Winslow Township School District
9-12 Introduction to CAD: Computer Aided Drafting
Unit 4: Construction Documentation, Surveying & Annotation

Overview: In this unit, students will discover various types of drawings and arrange them according to industry standard.

Overview	Standards	Unit Focus	Essential Questions
Unit 4 **Construction Documentation, Surveying & Annotation**	• **8.1.12.CS.3** • **8.1.12.DA.2** • **8.2.12.ED.2** • **8.2.12.NT.2** • **9.3.12.AC.1** • **9.3.12.AC-DES.6**	• Demonstrate an understanding of how to create various types of drawings including plans, elevations, sections & details. • Arrange and key drawings according to industry standard . • Students will explore the concept of annotation and how it is an integral part to make a drawing readable. • Students will add dimensions to their drawings. • Students will be able to demonstrate an understanding of how to read and collect measurements in order to create technical drawings.	• Why are national and international standards set for the industries of architecture and construction? • What setting commands are necessary at the start of any drawing? • What is architectural lettering? • Why use standardized annotation styles? • What is the correct format for dimensions and mleaders? • What is surveying? • What is the proper method for surveying? • What is the difference between precision and accuracy?
Unit 4: Enduring Understandings	• Building standards and standardized annotation are used in order to increase efficiency, save time and cost. • At the start of each new drawing, use following setting commands: UNITS, LIMITS, DIMSCALE, STYLE & LAYERS. • Architectural lettering has been established as a way for firms to set their own style & identity. • Surveying is the process of collecting existing measurements in order to create a drawing. • Precision is getting an exact measurement or value where as accuracy is how close a measurement or value is to the intended target or purpose.		

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Curriculum Unit 4	Standards		Pacing	
			Days	Unit Days
Unit 4: **Construction Documentation, Surveying & Annotation**	**8.1.12.CS.3**	Compare the functions of application software, system software, and hardware.	2	41
	8.1.12.DA.2	Describe the trade-offs in how and where data is organized and stored.	2	
	8.2.12.ED.2	Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.	8	
	8.2.12.NT.2	Redesign an existing product to improve form or function.	8	
	9.3.12.AC.1	Use vocabulary, symbols and formulas common to architecture and construction.	9	
	9.3.12.AC-DES.6	Apply the techniques and skills of modern drafting, design, engineering and construction to projects.	10	
	Assessment, Re-teach and Extension		2	

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Unit 4 Grade 9-12		
Enduring Understanding	**Indicator #**	**Performance Expectation**
A computing system involves interaction among the user, hardware, application software, and system software.	**8.1.12.CS.3**	Compare the functions of application software, system software, and hardware.
Choices individuals make about how and where data is organized and stored affects cost, speed, reliability, accessibility, privacy, and integrity.	**8.1.12.DA.2**	Describe the trade-offs in how and where data is organized and stored.
Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems.	**8.2.12.ED.2**	Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.
Technology, product, or system redesign can be more difficult than the original design.	**8.2.12.NT.2**	Redesign an existing product to improve form or function.

	9.3.12.AC.1	Use vocabulary, symbols and formulas common to architecture and construction.
	9.3.12.AC-DES.6	Apply the techniques and skills of modern drafting, design, engineering and construction to projects.

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Unit 4 Grade 9-12
Assessment Plan

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Teacher Created Formative Assessments
- Terminology Quizzes.
- Design Projects.
- Tutorial exercises and packets
- Pre-planning bubble diagrams

Teacher Created Summative Assessments
- End of Unit Exams.
- Mid-term Exams.
- Final Exams
- Portfolio Review

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Alternative Assessments:
- Group Critiques of student work consisting of round robin style class discussions.
- Conduct short research projects on construction documentation as well as master architects/engineers including analysis and reflection.
- Observe online master videos and teacher created power points of CAD methods and techniques followed by round robin style group discussion.
- Flash card "buzz" word review presented in a game show style.

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Resources	Activities
Textbooks: Kicklighter & Thomas, *Architecture: Residential Drafting & Design*, Goodheart- Wilcox, 12th edition. French & Helsel, *Mechanical Drawing: Board and CAD Techniques, Student Edition,* McGraw-Hill Education, 13th edition. Brower, *Architectural Drafting Assignments Using AutoCAD,* Cengage Learning, 1st Edition. Ramsey/Sleeper, American Institute of Architects, *Architectural Graphic Standards,* Wiley; 12th student edition Finkelstein, *AutoCAD Bible,* Wiley; 2005 **Digital Imaging Software:** o AutoDesk: AutoCAD **Other Software:** • G Suite (Classroom, Slides, Docs, Sheets) • Microsoft Office (Word, Power Point) • Internet Browsers (Chrome, Safari) • PC Browsers (Finder, Explorer) • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/	• Teacher will discuss various types of drawings and when to use each as well as the appropriate settings commands. Students will create multiple types of drawings • Teacher will demonstrate how to add type, dimensions & mleaders. Students will add annotation to their drawings. • Teacher will introduce and demonstrate how to create layers. Students will create and utilize layers in each drawing. • Students will create and maintain a "Command Notebook" listing new commands used in each project. It lists the command, its function and how to access it through the user interface. • Students are to complete tutorial "packets" demonstrating basic software tools and functions. A portion of these tutorials have students draw a "Georgian Style" house including the floor plan as well as parts of the exterior elevation. • Students will draw a stop sign using the Cartesian coordinate method. • Students will manually draw 2D and 3D geometric constructions. • Students will demonstrate an understanding of drawing horizontal, vertical and inclined lines through a multi-page document. • Students will complete a tutorial packet demonstrating their understanding of drawing donuts, points and ellipsis as well as using the array command. • Students will draw a scaled plan view drawing of a regulation baseball field based on a skewed perspective drawing from the Architectural Graphic Standards text. The drawing will be drawn in three phases: pitcher's mound, catcher's box and remaining bases including the outfield. • Students will design, draw and plot a wall unit used in a family entertainment area. • Students will sketch, survey and then draw a floor plan and elevation of their home bedroom. • Students will sketch, survey and then draw a floor plan and elevation of their Home kitchen.

Instructional Best Practices and Exemplars	
1. Identifying similarities and differences	6. Cooperative learning
2. Summarizing and note taking	7. Setting objectives and providing feedback
3. Reinforcing effort and providing recognition	8. Generating and testing hypotheses
4. Homework and practice	9. Cues, questions, and advance organizers
5. Nonlinguistic representations	10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training, 9.3 21st Century Life and Careers & 9.4 Life Literacies and Key Skills

9.2.12.CAP.3
Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4
Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.6
Identify transferable skills in career choices and design alternative career plans based on those skills
9.2.12.CAP.10
Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
9.3.12.AR.6
Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
9.3.12.AR-VIS.1
Describe the history and evolution of the visual arts and its role in and impact on society.
9.3.12.AC.1
Use vocabulary, symbols and formulas common to architecture and construction
9.3.12.AC-DES.6
Apply the techniques and skills of modern drafting, design, engineering and construction to projects.
9.4.12.CI.1
Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.1
Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.DC.1
Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.4

Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).

9.4.12.IML.1

Compare search browsers and recognize features that allow for filtering of information.

9.4.12.TL.1

Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

https://www.usmint.gov/learn/kids/resources/educational-standards

Different ways to teach Financial Literacy.

https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction and demonstration

- Electronic, printed and verbal instruction

- One-on-one demonstration

- Leveled informational texts and videos via online

- Modeling and guided practice

- Read directions aloud

- Repeat, rephrase and clarify directions

- Extended time as needed

- Break down assignments into smaller units

- Provide shortened assignments

- Modify testing format

- Preferential seating

- Graphic organizers

- Study guides, study aids and re-teaching as needed

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Contact parents, guidance & child study if students are in danger of failing.

- Provide an assignment sheet with step-by-step instructions as well as specifications for each project.

- Provide design templates.

- Provide study guides.

- Provide extended time for written assessments.

- Extended time as needed

- Read directions aloud

- Assist with organization

- Use of computer to create, edit and store student work.

- Emphasize/highlight key concepts

- Recognize success

- Provide timelines for work completion

- Break down multi-step tasks into smaller chunks

- Provide copy of class notes and graphic organizer

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English Language Learners	Modifications for Gifted Students

All WIDA Can Do Descriptors can be found at this link:
 https://wida.wisc.edu/teach/can-do/descriptors
 ☐ Grades 9-12 WIDA Can Do Descriptors:
     ☐ Listening ☐ Speaking ☐   Reading
     ☐ Writing ☐ Oral Language
   Students will be provided with accommodations and modifications that may include:
 • Relate to and identify commonalities in Architectural & Engineering studies in student's home country
 • Use sentence/paragraph frames to assist with writing reports.
 • Work with a partner to develop and understand written and design projects
 • Provide extended time for written responses.
 • Assist with organization
 • Use of computer for quick translation
 • Emphasize/highlight key concepts
 • Teacher Modeling
 • Peer Modeling
 • Label Classroom Materials - Word Walls
	Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.
	 • Raise levels of intellectual demands
	 • Require higher order thinking, communication, and leadership skills
	 • Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
	 • Provide higher level texts
	 • Expand use of open-ended, abstract questions
	 • Critical and creative thinking activities that provide an emphasis on research and in-depth study
	 • Enrichment Activities/Project-Based Learning/ Independent Study
	 Additional Strategies may be located at the links:
	 ❖ Gifted Programming Standards
	 ❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	 ❖ REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections
ELA **NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **NJSLSA.SL2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. **NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience **RI.9-10.1** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. **RI.9-10.2** Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. **W.9-10.6** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. **SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. **RI.11-12.1** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. **RI.11-12.2** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.