Maine Department of Education
Career and Technical Education
CTE Intersections with College and Career Readiness Standards-English Language Arts
with
Carpentry-CIP: 46.0201
National Center for Construction Education Research (NCCER)

Carpentry Duties, Skills, and Tasks (NCCER)	**English Language Arts Standards**(CCSS)	**Criteria for Demonstration of Proficiency*** (possible; to be determined at the local level)
1) Orientation to the Trade a. Describe the history of the carpentry trade. b. Identify the aptitudes, behaviors, and skills needed to be a successful carpenter. c. Identify the training opportunities within the carpentry trade. d. Identify the career and entrepreneurial opportunities within the carpentry trade. e. Identify the responsibilities of a person working in the construction industry. f. State the personal characteristics of a professional. g. Explain the importance of safety in the construction industry.	**RST.2.11-12** 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. **RST.6.11-12** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. **RST.7.11-12** 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. **RST.9.11-12** 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. **RST.10.11-12** By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	Demonstration includes evidence of research and knowledge of industry as stated in the program standards. • Portfolio includes evidence of research and knowledge of industry such as distinct statements in a cover letter, video or essay describing industry, artifacts (photos, videos, models) that demonstrate deep understanding of industry. Examples may include the following: ▪ Powerpoint ▪ occupational outlook handbook ▪ handouts ▪ textbook ▪ speakers ▪ career and college visits

	SL.1.11-12 Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **(a-d)** **SL.6.11-12** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) **WHST.7.11-12** 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. **WHST.8.11-12** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **WHST.9.11-12** Draw evidence from informational texts to support analysis, reflection, and research.	

2) Building Materials, Fasteners and Adhesives a. Identify various types of building materials and their uses. b. State the uses of various types of hardwoods and softwoods. c. Identify the different grades and markings of wood building materials. d. Identify the safety precautions associated with building materials. e. Describe the proper method of storing and handling building materials. f. State the uses of various types of engineered lumber. g. Calculate the quantities of lumber and wood products using industry-standard methods. h. Describe the fasteners, anchors, and adhesives used in construction work and explain their uses.	**RST.4.11-12** 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.* **RST.6.11-12** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. **RST.7.11-12** 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. **RST.9.11-12** 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. **SL.1.11-12** Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **(a-d)** **SL.2.11-12** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **SL.4.11-12** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.	Demonstration includes evidence of gathering relevant information from multiple print and media sources as well as drawing evidence from informational texts to support analysis and research. Examples may include the following: product samples handouts games • Compare and contrast several elements of the building trades such as types materials used. • Argument for the best materials to be used in a given situation with support including safety considerations.

	SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) **WHST.8.11-12** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **WHST.9.11-12** Draw evidence from informational texts to support analysis, reflection, and research.	
3) Hand and Power Tools a. Identify the hand tools commonly used by carpenters and describe their uses. b. Use hand tools in a safe and appropriate manner. c. State the general safety rules for operating all power tools, regardless of type. d. State the general rules for properly maintaining all power tools, regardless of type. e. Identify the portable power tools commonly used by carpenters and describe their uses. f. Use portable power tools in a safe and appropriate manner.	**RST.3.11-12** 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. **RST.10.11-12** By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently. **SL.1.11-12** Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **(a-d)** **SL.2.11-12** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **SL.6.11-12** Adapt speech to a variety of contexts and	Demonstration includes evidence of use of industry language that is well organized and relevant to topic in verbal, written or digital format. Examples may include the following: videos safety tests OSHA 10 Online course (CMCC) Don Varney Dual/Concurrent Enrollment Credit discussions live work component Demonstration includes evidence of research and knowledge of industry as stated in the program standards. • Explanation (which may be a part of a larger presentation) includes use of industry language, is well organized, and includes only relevant information

	tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) **WHST.2.11-12** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, **domain-specific vocabulary** and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; **convey a knowledgeable stance** in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	

4) Reading Plans and Elevations a. Describe the types of drawings usually included in a set of plans and list the information found on each type. b. Identify the different types of lines used on construction drawings. c. Identify selected architectural symbols commonly used to represent materials on plans. d. Identify selected electrical, mechanical, and plumbing symbols commonly used on plans. e. Identify selected abbreviations commonly used on plans. f. Read and interpret plans, elevations, schedules, sections, and details contained in basic construction drawings. g. State the purpose of written specifications. h. Identify and describe the parts of a specification. i. Demonstrate or describe how to perform a quantity takeoff for materials.	**RST.3.11-12** 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. **RST.4.11-12** 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.* **RST.5.11-12** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **RST.9.11-12** 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. **RST.10.11-12** By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently. **SL.6.11-12** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) **WHST.2.11-12** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	• Demonstration includes evidence of research and knowledge of industry as stated in the program standards. • Information presented is logically organized and includes both the appropriate use and explanation of industry terms and symbols.

	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, **domain-specific vocabulary** and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; **convey a knowledgeable stance** in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	

5) Floor Systems a. Identify the different types of framing systems. b. Read and interpret drawings and specifications to determine floor system requirements. c. Identify floor and sill framing and support members. d. Name the methods used to fasten sills to the foundation. e. Given specific floor load and span data, select the proper girder/beam size from a list of available girders/ beams. f. List and recognize different types of floor joists. g. Given specific floor load and span data, select the proper joist size from a list of available joists. h. List and recognize different types of bridging. i. List and recognize different types of flooring materials. j. Explain the purposes of subflooring and underlayment. k. Match selected fasteners used in floor framing to their correct uses. l. Estimate the amount of material needed to frame a floor assembly. m. Demonstrate the ability to: *Lay out and construct a floor assembly *Install bridging *Install joists for a cantilever floor *Install a subfloor using butt-joint plywood/OSB panels *Install a single floor system using tongue-and-groove plywood/OSB panels	**RST.1.11-12** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **RST.3.11-12** 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. **RST.4.11-12** 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.* **SL.6.11-12** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	Demonstration includes the following: reading and comprehending diverse media and formats, - visually - quantitatively - writing - speaking Examples may include the following: Collaborative Conversation Performance Assessment Module Exam Interview • Explain options and decisions about flooring given a specific context. (may be oral)

6) Wall and Ceiling Framing a. Identify the components of a wall and ceiling layout. b. Describe the procedure for laying out a wood frame wall, including plates, corner posts, door and window openings, partition Ts, bracing, and fire stops. c. Describe the correct procedure for assembling and erecting an exterior wall. d. Identify the common materials and methods used for installing sheathing on walls. e. Lay out, assemble, erect, and brace exterior walls for a frame building. f. Describe wall framing techniques used in masonry construction. g. Explain the use of metal studs in wall framing. h. Describe the correct procedure for laying out ceiling joists. i. Cut and install ceiling joists on a wood frame building. j. Estimate the materials required to frame walls and ceilings.	**RST.1.11-12** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **RST.3.11-12** 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. **RST.4.11-12** 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.* **SL.6.11-12** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	Demonstration includes the following: reading and comprehending diverse media and formats, - visually - quantitatively - writing - speaking Examples may include the following: Collaborative Conversation Performance Assessment Module Exam Interview
7) Roof Framing a. Understand the terms associated with roof framing. b. Identify the roof framing members used in gable and hip roofs. c. Identify the methods used to calculate the length of a rafter. d. Identify the various types of trusses used in roof framing. e. Use a rafter framing square, speed square, and calculator in laying out a roof. f. Identify various types of sheathing used in roof construction. g. Frame a gable roof with vent openings. h. Frame a roof opening. i. Erect a gable roof using trusses. j. Estimate the materials used in framing and sheathing a roof.	**RST.1.11-12** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **RST.3.11-12** 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. **RST.4.11-12** 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.* **SL.6.11-12** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	Demonstration includes the following: reading and comprehending diverse media and formats, - visually - quantitatively - writing - speaking Examples may include the following: Collaborative Conversation Performance Assessment Module Exam Interview

8) Introduction to Concrete, Reinforcing Materials and Forms* a. Identify the properties of cement. b. Describe the composition of concrete. c. Perform volume estimates for concrete quantity requirements. d. Identify types of concrete reinforcement materials and describe their uses. e. Identify various types of footings and explain their uses. f. Identify the parts of various types of forms. g. Explain the safety procedures associated with the construction and use of concrete forms. h. Erect, plumb, and brace a simple concrete form with reinforcement.	**RST.1.11-12** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **RST.3.11-12** 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. **RST.4.11-12** 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.*	

9) Windows and Exterior Doors a. Identify various types of fixed, sliding, and swinging windows. b. Identify the parts of a window installation. c. State the requirements for a proper window installation. d. Install a pre-hung window. e. Identify the common types of exterior doors and explain how they are constructed. f. Identify the parts of a door installation. g. Identify the types of thresholds used with exterior doors. h. Install a pre-hung exterior door. i. Identify the various types of locksets used on exterior doors and explain how they are installed. j. Install a lockset.	**RST.3.11-12** 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. **RST.4.11-12** 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.* **RST.9.11-12** 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. **RST.10.11-12** By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently. **SL.1.11-12** Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **(a-d)** **SL.4.11-12** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. **SL.6.11-12** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	Demonstration includes the following: reading and comprehending diverse media and formats, - visually - quantitatively - writing - speaking Examples may include the following: Collaborative Conversation Performance Assessment Module Exam

10) Basic Stair Lay out a. Identify the various types of stairs. b. Identify the various parts of stairs. c. Identify the materials used in the construction of stairs. d. Interpret construction drawings of stairs. e. Calculate the total rise, number and size of risers, and number and size of treads required for a stairway. f. Lay out and cut stringers, risers, and treads. g. Build a small stair unit with a temporary handrail.	**RST.3.11-12** 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. **RST.4.11-12** 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.* **RST. 7.11-12** 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. **RST.9.11-12** 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. **RST.10.11-12** By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently. **SL.2.11-12** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **SL.6.11-12** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	Demonstration includes the following: reading and comprehending diverse media and formats, - visually - quantitatively - writing - speaking Examples may include the following: Collaborative Conversation Performance Assessment Module Exam Interview

11) Commercial Drawings a. Recognize the difference between commercial and residential construction drawings. b. Identify the basic keys, abbreviations, and other references contained in a set of commercial drawings. c. Accurately read a set of commercial drawings. d. Identify and document specific items from a door and window schedule. e. Explain basic construction details and concepts employed in commercial construction. f. Calculate the floor area of each room in a floor plan.	**RST.3.11-12** 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. **RST.4.11-12** 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.* **RST.9.11-12** 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. **SL.6.11-12** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	Demonstration includes evidence of research and knowledge of industry as stated in the program standards.
12) Roofing Applications a. Identify the materials and methods used in roofing. b. Explain the safety requirements for roof jobs. c. Install fiberglass shingles on gable and hip roofs. d. Close up a valley using fiberglass shingles. e. Explain how to make various roof projections watertight when using fiberglass shingles. f. Complete the proper cuts and install the main and hip ridge caps using fiberglass shingles. g. Lay out, cut, and install a cricket or saddle. h. Install wood shingles and shakes on roofs. i. Describe how to close up a valley using wood shingles and shakes. j. Explain how to make roof projections watertight when using wood shakes and shingles. k. Complete the cuts and install the main and hip ridge caps using wood shakes/shingles. l. Demonstrate the techniques for installing other selected types of roofing materials.	**RST.1.11-12** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **RST.3.11-12** 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. **RST.4.11-12** 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.* **RST.10.11-12** By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently. **SL.6.11-12** Adapt speech to a variety of contexts and	Demonstration includes the following: reading and comprehending diverse media and formats, - visually - quantitatively - writing - speaking Examples may include the following: Collaborative Conversation Performance Assessment Module Exam Interview

	tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) **WHST.4.11-12** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
13) Thermal and Moisture Protection a. Describe the requirements for insulation. b. Describe the characteristics of various types of insulation material. c. Calculate the required amounts of insulation for a structure. d. Install selected insulation materials. e. Describe the requirements for moisture control and ventilation. f. Install selected vapor barriers. g. Describe various methods of waterproofing. h. Describe air infiltration control requirements. i. Install selected building wraps.	**RST.4.11-12** 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.* **SL.1.11-12** Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **(a-d)** **SL.2.11-12** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **RST.7.11-12** 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. **WHST.7.11-12** 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.	*Demonstration not identified*

14) Exterior Finishing a. Describe the purpose of wall insulation and flashing. b. Install selected common cornices. c. Demonstrate lap and panel siding estimating methods. d. Describe the types and applications of common wood siding. e. Describe fiber-cement siding and its uses. f. Describe the types and styles of vinyl and metal siding. g. Describe the types and applications of stucco and masonry veneer finishes. h. Describe the types and applications of special exterior finish systems. i. Install three types of siding commonly used in your area.	**RST.4.11-12** 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.* **RST.7.11-12** 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. **RST.10.11-12** By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	*Demonstration not identified*
15) Cold-Formed Steel Framing* a. Identify the components of a steel framing system. b. Identify and select the tools and fasteners used in a steel framing system. c. Identify applications for steel framing systems. d. Demonstrate the ability to build back-to-back, box, and L-headers. e. Lay out and install a steel stud structural wall with openings to include bracing and blocking. f. Lay out and install a steel stud non-structural wall with openings to include blocking and bracing.	**Not usually taught at the secondary level but is required for SkillsUSA Carpentry competition at State and National Levels*	*Demonstration not identified*

16) Drywall Installation a. Identify the different types of drywall and their uses. b. Select the type and thickness of drywall required for specific installations. c. Select fasteners for drywall installation. d. Explain the fastener schedules for different types of drywall installations. e. Perform single-layer and multi-layer drywall installations using different types of fastening systems, including: -Nails -Drywall screws -Adhesives f. Install gypsum drywall on steel studs. g. Explain how soundproofing is achieved in drywall installations. h. Estimate material quantities for a drywall installation.	**RST.4.11-12** 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.* **RST.7.11-12** 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. **RST.10.11-12** By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	*Demonstration not identified*
17) Drywall Finishing a. State the differences between the six levels of finish established by industry standards and distinguish a finish level by observation. b. Identify the hand tools used in drywall finishing and demonstrate the ability to use these tools. c. Identify the automatic tools used in drywall finishing. d. Identify the materials used in drywall finishing and state the purpose and use of each type of material, including: o Compounds o Joint reinforcing tapes o Trim material o Textures and coatings e. Properly finish drywall using hand tools. f. Recognize various types of problems that occur in drywall finishes; identify the causes and correct methods for solving each type of problem. g. Patch damaged drywall.	**RST.4.11-12** 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.* **RST.7.11-12** 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. **RST.10.11-12** By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	*Demonstration not identified*

18) Doors and Hardware a. Identify various types of door jambs and frames and demonstrate the installation procedures for placing selected door jambs and frames in different types of interior partitions. b. Identify different types of interior doors. c. Identify different types of interior door hardware and demonstrate the installation procedures for selected types. d. Demonstrate the correct and safe use of the hand and power tools described in this module. e. List and identify specific items included on a typical door schedule. f. Demonstrate the procedure for placing and hanging a selected door.	**RST.4.11-12** 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.* **RST.7.11-12** 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. **RST.10.11-12** By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	*Demonstration not identified*
19) Suspended Ceilings a. Establish a level line. b. Explain the common terms related to sound waves and acoustical ceiling materials. c. Identify the different types of suspended ceilings. d. Interpret plans related to ceiling layout. e. Sketch the ceiling layout for a basic suspended ceiling. f. Perform a material takeoff for a suspended ceiling. g. Install selected suspended ceilings.	**RST.4.11-12** 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.* **RST.7.11-12** 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. **ST.10.11-12** By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	*Demonstration not identified*

20) Window, Door, Floor and Ceiling trim a. Identify the different types of standard moldings and describe their uses. b. Make square and miter cuts using a miter box or power miter saw. c. Make coped joint cuts using a coping saw. d. Select and properly use fasteners to install trim. e. Install interior trim, including: -Door trim -Window trim -Base trim -Ceiling trim f. Estimate the quantities of different trim materials required for selected rooms	**RST.4.11-12** 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.* **RST.7.11-12** 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. **ST.10.11-12** By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	*Demonstration not identified*
21) Cabinet Installation a. State the classes and sizes of typical base and wall kitchen cabinets. b. Identify the cabinet components and hardware and describe their purposes. c. Lay out factory-made cabinets, countertops, and backsplashes. d. Explain the installation of an island base.	**RST.4.11-12** 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.* **RST.7.11-12** 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. **RST.10.11-12** By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	*Demonstration not identified*
22) Cabinet Fabrication* a. Recognize the common types of woods used to make cabinets. b. Correctly and safely use stationary power tools. c. Identify and cut the various types of joints used in cabinetmaking. d. Build a cabinet from a set of drawings. e. Install plastic laminate on a countertop core.	**Has been removed as a required standard by NCCER but may be part of the local Carpentry program*	*Demonstration not identified*

Key: **RST**=Reading in Scientific and Technical subjects; **SL**= Speaking and Listening; **WHST**= Writing in History/Social Studies, Science and Technical Subjects