings covered within the text.

**G. Multicultural Representation**19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

The portrayal of ethnicity, work situations, cultural, and physical is fair and unbiased in nature. Measurement systems (both Imperial and Metric) represent the modern standard and various sidebars (Around the World) influence a Global relevance in todays society.

**H. Humanity and Compassion**20. H. The materials portray people and animals with compassion, sympathy, and consideration of their

needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    **VERY POOR/NO ALIGNMENT**

Justification:

No alignment indicated for this category in this material provided - not applicable

21. In general, is the content of the benchmarks and standards for this course covered in the material.

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

This reviewer finds that this text is applicable to not just 6-8, but representative of Secondary and Post-Secondary curriculum frameworks as well.

## Presentation

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Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

**A. Comprehensiveness of Student and Teacher Resources** 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The teacher would not necessarily need to prepare additional teaching materials for the curriculum based on the results of the comprehensiveness of the student resources addressing the targeted learning outcomes as contained in this text.

**B. Alignment of Instructional Components** 2. B. All components of the major tool align with the curriculum and each other.

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Each major tool aligns with the curriculum and each of the topics presented in every Module as represented in this text.

**C. Organization of Instructional Materials** 3. C. The materials are consistent and logical organization of the content for the subject area.

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The content for each subject area are consistent and logical in organization throughout the material covered in this text.

**D. Readability of Instructional Materials** 4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Student engagement in reading or listening develops understanding of the content at a level appropriate to the students' abilities. Critical-Thinking Skills together with kinesthetic learning opportunities is witnessed throughout this text.

**E. Pacing of Content**5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

Student perception and understanding is evidenced in both the amount of content presented at one time and the pace at which it is presented throughout each Module contained in this text.

**Accessibility**6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

The material contains presentation, navigation, study tools and assistive supports that aid all students.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

This submission satisfies presentation requirements quite well. This is evidenced both through the Teacher Resource and the Students Text and Workbook. This reviewer finds that there was logical and meaningful order throughout the material provided in this review.

## Learning

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**A. Motivational Strategies**1. A. Instructional materials include features to maintain learner motivation.

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

PowerPoint presentations enhance lectures through visual learning.

**B. Teaching a Few "Big Ideas"**2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

Practical hands-on kinesthetic learning activities enhance and promote Critical-Thinking Skills throughout this material.

**C. Explicit Instruction**3. C. The materials contain clear statements of information and outcomes.

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

Clear statements of information and outcomes is evidenced in the material contained in this text.

**D. Guidance and Support**4. D. The materials provide guidance and support to help students safely and successfully become more

independent learners and thinkers.

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

The guidance and support for assisting students to safely and successfully become more independent learners and critical-thinking opportunities are provided throughout the various material in this text.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

Safety is stressed throughout the material with full coverage throughout this text.

**E. Active Participation of Students** 6. E. The materials engage the physical and mental activity of students during the learning process.

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

The mental activity of students during the learning process can be observed through the higher order critical-thinking skills brought together as evidenced through kinesthetic learning activities combined with all the material in this text.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

Organized activities are logical extensions of content, goals, and objectives that are highly rated through the materials provided in this review.

**F. Targeted Instructional Strategies** 8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

The strategies that are known to be successful for teaching are evidenced with the learning outcomes targeted in the curriculum requirements of the benchmarks and frameworks for this subject matter throughout this text.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

The learning goals align with the benchmarks and frameworks for the material contained in this text.

**G. Targeted Assessment Strategies** 10. G. The materials correlate assessment strategies to the desired learning outcomes.

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

The assessment strategies to the desired learning outcomes adhere with the materials correlation in this text.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

The materials are effective in assessing the learners' performance with regard to the targeted outcomes with the assessment strategies incorporated with Marzano strategies and assessment throughout the material as contained in this reviewed text.

**Universal Design for Learning** 12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

The needs of all students are considered with this submission that incorporate strategies, materials and activities as contained in all Modules of this text.

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    **FAIR ALIGNMENT**    **POOR ALIGNMENT**    **VERY POOR/NO ALIGNMENT**

Justification:

This submission does satisfy learning requirements of student curriculum in that Critical-Thinking Skills are evidenced throughout this text through the kinesthetic learning opportunities designed to promote life-long learning criteria expressed in all Modules contained throughout this text.

If you have questions contact Office of Instructional Materials, [imstaff@fldoe.org](mailto:imstaff@fldoe.org) or 850-245-0425

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