Curriculum guide for

**Origin of Truth Christian Carpentry School**

****

2015

57 Monks Road

Fayetteville, TN 37334

Origin of Truth Christian Carpentry School Board

**Jamal A. Grant – President/Owner**

Union Local 33, Hesser College, Mt Ida College

**Carmese Tate**

St. Leo University

**Julie-Ann Grant**

New England College of Business and Finance

**Tahirha Guyton Jackson**

Career Academy

**Chorrae Moore**

Prince Georges Community College

Acknowledgements

This Curriculum was put together by the president of Origin of Truth Christian Carpentry School Jamal A. Grant and by the inspiration of the Holy Spirit. This curriculum entails education and hands on skills in carpentry. Jamal attended and completed carpentry school in Massachusetts and has over fourteen years of experience in carpentry. After the Holy Spirit impressed upon his heart as well as Mrs. Marvella Burtons’ to start up a Christian Carpentry School, it was then presented to the committee.

The Origin of Truth Christian Carpentry School committee members selected to serve for this curriculum are: The Father (Jehovah), the Son (Jesus Christ), The Holy Spirit, Jamal A. Grant, Carmese Tate, Tahirha Jackson, Julie-Ann Grant, Chorrae Moore. All committee members received a copy of this curriculum and have reviewed it.

Origin of Truth Christian Carpentry School consultations are Mrs. Marvella Burton, Mrs. Bessie Allen.

Introduction

This curriculum was put together by the inspiration of the Holy Spirit. After praying to God faithfully, Origin of Truth Christian Carpentry School desires that each student learns everything needed to develop themselves physically, mentally and spiritually.

This curriculum has a combination of hands-on-material as well as written knowledge where students will have a lifetime of learning and skills to physically use.

The staff at Origin of Truth Christian Carpentry School is one hundred percent dedicated to making sure each student learns everything in this curriculum, so that they can be an asset to their community by teaching or helping others with their own homes with the knowledge and skills they have acquired.

“True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come”. ED 13

Table of Contents

Origin of Truth Christian Carpentry School Board 2

Acknowledgements 3

Introduction 4

Table of Contents 5

List of Classes 8

[1 Unit 1: Shop and Occupational Safety Skills - Class Listing 2](#_Toc417031865)

[1.1 Identify work safety issues. 2](#_Toc417031866)

[1.2 Apply work area safety rules and procedures. 2](#_Toc417031867)

[1.3 Apply fire safety rules and procedures. 2](#_Toc417031868)

[1.4 Apply personal protection safety procedures. 2](#_Toc417031869)

[1.5 Apply proper material handling techniques to prevent injury and accidents. 2](#_Toc417031870)

[1.6 Apply electrical safety rules and procedures. 2](#_Toc417031871)

[1.7 Apply rules for hazardous materials and operations safety. 2](#_Toc417031872)

[1.8 Identify OSHA Standards. 2](#_Toc417031873)

[2 Unit 2: Building Materials and Energy Conservation Strategies - Class Listing 2](#_Toc417031874)

[2.1 Identify types of lumber and their uses. 2](#_Toc417031875)

[2.2 Demonstrate knowledge of plywood. 2](#_Toc417031876)

[2.3 Identify materials used in wood paneling, trim and moldings. 2](#_Toc417031877)

[2.4 Explain how wood products are measured and ordered. 2](#_Toc417031878)

[2.5 Demonstrate knowledge of building materials other than wood products. 2](#_Toc417031879)

[2.6 Demonstrate familiarity with energy-saving construction techniques. 2](#_Toc417031880)

[3 Unit 3: Math and Measurement Skills - Class Listing 2](#_Toc417031881)

[3.1 Identify basic mathematical terms and symbols. 2](#_Toc417031882)

[3.2 Perform mathematical operations using whole numbers. 2](#_Toc417031883)

[3.3 Perform calculations using fractions. 2](#_Toc417031884)

[3.4 Demonstrate knowledge of basic geometry. 2](#_Toc417031885)

[3.5 Perform measuring operations used in the building trades. 2](#_Toc417031886)

[4 Unit 4: Basic Blueprint Reading and Drawing Skills - Class Listing 2](#_Toc417031887)

[4.1 Demonstrate plan reading skills. 2](#_Toc417031888)

[4.2 Use Drafting Equipment, Measuring Scales, Drawing Media, Drafting Instruments and Consumable Materials. 2](#_Toc417031889)

[4.3 Prepare Pictorial Drawings 2](#_Toc417031890)

[5 Unit 5: Use and Maintenance of Hand and Power Tools - Class Listing 2](#_Toc417031891)

[5.1 Identify common carpenters' hand tools. 2](#_Toc417031892)

[5.2 Demonstrate proper and safe use of common carpenter’s hand tools. 2](#_Toc417031893)

[5.3 Perform care and maintenance on common carpenters' hand tools. 2](#_Toc417031894)

[5.4 Use power tools correctly and safely. 2](#_Toc417031895)

[6 Unit 6: Frame Floors, Sills, Walls and Ceilings - Class Listing 2](#_Toc417031896)

[6.1 Demonstrate a basic knowledge of floors and sills. 2](#_Toc417031897)

[6.2 Apply a basic knowledge of floors and sills. 2](#_Toc417031898)

[6.3 Identify wall and partition members. 2](#_Toc417031899)

[6.4 Estimate materials required for a single-story structure. 2](#_Toc417031900)

[6.5 Frame a single-story structure. 2](#_Toc417031901)

[6.6 Demonstrate the ability to work with metal framing systems. 2](#_Toc417031902)

[6.7 Identify types of finish flooring. 2](#_Toc417031903)

[6.8 Install finish flooring. 2](#_Toc417031904)

[7 Unit 7: Roof Construction Techniques - Class Listing 2](#_Toc417031905)

[7.1 Identify different roof framing members. 2](#_Toc417031906)

[7.2 Construct a roof, including all openings and sheathing. 2](#_Toc417031907)

[7.3 Demonstrate the ability to construct trusses. 2](#_Toc417031908)

[7.4 Demonstrate the ability to erect trusses. 2](#_Toc417031909)

[7.5 Demonstrate and apply knowledge of cornices and gable ends. 2](#_Toc417031910)

[7.6 Discuss roof construction. 2](#_Toc417031911)

[7.7 Apply roofing and flashing. 2](#_Toc417031912)

[8 Unit 8: Interior Staircases - Class Listing 2](#_Toc417031913)

[8.1 Identify types of special house designs and special framing projects. 2](#_Toc417031914)

[8.2 Construct a housed staircase. 2](#_Toc417031915)

[8.3 Identify types of handrails and railings. 2](#_Toc417031916)

[8.4 Construct handrails and railings. 2](#_Toc417031917)

[9 Unit 9: Christian Education - Class Listing 2](#_Toc417031918)

[9.1 Study the Bible 2](#_Toc417031919)

[9.2 Learn about Bible prophecy today 2](#_Toc417031920)

[9.3 The promises in the Bible 2](#_Toc417031921)

[10 Unit 10: Insulation - Class Listing 2](#_Toc417031922)

[10.1 Discuss types of insulation 2](#_Toc417031923)

[10.2 Install insulation 2](#_Toc417031924)

[11 Unit 11: Sheathing, Siding, and Exterior Building Materials - Class Listing 2](#_Toc417031925)

[11.1 Identify different types of wall sheathing and siding. 2](#_Toc417031926)

[11.2 Install different types of wall sheathing and siding. 2](#_Toc417031927)

[12 Unit 12: Windows, Exterior and Interior Doors, and Associated Trim - Class Listing 2](#_Toc417031928)

[12.1 Identify different types of windows. 2](#_Toc417031929)

[12.2 Demonstrate the ability to install various kinds of window units. 2](#_Toc417031930)

[12.3 Install a complete entry including threshold, frame, door, hardware, trim and weather stripping. 2](#_Toc417031931)

[12.4 Discuss interior door installation. 2](#_Toc417031932)

[12.5 Install various types of door units, locks and trim. 2](#_Toc417031933)

[13 Unit 13: Interior Walls and Ceilings - Class Listing 2](#_Toc417031934)

[13.1 Demonstrate knowledge of drywall. 2](#_Toc417031935)

[13.2 Install drywall materials. 2](#_Toc417031936)

[13.3 Recognize the different types of wall and ceiling finish materials. 2](#_Toc417031937)

[13.4 Install various types of wall and ceiling finish materials. 2](#_Toc417031938)

[14 Unit 14: Structural Timber and Post and Beam Construction - Class Listing 2](#_Toc417031939)

[14.1 Demonstrate the ability to build with structural timber. 2](#_Toc417031940)

[14.2 Demonstrate knowledge of basic post and beam construction. 2](#_Toc417031941)

List of Classes

# Unit 1: Shop and Occupational Safety Skills- Class Listing

## Identify work safety issues.

PERFORMANCE OBJECTIVE: Given a sample job site, describe safety factors to observe as an employee.

ENABLING OBJECTIVES:

1. Demonstrate the worker's responsibility for safety.
2. Recognize unsafe work conditions at the work place.
3. Recognize hazards that contribute to accidents and injuries.
4. List kinds of accidents and injuries.
5. Know how to get help: police, fire, ambulance, school health.
6. State consequences of a worker using alcohol or drugs on the job.

## Apply work area safety rules and procedures.

PERFORMANCE OBJECTIVE: Given examples of building sites and shop situations, apply shop safety rules and procedures by identifying safe and unsafe practices.

ENABLING OBJECTIVES:

1. Match terms associated with safety to their correct definitions.
2. Match the colors of the safety color code to their correct applications.
3. Discuss four broad classes of work area hazards.
4. Mechanical
5. Electrical
6. Chemical
7. Environmental
8. Discuss safety precautions around moving machinery regarding:
9. Clothing
10. Hair
11. Locking out machines
12. Describe safety precautions for working with ladders.
13. State safety precautions pertaining to scaffolds.
14. State safety precautions pertaining to excavations.
15. List safety precautions for working in extreme heat or cold.
16. List safety precautions for working in an enclosed area.
17. List procedure for evacuation of work area in case of an emergency.
18. Explain the importance of good housekeeping in a shop and on a job site.
19. Explain the importance of storing materials and supplies in a safe and secure manner.
20. Identify and explain warning signs posted in a shop and on a job site.
21. Demonstrate the correct use of hand signals in maneuvering vehicles and machinery

## Apply fire safety rules and procedures.

PERFORMANCE OBJECTIVE: Given examples of types of fires, types of fire extinguishers, and job situations, apply fire safety rules and procedures by identifying safe and unsafe practices. Learn to recognize fire hazards, and do everything possible to reduce or eliminate them.

ENABLING OBJECTIVES:

1. Describe how fires start in work areas.
2. Prepare a list of the fire hazards in a shop and on a building site.
3. Describe procedures for preventing fires.
4. Match classes of fires to their correct descriptions.
5. List firefighting agents used on each class of fire.
6. Match types of fire extinguisher symbols to given classes of fires.
7. Demonstrate the proper procedure for handling, use and storage of a fire extinguisher.

## Apply personal protection safety procedures.

PERFORMANCE OBJECTIVE: Given examples of job situations, demonstrate personal safety procedures.

ENABLING OBJECTIVES:

1. List the different types of personal protective equipment.
2. Identify conditions that require eye protection.
3. Identify conditions that require ear protection.
4. Identify conditions that require head protection.
5. Identify conditions that require foot protection.
6. Identity conditions that require face protection.
7. Identify conditions that require respiratory protection.
8. Identify conditions that require special clothing or gloves.
9. Identify conditions for the use of a safety line or harness.
10. Explain the importance of wearing a back brace.
11. Explain personal safety precautions for welding, cutting, brazing.
12. Explain the methods for cleaning and storing safety equipment.
13. Complete a safety pledge form.
14. List personal safety rules.
15. List potential hazards associated with hazardous materials, solvents and chemicals.
16. Explain proper safety procedures for using compressed air.
17. State reasons why knowledge of first aid is important.
18. Describe why good housekeeping in a shop and on a job site is necessary for personal safety.

## Apply proper material handling techniques to prevent injury and accidents.

PERFORMANCE OBJECTIVE: Given examples of material that needs to be moved, relocated and lifted, applying proper handling techniques to prevent injury to self or others.

ENABLING OBJECTIVES:

1. Demonstrate proper lifting techniques for heavy objects.
2. Demonstrate proper techniques of team-handling heavy objects.

## Apply electrical safety rules and procedures.

PERFORMANCE OBJECTIVE: Given a checklist and appropriate safety manuals, identify electrical hazards and apply electrical safety rules and procedures. Electrical equipment, exposed wire, frayed cords, and deteriorated insulation must be indicated in the checklist. Junction boxes, outlets, switches, and breaker switches must be identified as to their use.

ENABLING OBJECTIVES:

* 1. Explain the importance of labeling circuit breakers.
	2. Explain the importance of grounding electrical equipment.
	3. Explain proper use of drop lights and flexible extension cords.
	4. Demonstrate safe use of electrically powered tools.
	5. Describe effects of electric current on the human body.
	6. Describe over-current protection devices.
	7. List precautions to prevent electrical accidents.

## Apply rules for hazardous materials and operations safety.

PERFORMANCE OBJECTIVE: Given examples of hazardous waste materials, OSHA, EPA, and other manuals and guidelines, explain the proper handling, containment, storage, and disposal of such materials.

ENABLING OBJECTIVES:

* 1. Match terms associated with toxic and hazardous substances to their correct definitions.
	2. State reasons for Material Safety Data Sheets (MSDS).
	3. Explain proper procedure for storage and disposal of hazardous materials.
	4. List the common hazardous material injuries.
	5. List common hazardous and toxic substances a building tradesperson may encounter on the job.
	6. List forms of hazardous and toxic substances.
	7. Identify ways toxic substances enter the body.
	8. Explain effects of exposure to toxic substances on the body.
	9. List exposure limits to hazardous materials.
	10. List safe responses to sudden unexpected exposure to hazardous materials.

## Identify OSHA Standards.

PERFORMANCE OBJECTIVE: Given the OSHA manual, discuss OSHA and the purpose of OSHA.

ENABLING OBJECTIVES:

1. Define the purpose of OSHA.
2. Describe the inspection process by OSHA.
3. Describe the record keeping requirements for OSHA compliance.
4. List safety and health hazards that OSHA may inspect for in a shop or on a job site.
5. List OSHA safe working procedures that apply to building trades work assignments.

# Unit 2: Building Materials and Energy Conservation Strategies- Class Listing

## Identify types of lumber and their uses.

PERFORMANCE OBJECTIVE: Given instruction, lists of uses, and samples of commonly used kinds of lumber, identify the different types, match them to their uses, and explain how to choose them.

ENABLING OBJECTIVES:

* + 1. General Terms
	1. Match terms associated with lumber to their correct definitions.
	2. Select from a list characteristics to consider in using lumber.
	3. Identify common defects in lumber.
1. Hardwoods
	1. Match common hardwoods to their correct uses.
	2. Select from a list standard hardwood lumber grades.
	3. Write actual sizes for given nominal sizes of hardwood lumber.
2. Softwoods
	1. Match common softwoods to their correct uses.
	2. Match types of softwood lumber to their correct grades.
	3. Write actual sizes for given nominal sizes of softwood lumber.

## Demonstrate knowledge of plywood.

PERFORMANCE OBJECTIVE: Given appropriate instruction and samples, be able to identify and choose the appropriate plywood for various applications.

ENABLING OBJECTIVES:

* 1. Match letters designating veneers used in softwood plywood to their correct descriptions.
	2. Distinguish between standard interior and exterior softwood plywood grades by face veneer.
	3. Match standard hardwood plywood grades to their correct descriptions.

## Identify materials used in wood paneling, trim and moldings.

PERFORMANCE OBJECTIVE: Given samples of paneling, trim and moldings, identify them as to type and composition.

ENABLING OBJECTIVES:

1. Select from a list solid softwoods used for paneling.
2. Select from a list solid hardwoods used for paneling.
3. Select from a list types of woods used for trim and moldings.
4. Identify types of trim and moldings.

## Explain how wood products are measured and ordered.

PERFORMANCE OBJECTIVE: Given a hypothetical job, demonstrate how lumber is ordered.

ENABLING OBJECTIVES:

1. Match types of lumber to their correct units of measure.
2. Compute lumber quantities.
3. Write a lumber requisition.

## Demonstrate knowledge of building materials other than wood products.

PERFORMANCE OBJECTIVE: Given examples of construction materials, identify their uses in modern building practice.

ENABLING OBJECTIVES:

1. Select from a list uses for each of the following materials in accordance with the Construction Specifications Institute (CSI) Code.
	1. Plastics.
	2. Aluminum.
	3. Steel.
	4. Masonry products.
2. Name components of metal stud systems.
3. List areas where metal stud systems are used.
4. Select from a list advantages of metal stud systems.

## Demonstrate familiarity with energy-saving construction techniques.

PERFORMANCE OBJECTIVE: Given instructional information and demonstrations, discuss the advantages of energy-saving construction techniques.

ENABLING OBJECTIVES:

1. Discuss the importance of conserving energy.
	1. To the owners/occupants of a building.
	2. To the nation and the world.
2. Describe techniques used in passive solar construction.
3. State advantages and disadvantages of passive solar construction.
4. Identify characteristics of active solar construction.
5. State advantages and disadvantages of active solar construction.
6. Explain types of earth-sheltered construction.
7. State advantages and disadvantages of earth-sheltered construction.
8. Explain the importance of r-factor in building construction.
9. Select from a list benefits of using insulation in a structure.
10. Explain the functions of the two basic kinds of insulation.
11. Name general classifications of insulation materials.
12. List areas where insulation should be used in residential construction.
13. List areas where insulation should be used in commercial construction.
14. List factors that determine the amount of insulation needed.
15. Interpret sections of the Uniform Building Code and appropriate state and local codes pertaining to insulation.

# Unit 3: Math and Measurement Skills- Class Listing

## Identify basic mathematical terms and symbols.

PERFORMANCE OBJECTIVE: Given examples of mathematical terms and symbols, correctly match them to their operations.

ENABLING OBJECTIVES:

1. Match terms associated with basic math to their correct definitions.
2. Match symbols used in math problems to their correct names.

## Perform mathematical operations using whole numbers.

PERFORMANCE OBJECTIVE: Given mathematical problems involving whole numbers, determine their correct solutions.

ENABLING OBJECTIVES:

1. Label the place values of a whole number.
2. Add whole numbers.
3. Subtract whole numbers.
4. Multiply whole numbers.

## Perform calculations using fractions.

PERFORMANCE OBJECTIVE: Given mathematical problems containing fractions and decimals, determine their correct solutions.

ENABLING OBJECTIVES:

* + 1. Distinguish among types of fractions.
		2. Reduce fractions to lowest terms.
		3. Convert mixed numbers to improper fractions.
		4. Convert improper fractions to mixed numbers.
		5. Add fractions.
		6. Subtract fractions.
		7. Multiply fractions.
		8. Divide fractions.
		9. Label the place values of a decimal number.
		10. Add decimal numbers.
		11. Subtract decimal numbers.
		12. Multiply decimal numbers.
		13. Divide decimal numbers.
		14. Convert decimal fractions to common fractions.
		15. Convert common fractions to decimal numbers and percentages.
		16. Identify decimal and fractional equivalents.
		17. Convert percentages to fractions and decimal numbers.
		18. Solve percentage problems.
		19. Solve basic ratio and proportion problems.

## Demonstrate knowledge of basic geometry.

PERFORMANCE OBJECTIVE: Given examples of geometric figures, demonstrate the ability to identify them and correctly calculate their area and volume.

ENABLING OBJECTIVES

1. Match terms used in geometry to their correct definitions.
2. Match types of geometric figures to their correct descriptions.
3. Match units of measure to their correct equivalents.
4. Calculate the area of geometric figures.
5. Calculate the volume of solid figures.
6. Estimate cubic yards.

## Perform measuring operations used in the building trades.

PERFORMANCE OBJECTIVE: Given proper tools, demonstrate the ability to accurately carry out assigned measuring activities.

ENABLING OBJECTIVES

* + 1. Match to their correct definitions terms associated with measuring.
		2. Identify basic measuring tools used by carpenters.
		3. List common errors that contribute to incorrect measurements.
		4. Identify graduations on a carpenter's rule.
		5. Read a carpenter's rule to the nearest fraction of an inch.
		6. Convert fractional inches to hundredths of a foot.
		7. Identify graduations on an engineer's rule.
		8. Read an engineer's rule to the nearest hundredth of a foot.
		9. Identify graduations on a tape.
		10. Read a tape to the nearest fraction of an inch.
		11. Describe measuring methods used to square lines.
		12. Read measurements on carpenter's and engineer's rules.
		13. Measure the dimensions of objects.
		14. Convert fractional inches to hundredths of a foot.
		15. Read measurements on tapes.
		16. Demonstrate the ability to use basic measuring tools and the 3-4-5 method to lay out the perimeter of a building on a concrete slab.

# Unit 4: Basic Blueprint Reading and Drawing Skills- Class Listing

## Demonstrate plan reading skills.

PERFORMANCE OBJECTIVE: Given a set of plans as used in the building trades, correctly interpret their meaning.

ENABLING OBJECTIVES:

* + - 1. Match terms associated with plan reading to their correct definitions.
			2. Match types of drawings usually included in a set of plans to their correct descriptions.
			3. List information found on types of drawings in a set of plans.
			4. Match lines in the alphabet of lines to their correct uses.
			5. Identify lines in the alphabet of lines.
			6. Identify selected architectural symbols.
			7. Identify selected electrical symbols commonly used on plans.
			8. Identify selected mechanical symbols commonly used on plans.
			9. Identify selected abbreviations commonly used on plans.
			10. Match architects conventions to their correct representations.
			11. State the purpose of written specifications.
			12. Select from a list of basic information included in a set of written specifications.
			13. State the purpose of an engineer's scale.
			14. Use an architect's scale.
			15. Use an engineer's scale.
			16. Read plans.
			17. Interpret a finish schedule.
			18. Read written specifications.

## Use Drafting Equipment, Measuring Scales, Drawing Media, Drafting Instruments and Consumable Materials.

PERFORMANCE OBJECTIVE: Given drafting equipment, measuring scales, drawing media, drafting instruments and consumable materials, demonstrate the proper usage of each.

ENABLING OBJECTIVES:

1. Identify drafting equipment, i.e. T-square, parallel bar, drafting arm, scales, instruments, etc.
2. Demonstrate the ability to set up a drafting table with proper drafting equipment.
3. Identify a variety of measuring scales and applications of each.
4. Describe the care of measuring scales.
5. Identify drafting instruments, i.e. compass, dividers, etc.
6. Match the type of consumable materials used in drafting with their purposes, i.e. lead, pencils, ink, erasers, cleaning pads, etc.

## Prepare Pictorial Drawings

PERFORMANCE OBJECTIVE: Given the necessary drafting equipment, working drawing, materials and instruction, construct a variety of pictorial drawings.

ENABLING OBJECTIVES

* + - 1. List three types of pictorial drawings.
			2. Identify the common application of the three types of pictorial drawings.
			3. List advantages and disadvantages of each type of pictorial drawing.
			4. Define axonometric projection.
			5. Identify three types of axonometric projections.
			6. Describe the procedure for making an isometric drawing.
			7. Explain how to construct non-isometric lines.
			8. Explain how to construct angles, curves and circles in isometric.
			9. Name three types of obliques.
			10. Explain the advantages of using oblique’s to illustrate objects with one irregularly shaped surface.
			11. Describe the procedure for constructing an oblique.
			12. Define perspective drawings.
			13. Describe procedures for constructing a perspective drawing.
			14. List three types of perspectives.
			15. Define terms associated with perspective drawings.
			16. Describe the procedure for centering pictorial drawings.
			17. Prepare pictorial drawings.

# Unit 5: Use and Maintenance of Hand and Power Tools- Class Listing

## Identify common carpenters' hand tools.

PERFORMANCE OBJECTIVE: Given a standard carpenter's tool box, identify carpenters hand tools.

ENABLING OBJECTIVES:

* + - 1. Match terms associated with hand tools to their correct definitions.
			2. State guidelines for care and safe use of hand tools.
			3. Select from a list hand tools a beginning carpenter needs.
			4. Match the following types of tools to their correct uses:
	1. Hammers
	2. Handsaws
	3. Squares
	4. Planes
	5. Measuring Instruments
	6. Pliers
	7. Other types of miscellaneous hand tools
1. Identify the following types of tools:
2. Layout instruments.
3. boring and drilling hand tools
4. screwdrivers
5. wrenches
6. Files.
7. Chisels.
8. Clamps.
9. Tools used to install drywall.

## Demonstrate proper and safe use of common carpenter’s hand tools.

PERFORMANCE OBJECTIVE: Given a standard carpenter's tool box, properly and safely use carpenters= hand tools.

ENABLING OBJECTIVES:

* 1. Safely and correctly use the following tools:
	2. Hammers
	3. Handsaws
	4. Squares
	5. Planes
	6. Measuring instruments
	7. Pliers
	8. Layout Instruments
	9. Boring and Drilling Hand Tools
	10. Screwdrivers
	11. Wrenches
	12. Files
	13. Chisels
	14. Clamps
	15. Tools used to install drywall
	16. Hacksaw
	17. Use a framing square and rule to lay out a corner.
1. Use a level.
2. Drill and tap a hole in a piece of metal.

## Perform care and maintenance on common carpenters' hand tools.

PERFORMANCE OBJECTIVE: Given a standard carpenter's tool box, maintain carpenters hand tools.

ENABLING OBJECTIVES:

1. Hone a wood chisel.
2. Change a hammer handle.
3. Discuss the proper maintenance of handsaws.
4. Sharpen a plane.
5. Discuss the importance of keeping tools clean.

## Use power tools correctly and safely.

PERFORMANCE OBJECTIVE: Given jobs that require power tools, follow all safety rules and manufacturers' directions.

ENABLING OBJECTIVES:

* + 1. Match terms associated with power tools to their correct definitions.
		2. State general safety rules pertaining to power tools.
		3. Select from a list general guidelines for proper care of power tools.
		4. Select from a list uses of the following tools:
	1. Table Saw
	2. Radial Arm Saw
	3. Jointer
	4. Planer
	5. Shaper
	6. Table Band Saw
	7. Bench Grinder
	8. Drill Press
	9. Combination Belt and Disc Sander
	10. Power Miter Saw
	11. Sawbuck
	12. Chop Saw
	13. Screw Gun
	14. Hand-Held Grinder
		1. State rules for the safe use of a:
	15. Table Saw
	16. Radial Arm Saw
	17. Jointer
	18. Planer
	19. Shaper
	20. Table Band Saw
	21. Bench Grinder
	22. Drill Press
	23. Combination Belt and Disc Sander
	24. Power Miter Saw
	25. Sawbuck
	26. Chop Saw
	27. Screw Gun
	28. Hand-Held Grinder
1. Distinguish between uses of a portable angle grinder and a belt sander.
2. State rules for the safe use of portable angle grinders and belt sanders.
3. Distinguish among uses of portable power saws.
4. State rules for the safe use of portable power saws.
5. Distinguish between uses of a router and a trimmer.
6. State rules for the safe use of routers and trimmers.
7. Distinguish among uses of portable drills, screw guns, and hammer drills.
8. State rules for the safe use of portable drills, screw guns, and hammer drills.
9. Select from a list uses of a portable power plane.
10. State rules for the safe use of portable power planes.
11. Distinguish between uses of a rotary hammer and a chipping hammer.
12. State rules for the safe use of rotary and chipping hammers.
13. Select from a list uses of metal shears.
14. State rules for the safe use of metal shears.
15. Distinguish between uses of pneumatic fasteners.
16. State rules for the safe use of pneumatic fasteners.
17. Identify the parts of a powder-actuated tool.
18. Select from a list uses of powder-actuated tools.
19. State rules for the safe use of a powder-actuated tool.
20. Match circular-saw blades to their correct uses.
21. Complete a safety test for specific tools.
22. Perform straight and angle cut-off operations.
23. Perform ripping operations.
24. Make miter and compound miter cuts.
25. Operate a power sander.
26. Drill and bore holes.
27. Perform jointing operations.
28. Perform a face-planning operation.
29. Perform edge-shaping operations.
30. Operate a pneumatic fastener.
31. Safely load and use a powder-actuated tool.
32. Safely use a chop saw.
33. Safely load and use a screw gun.
34. Demonstrate the safe use of a grinder.

# Unit 6: Frame Floors, Sills, Walls and Ceilings- Class Listing

## Demonstrate a basic knowledge of floors and sills.

PERFORMANCE OBJECTIVE: Given plans, tools and materials, demonstrate the ability to lay out floor assemblies.

ENABLING OBJECTIVES:

* + 1. Match terms associated with frame floors and sills to their correct definitions.
		2. Identify floor and sill framing and support members.
		3. Name methods used to fasten sills to the foundation.
		4. Select from a list types of beams/girders.
		5. List types of floor joists.
		6. Label types of bridging.
		7. List types of flooring materials.
		8. Discuss functional designs used to lay subflooring.
		9. List purposes of subflooring and underlayment.
		10. Match fasteners used in floor framing to their correct uses.
		11. Select from a list, considerations that determine size and spacing for:
	1. Joists
	2. Beams
	3. Girders
		1. Use the Construction Specifications Institute Manual to determine the correct materials to carry various loads over various spans.
		2. Discuss common methods used to attach decks to structures.
		3. Estimate the amount of material needed to frame a floor assembly.
		4. Interpret Uniform Building Code and state and local code sections pertaining to floors, sills, walls and ceilings.

## Apply a basic knowledge of floors and sills.

PERFORMANCE OBJECTIVE: Given plans, tools and materials, demonstrate the ability to construct floor assemblies.

ENABLING OBJECTIVES:

1. Install bridging.
2. Install joists for a cantilever floor.
3. Install subfloor materials.
4. Install a single floor system using tongue and groove material.

## Identify wall and partition members.

PERFORMANCE OBJECTIVE: Given plans and materials, identify wall and partition members of a single story structure.

ENABLING OBJECTIVES:

* + 1. Match terms associated with framing walls and ceilings to their correct definitions.
		2. Identify framing members used in wall and partition framing.
		3. Identify methods used to construct outside corners of wall frames.
		4. Identify common methods used to construct partition T’s.
		5. Label types of headers.
		6. Calculate the length of a regular stud.
		7. Compute rough opening (R.O.) dimensions for doors.
		8. Calculate the length of trimmers for window and door openings.
		9. Calculate the length of headers for rough openings.
		10. Select from a list construction details that should be added during wall framing.
		11. List methods used to brace walls.
		12. Select from a list pennyweights of nails most often used in framing.
		13. Select from a list factors to consider before selecting joist size and spacing.
		14. List methods used to support ceiling joists.
		15. List methods used to anchor joists to partition walls.
		16. Describe methods used to prevent joists from twisting or bowing.
		17. Label the parts of a prefabricated rolling scaffold.
		18. State safety precautions pertaining to scaffolds.

## Estimate materials required for a single-story structure.

PERFORMANCE OBJECTIVE: Given drawings and dimensions, estimate the materials required to frame a single story structure.

ENABLING OBJECTIVES:

* + - 1. Estimate materials for ceiling joists.
			2. Calculate the amount of materials required for wall and partition framing.

## Frame a single-story structure.

PERFORMANCE OBJECTIVE: Given plans, tools, and materials, frame a single story structure.

ENABLING OBJECTIVES:

1. Demonstrate the ability to lay out wall and partition locations on a floor.
2. Cut studs, trimmers, cripples, and headers to length.
3. Assemble corners, T’s, and headers.
4. Construct wall sections for a single-story structure.
5. Erect and brace wall sections for a single-story structure.
6. Set up a section of prefabricated scaffolding on a solid base.
7. Layout and install ceiling joists.

## Demonstrate the ability to work with metal framing systems.

PERFORMANCE OBJECTIVE: Given appropriate tools and materials, demonstrate the ability to frame walls using metal stud construction systems.

ENABLING OBJECTIVES:

* + - 1. Match terms associated with fireproof metal stud construction to their correct definitions.
			2. Name components of metal stud systems.
			3. Identify fasteners used for metal stud construction.
			4. Identify tools and equipment used in metal stud construction.
			5. List areas where metal stud systems are used.
			6. Select from a list advantages of metal stud systems
			7. List methods used to install fixture supports on metal stud systems.
			8. Demonstrate the ability to:
	1. Lay out wall lines, corners, partitions, and openings.
	2. Install a metal stud wall with openings.
	3. Install a metal door frame.
	4. Install a metal knockdown door frames.
	5. Install a metal stud radius wall.

## Identify types of finish flooring.

PERFORMANCE OBJECTIVE: Given a list of building products and materials, identify those associated with finish flooring.

ENABLING OBJECTIVES:

1. Match terms associated with floor finishes to their correct definitions.
2. Name types of underlayment for finish flooring.
3. Name types of finish flooring.
4. List factors to consider when selecting finish flooring.
5. Identify types of hardwood flooring.
6. List types of wood used for hardwood flooring.
7. Name types of resilient flooring.

## Install finish flooring.

PERFORMANCE OBJECTIVE: Given job specifications and standard tools, demonstrate the ability to correctly estimate, choose, and install specified flooring material.

ENABLING OBJECTIVES:

1. Estimate the number of 4'x 8' sheets of underlayment needed to floor a room.
2. Estimate the number of tiles needed to floor a room.
3. Demonstrate the ability to:
	1. Install underlayment.
	2. Install tongue-and-groove hardwood strip flooring.
	3. Install block flooring.
	4. Install resilient tile.

# Unit 7: Roof Construction Techniques- Class Listing

## Identify different roof framing members.

PERFORMANCE OBJECTIVE: Given examples, plans and materials, demonstrate the ability to identify roof framing members.

ENABLING OBJECTIVES:

1. Match terms associated with roof framing to their correct definitions.
2. List types of roof supports.
3. Identify roof framing members.
4. Label roof framing units.
5. Discuss slope and pitch ratios.
6. Identify parts of a rafter.
7. List methods for determining rafter length.
8. Select from a list types of roof openings.
9. List types of vents used in roof construction.

## Construct a roof, including all openings and sheathing.

PERFORMANCE OBJECTIVE: Given tools, plans and materials, demonstrate the ability to correctly construct a roof.

ENABLING OBJECTIVES:

* + 1. Use a framing square to compute the length of a common rafter.
		2. Use a framing square to compute the length of a hip rafter.
		3. Use a framing square to compute the length of jack rafters.
		4. Estimate material needed to frame a roof.
		5. Lay out rafter locations on top plate and ridge board on 2 foot centers.
		6. Lay out, cut, and erect rafters for gable roofs.
		7. Frame a gable end with a vent opening.
		8. Frame an opening in a roof.
		9. Erect trusses for a gable roof.
		10. Lay out, cut, and erect rafters for an intersecting hip roof with valley.
		11. Lay out, cut, and erect rafters for hip roofs.
		12. Apply roof sheathing.

## Demonstrate the ability to construct trusses.

PERFORMANCE OBJECTIVE: Given plans, tools and materials, demonstrate the ability to correctly construct trusses.

ENABLING OBJECTIVES:

* + - 1. Match terms associated with trusses to their correct definitions.
			2. Identify types of trusses.
			3. Label the main parts of a truss.
			4. Identify framing details for trusses.
			5. Identify hardware used
			6. List advantages of using trusses.
			7. State considerations for weight and stress when designing trusses.
			8. Identify common types of glue-laminated arches.

## Demonstrate the ability to erect trusses.

PERFORMANCE OBJECTIVE: Given plans, tools and materials, demonstrate the ability to correctly and safely erect trusses.

ENABLING OBJECTIVES:

1. Match terms associated with rigging and material handling to their correct definitions.
2. Identify accessories used for load lifting.
3. Identify hitches used for attaching materials and equipment to the hoist.
4. Label elements of knots, bends and hitches.
5. Match types of knots to their correct uses.
6. State safety rules related to rigging and material handling.
7. State precautions to observe when caring for ropes.
8. Calculate the safe working load (SWL) of different types and sizes of ropes.
9. State the importance of spreading sling angles.
10. Calculate sling stress using a formula.
11. Distinguish among hand signals used in rigging operations.
12. Calculate safe working load (SWL) of different sizes of wire rope.
13. Select from a list types of cable fittings.
14. Select from a list good rigging practices.
15. Distinguish among types of knots.
16. Demonstrate the ability to:
	1. Tie knots
	2. Install wire rope clips.
	3. Rig and handle different types of loads using proper hand signals.
	4. Demonstrate safe and proper technique for rigging an off-center load.
17. Erect trusses with a light crane.
	* + 1. Construct a standard Howe truss.
			2. Erect trusses by hand.
			3. Apply roof sheathing.

## Demonstrate and apply knowledge of cornices and gable ends.

PERFORMANCE OBJECTIVE: Given lists, diagrams, tools and materials, demonstrate the ability to correctly identify terms associated with cornices and gable ends; use this knowledge to construct one or more examples.

ENABLING OBJECTIVES:

* + 1. Match terms associated with cornices and gable ends to their correct definitions.
		2. Label types of cornice designs.
		3. Identify parts of a box cornice.
		4. Identify parts of a boxed rake section.
		5. Identify types of cornice moldings.
		6. Label types of tail-rafter cuts.
		7. Select from a list materials used for soffits.
		8. Select from a list hardware and fasteners used on or with cornices.
		9. Name exterior wall coverings used on gable ends.
		10. Estimate material needed for cornices and gable ends.
		11. Demonstrate the ability to:
	1. Build a horizontal box cornice.
	2. Apply siding to a gable end.

## Discuss roof construction.

PERFORMANCE OBJECTIVE: Given diagrams, lists, tools and materials, demonstrate knowledge of roofing practices.

ENABLING OBJECTIVES:

* + - 1. Match terms associated with roofing to their correct definitions.
			2. State safety rules pertaining to roofing.
			3. Identify the parts of a roof.
			4. Identify traditional residential roof designs.
			5. Name classes of roofing.
			6. Match minimum slope requirements to their specific roofing applications.
			7. List types of roofing materials.
			8. Identify basic types of asphalt shingles.
			9. Distinguish between the definitions of wood shingles and wood shakes.
			10. Interpret sections of the Uniform Building Code and state and local codes that pertain to roofs and roofing.

## Apply roofing and flashing.

PERFORMANCE OBJECTIVE: Given diagrams, lists, tools and materials, demonstrate the ability to correctly apply roofing and flashing.

ENABLING OBJECTIVES:

1. State decking requirements for applying:
	1. Wood Shingles
	2. Wood Shakes
	3. Tile
	4. Metal
	5. Slate
	6. Asphalt Shingles
2. State procedures for applying:
	1. Wood Shingles
	2. Wood Shakes
	3. Tile
	4. Metal
	5. Slate
	6. Asphalt Shingles
3. List guidelines for applying underlayment.
4. Describe general requirements for applying flashing.
5. Select from a list areas where flashing should be used.
6. Select from a list types of materials used for flashing.
7. Match roofing equipment and tools to their correct uses.
8. Select from a list procedures for applying double starter course of asphalt shingles.
9. State procedures for applying shingles with cutouts that break joint in half.
10. Arrange in order steps for installing flashing at open-valley locations.
11. Estimate roofing materials needed for a three-tab asphalt shingle roof.
12. Demonstrate the ability to:
	1. Apply asphalt shingles with 5-inch exposure.
	2. Apply wood shingles with 5-inch exposure over spaced sheathing.
	3. Apply metal roofing.
	4. Apply tile roofing.
	5. Apply slate roofing.
13. Discuss appropriate installation of roof gutters.

# Unit 8: Interior Staircases- Class Listing

## Identify types of special house designs and special framing projects.

PERFORMANCE OBJECTIVE: Given plans, tools and materials, demonstrate knowledge of special framing techniques.

ENABLING OBJECTIVES:

1. Match terms associated with special framing to their correct definitions.
2. Identify types of special house designs.
3. Identify special framing projects.
4. Match terms associated with stairs to their correct definitions.
5. Identify parts of a staircase.
6. Identify basic types of stairs.
7. List factors that must be considered when building a staircase.
8. State rules of thumb for unit rise and unit run.
9. Label methods used to secure stringers.

## Construct a housed staircase.

PERFORMANCE OBJECTIVE: Given plans, tools and materials, apply knowledge of special framing techniques.

ENABLING OBJECTIVES:

1. Match terms associated with housed staircases to their correct definitions.
2. Calculate number and size of risers and treads for a stair of given dimensions.
3. Estimate materials for housed stairs.
4. Construct a housed stair.

## Identify types of handrails and railings.

PERFORMANCE OBJECTIVE: Given lists and examples, demonstrate knowledge handrails and railings.

ENABLING OBJECTIVES:

1. Match terms associated with handrails and railings to their correct definitions.
2. List factors that must be considered when selecting handrails and railings.
3. Discuss requirements of the Uniform Building Code and state and local codes that pertain to handrails and railings.

## Construct handrails and railings.

PERFORMANCE OBJECTIVE: Given plans, tools and materials, fabricate and install handrails and railings.

ENABLING OBJECTIVES:

1. Estimate materials needed for a handrail or railing.
2. Determine the correct fasteners to use with handrails and railings.
3. Correctly install a handrail and a railing.

# Unit 9: Christian Education- Class Listing

## Study the Bible

PERFORMANCE OBJECTIVE: Giving studies to enhance your knowledge of the bible

ENABLING OBJECTIVES:

* + 1. Studying the Bible together while gaining a deeper understanding of it.

## Learn about Bible prophecy today

PERFORMANCE OBJECTIVE: Study the bible while connecting present day events to it.

ENABLING OBJECTIVES:

1. Mathew chapter twenty-four
2. Daniel chapter two
3. First and Second Thessalonians
4. First and second Timothy

## The promises in the Bible

PERFORMANCE OBJECTIVE: Identity all the promises of God through the bible

ENABLING OBJECTIVES:

1. Where to go in the Bible in every situation I face whether good or bad, complicated, anxious, tremble etc.

# Unit 10: Insulation- Class Listing

## Discuss types of insulation

PERFORMANCE OBJECTIVE: Given a list of insulation products, identify them according to their standard uses.

ENABLING OBJECTIVES:

* + 1. Match terms associated with insulation to their correct definitions.
1. Explain the functions of the two basic kinds of insulation
2. Select from a list benefits of using insulation in a structure.
3. List types of insulation commonly used in residential construction.

## Install insulation

PERFORMANCE OBJECTIVE: Given appropriate tools and materials, demonstrate the ability to install insulation and vapor barriers.

ENABLING OBJECTIVES:

* + 1. Select from a list methods used to apply insulation.
		2. Estimate the packages of insulation needed to insulate a structure.
		3. Demonstrate the ability to:
	1. Install blanket insulation in walls.

# Unit 11: Sheathing, Siding, and Exterior Building Materials- Class Listing

## Identify different types of wall sheathing and siding.

PERFORMANCE OBJECTIVE: Given examples of exterior building materials, identify them according to their appropriate uses.

ENABLING OBJECTIVES:

* + 1. Match terms associated with exterior walls and trim to their correct definitions.
		2. Name types of wall sheathing.
		3. Identify styles of siding.
		4. Identify joint details for plywood siding.
		5. Identify types of exterior moldings and trims.
		6. List recommendations for waterproofing exterior walls.
		7. List advantages and disadvantages of the following types of exterior materials:
1. Wood
2. Aluminum
3. Plastics
4. Cement Block
5. Brick
6. Stucco
7. Concrete
8. Stone

## Install different types of wall sheathing and siding.

PERFORMANCE OBJECTIVE: Given appropriate tools and materials, demonstrate the ability to correctly install various types of sheathing and siding.

ENABLING OBJECTIVES:

1. Estimate amounts of siding for given jobs.
2. Estimate siding for a house with a gable roof.
3. Estimate sheathing and siding for a house with a hip roof.
4. Install sheathing.
5. Install bevel siding.
6. Install sheathing and plywood siding.

# Unit 12: Windows, Exterior and Interior Doors, and Associated Trim- Class Listing

## Identify different types of windows.

PERFORMANCE OBJECTIVE: Given a list of products and materials, demonstrate the ability to identify various types of windows.

ENABLING OBJECTIVES:

1. Match windows and accessories to their correct descriptions.
2. Name types of sliding windows.
3. Name types of swinging windows.
4. Name types of fixed windows.
5. Select from a list types of materials used to construct windows.
6. Identify parts of a window installation.
7. Select from a list types of materials used for window panes.

## Demonstrate the ability to install various kinds of window units.

PERFORMANCE OBJECTIVE: Given appropriate tools and materials, install various types of windows.

ENABLING OBJECTIVES:

1. State information a carpenter should know when installing windows.
2. State recommendations for a good window installation.
3. Demonstrate the ability to install:
	1. A double-hung wood window unit.
	2. Fixed windows.
	3. Swinging windows.
	4. Aluminum frame window units.

## Install a complete entry including threshold, frame, door, hardware, trim and weather stripping.

PERFORMANCE OBJECTIVE: Given plans, tools and materials, demonstrate the ability to correctly install a complete entry.

ENABLING OBJECTIVES:

* + - * 1. Match terms associated with exterior doors to their correct definitions.
				2. State basic classifications of exterior doors.
				3. Identify types of entry doors.
				4. List advantages and disadvantages of sliding glass and patio doors.
				5. Identify parts of an exterior door installation.
				6. List materials used in door construction.
				7. Name materials used for exterior door sills.
				8. Select from a list standard sizes of exterior doors.
				9. Explain the numbering system for doors.
				10. Complete statements about recommended finish clearances and dimensions for hanging doors.
				11. Identify door swing (hand).
				12. Identify hardware used with exterior doors.
				13. List types of thresholds used with entrance doors.
				14. Demonstrate the ability to:
	1. Install a metal threshold on a concrete floor.
	2. Install an exterior prehung door unit.
	3. Install entry door frame, casing, door, and lock.
	4. Install weather stripping.
	5. Install door frame and inside jambs for an overhead garage door.
		+ - 1. Install bronze weather-stripping.

## Discuss interior door installation.

PERFORMANCE OBJECTIVE: Given a list of products and materials associated with interior doors, identify them according to their uses.

ENABLING OBJECTIVES:

1. Match terms associated with interior doors and trim to their correct definitions.
2. State the general types of interior door construction.
3. State the basic classifications of interior doors.
4. Identify types of interior doors.
5. Identify parts of an interior door unit.
6. Select from a list standard sizes of interior doors and jambs.
7. Identify hand of a door.

## Install various types of door units, locks and trim.

PERFORMANCE OBJECTIVE: Given appropriate tools and materials, demonstrate the ability to select, install and trim interior doors.

ENABLING OBJECTIVES:

* + - 1. Select from a list recommended finish clearances and dimensions for hanging doors.
			2. Compute rough opening size for interior doors.
			3. Identify hardware used with interior doors.
			4. Identify types of interior trim.
			5. Estimate material needed to trim a room.
			6. Demonstrate the ability to:
	1. Install interior door frame, hang door, lock, and trim.
	2. Install a split-jamb prehung door unit.
	3. Install a solid-jamb prehung door unit.
	4. Install a bi-fold door unit.
	5. Install a pocket door unit.
	6. Install window trim.

# Unit 13 : Interior Walls and Ceilings- Class Listing

## Demonstrate knowledge of drywall.

PERFORMANCE OBJECTIVE: Given a list of drywall products and materials, identify them according to their correct uses.

ENABLING OBJECTIVES:

1. Match terms associated with drywall to their correct definitions.
2. Name types of drywall.
3. Select from a list standard sizes of drywall.
4. Identify standard edge shapes of drywall.
5. State benefits of using drywall.
6. Describe types of base or construction where drywall is used.
7. Identify hardware and fasteners used with drywall.
8. Select from a list types of finishes that may be applied to drywall.

## Install drywall materials.

PERFORMANCE OBJECTIVE: Given appropriate tools and materials, demonstrate the ability to correctly install drywall materials.

ENABLING OBJECTIVES:

1. Estimate materials needed to drywall a structure.
2. Install drywall.
3. Finish drywall joints and depressions.

## Recognize the different types of wall and ceiling finish materials.

PERFORMANCE OBJECTIVE: Given a list of building products and materials, identify those used to finish walls and ceilings.

ENABLING OBJECTIVES:

1. Match terms associated with wall and ceiling finishes to their correct definitions.
2. List materials used to finish walls and ceilings.
3. Name styles of paneling.
4. Identify joint treatments for paneling.
5. List factors that influence type of ceiling tile to be used.
6. List materials used to fabricate ceiling tile.

## Install various types of wall and ceiling finish materials.

PERFORMANCE OBJECTIVE: Given appropriate tools and materials, demonstrate the ability to finish walls and ceilings.

ENABLING OBJECTIVES:

1. Estimate the number of 4' x 8' sheets needed to panel a room.
2. Estimate the number of ceiling tiles needed to finish a ceiling.
3. Install V-grooved paneling and trim.
4. Install panel wainscot and trim.
5. Install furring strips on a masonry wall.
6. Install ceiling tile over drywall.
7. Install furring strips on ceiling joists and ceiling tile on furring.

# Unit 14: Structural Timber and Post and Beam Construction- Class Listing

## Demonstrate the ability to build with structural timber.

PERFORMANCE OBJECTIVE: Given plans, tools and materials, demonstrate the ability to build with structural timber.

ENABLING OBJECTIVES:

* + 1. Match terms associated with structural timber construction to their correct definitions.
		2. Identify the basic components used in structural timber construction.
		3. List factors that have contributed to the more efficient use of structural timber in modern construction.
		4. List factors that determine the size of the components in structural timber construction.
		5. Identify connecting devices used with structural timbers.
		6. Identify hardware items used in structural timber construction.
		7. Identify types of decking.
		8. Demonstrate the ability the construct a structural timber picnic shelter.

## Demonstrate knowledge of basic post and beam construction.

PERFORMANCE OBJECTIVE: Given a list of materials used in post and beam construction, demonstrate the ability to correctly identify them.

ENABLING OBJECTIVES:

1. Match terms associated with post and beam construction to their correct definitions.
2. Identify the basic components used in post and beam construction.
3. List factors that have contributed to the more efficient use of posts and beams in modern construction.
4. List factors that determine the size of posts and beams.
5. Identify connecting devices used with posts and beams.
6. Identify hardware items used in post and beam construction.
7. Construct a post and beam carport.