



Drafting 11 Course Outline

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“Big Ideas”

- Design for life cycle includes consideration of social and environmental impacts
- Personal design interests require the evaluation and refinement of skills
- Tools and technologies can be adapted for specific purposes

Learning Objectives

In Drafting 11, we will be learning about basic geometric construction, drafting tools and terms, Imperial and Metric measurement systems, scale drawing, 2D board drawing, 3D modeling, and basic architectural drawing. Some aspects of the course will be hand drawn, while others will be drawn through the use of Computer-Assisted Design (CAD) software.

Shop Culture

In Technology Education courses, we are learning and working in a shop/lab environment. In the shop/lab we must practice respect for ourselves, each other, the tools and equipment, the materials that we consume, and our instructors. Shop/lab environments require that we all work safely and are diligent in using safe working practices. Safety is everyone's responsibility. Working in a shop/lab space is a privilege and requires that we all share the responsibilities of maintaining a clean and organized workspace.

Course Expectations (Work Habits)

Cougars have GRIT. And the expectation in this course is that you work on developing your GRIT.

Growth: In order to demonstrate a commitment to growth, a student should be aware of their strengths and abilities. They should reflect, set goals and take action. A student with GRIT will focus on learning and improvement and seek out feedback to do so. A student with GRIT pushes themselves to be better than they were yesterday.

Resilience: In order to demonstrate resilience, a student should use strategies to regulate emotions and behaviour. A student with GRIT knows that mistakes and errors are opportunities to learn. They persist, even through hard things and have an “I can” attitude.

Integrity: In order to demonstrate integrity, a student should embrace a culture of high expectations. This means that they do their very best and help others to do so as well. A student with GRIT demonstrates kindness and respect for themselves, others, and the environment. They do what is right.

Time Management: In order to demonstrate time management a student should organize themselves so that they are prepared for learning. A student with GRIT is not only in class all the time on time; they are also productive and effective with their time.

See the Work Habits Rubric posted in the Google Classroom

Absences

If a student is absent or missed a demonstration/learning activity/assignment/test, the student and the teacher will work together to determine an appropriate time to make up the missed learning task. The student must take the initiative to start this process and advocate for their learning. Making up missed learning will most likely take place during the lunch break.

Leaving the class/lab/shop

If a student needs to leave the classroom/lab/shop, they must speak directly with their teacher, wait for permission, and then sign out on the board.

Personal Electronics/Phones

At the start of class, students will remove ear buds/headphones and put away their devices (phones/etc). Students are not allowed to use their personal electronics during instruction. Students are not allowed to use their devices to message/chat/etc with others within the class or in other classes during the entire class period. This distracts the student and their peers from their learning.

Students are allowed to listen to personal music with ear plugs/headphones while working on classwork. They may have to pause and unplug during instructions that occur within the class period.

Food and Drink

Since we are learning in a Computer Lab, there will be No Food or Drinks allowed in the computer lab.

Students are allowed to have reusable water bottles or reusable coffee mugs, so long as the containers have lids, but must take great care around the computers and drafting equipment.

No Chewing Gum

Support/Office Hours

The teacher will be available to the students 30 minutes before and after school and during the beginning of the lunch break. Teacher availability will be dependent on how busy the teacher is (Prep/Bus duty/Meetings/etc).

Please talk to the teacher about any student issues, struggles, or concerns. By starting this conversation as soon as possible, we can make sure that there is enough time to solve any issues together.

Assessment

We are focused on learning the following curricular competencies:

- Applied Design
(Understanding context, Defining, Ideating, Prototyping, Testing, Making, and Sharing)
- Applied Skills
(Apply safety in physical and digital environments for themselves and others. Individually or collaboratively identify and assess skills needed for design and refine those skills over time. Develop competency and proficiency in skills at various levels involving manual dexterity and drafting techniques.)
- Applied Technologies
(Explore existing, new, and emerging tools, technologies, and systems for design. Evaluate impacting, including unintended negative consequences, of choices made about technology use. Examine the role that advancing technologies play in drafting.)

Learning will be assessed each and every day through activities done in class and with the assignments that you work on individually and collaboratively.

Formative assessments (these are the things we do for practice) give the teacher valuable information about where you are at today, and how to help you grow tomorrow. These activities are the foundation and building blocks for our summative assessments.

Summative assessments are the measures of success that end up forming your report card mark and comment. Because these are so closely linked to the formative assessments, it's really impossible to do one without the other.

It's all learning and it all counts!

Proficiency Scale (This is what we will use to measure success)			
Not Yet.	Getting There...	Got it!	Wow!!
Even with help, the student does not grasp the concept.	With help, the student can demonstrate understanding.	Demonstrates understanding independently.	Demonstrates sophisticated understanding. Able to move beyond the concepts covered in class (transfers understanding)

All summative assessment of assignments and projects will be equally weighted to determine the student's final grade.

Core Competencies

These are the skills in [communication](#), [thinking](#), and [personal and social](#) abilities that students work on in every class they take. They make up an important component of the learning we do each day.