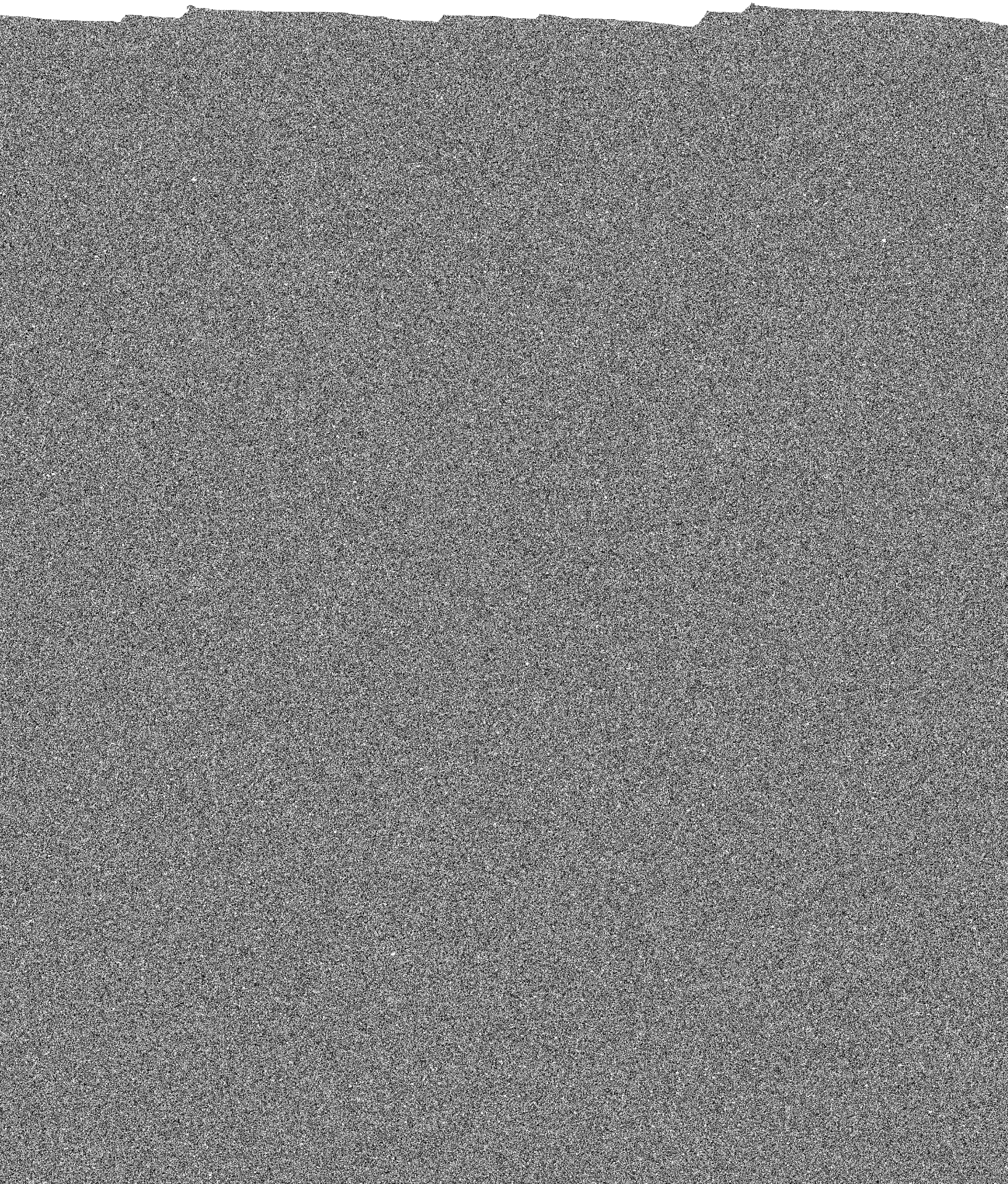
Cover Photograph Courtesy of:
New York State Office of the Advocate for the Disabled

This curriculum, by design, includes information, activities, and materials regarding



7. **A Construction Company.** Many instructors may want to start an actual

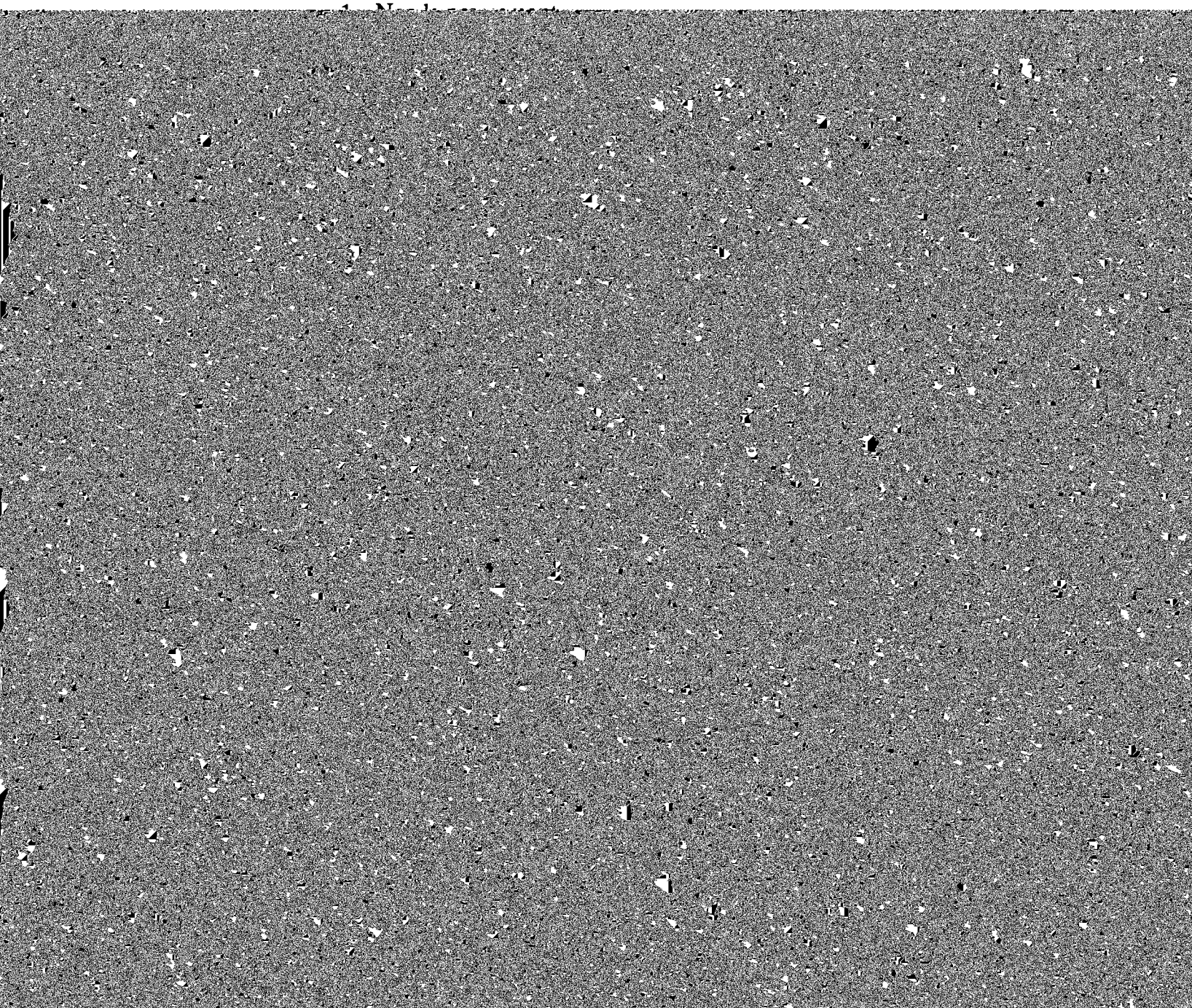
CONTENT OUTLINE

I. **Inputs (Resources)** — **Estimated Teaching Time 18 hours**

A. History
   1. Human need
   2. Material availability

B. Personnel
   1. Job classifications and opportunities
   2. Career preparation

C. Planning
   1. [illegible]



B. Impacts
    1. Environmental
    2. Economic
    3. Personal

Total Estimated Teaching Time 54 hours

COURSE: RESIDENTIAL CONSTRUCTION

4. Suggest reading and reporting on one of the many self-help

2. Try to get an "old" but recent set of ***Sweet's Catalogs*** from your local architect/engineering firm and have

COURSE: RESIDENTIAL CONSTRUCTION

H. Topic: **Technical Ability**

1. **Performance Statement:**

The student will be able to demonstrate technical ability to

COURSE: RESIDENTIAL CONSTRUCTION

COURSE: RESIDENTIAL CONSTRUCTION

2. Apply "sun-shield" type film to window glass and carry out experiments to test its properties.

3. Have the students collect literature on the latest in

b. 1. Have students wire a wall section including such things as a receptacle, three-way switch, GFI outlet, etc.

c. 1. Take the class to a home and point out the electrical

COURSE: RESIDENTIAL CONSTRUCTION

COURSE: RESIDENTIAL CONSTRUCTION

Suggested Instructional Strategies for:

a. 1. Visit a local building supply store as a class field trip and analyze the various interior trim, doors, and cabinetry available.

2. Make a collection/display of various common trim moldings. (Many times "shorts" can be had at a very reasonable price.)

3. Have the students make a door schedule for their home.

4. Have students check their homes to see what types of

COURSE: RESIDENTIAL CONSTRUCTION

B. Topic: **Impacts**

COURSE: RESIDENTIAL CONSTRUCTION

Jones, R. P. (1977). *Construction Estimating*. Albany, NY: Delmar Publishers