Architectural Drawing and Design I Syllabus
2018-2019
Mr. Wilson
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Course Description: Architectural Drawing and Design I is a one-credit course that introduces students to the basic terminology, concepts, and principles of architectural design. Emphasis is placed on house designs, floor plans, roof designs, elevations (interior and exterior), schedules, and foundations. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Students who successfully complete this and other drafting courses should be prepared to take the Drafter Certification Examination from the ADDA. Competencies for the co-curricular student organization, SkillsUSA, are integral components of both the core employability skills standards and the technical skills standards. SkillsUSA activities should be incorporated throughout instructional strategies developed for the course.

Textbook: Architecture Residential Drafting and Design. Author: Clois Kicklighter (Replacement Costs: to be determined)

Materials needed: flash drive (64GB.), architectural, civil scale, xacto knife, xacto blades

Standards: Standards for this course can be found at the following web address: http://www.georgiastandards.org/career.aspx?PageReq=HSPhaseI

Course Writing Assignments: Throughout the course year, each student will be required to write a minimum of 18 design article summaries. Students will be given instructions at the beginning of the course which will assist in the proper format for these documents.

Grade Composition: Students will be given assignments sheets in advance which will provide dates and deadlines for all objective tests, projects and written assignments.

Paulding County Scale			Categories:	
90 to 100	A		Summative:	60%
80 to 89	B		Formal:	25%
70 to 79	C		Informal:	0%
69 & below	F		EOCT/Final Exam:	15%

Summative grades Written Test, Oral Test, Drawing Test, Measuring Test

Formal grades: Classroom assignments, Design Articles, Homework

Informal grades: Return of sign progress reports,

Make Up Policy:

1. Class assignments, test, and quizzes must be made up within 3 days after student returns to class.
2. Design articles are due the day of return.

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Group Assignments*:* In today's workplace, teamwork is vital to most organizations and institutions. In this course, many of the assignments given will be completed in small groups. It is the students' responsibility to make sure that ALL GROUP WORK is accurately completed and **submitted as scheduled**. It is expected that all group members are aware of all aspects of the project as well as have access to all pieces of the assignment whether or not a group member is present. Therefore, it is in the student's best interest to share appropriate contact information with his group members. Remember, what happens in your group is often similar to what occurs in a real civic, administrative or political group. Problems such as coordination, division of work, leadership, disagreement, voting, dissent and even evaluation are a part of life. Final Note: If you fear problems are occurring in your group, it is your responsibility to inform me as soon as possible. Waiting until your project is due or even mostly completed to share any concerns regarding your group work is inappropriate and may result in unsatisfactory grades.

Computer Activities*:* It is a privilege to have access to the internet and other technology available in the computer labs. **PLEASE** use the computers with care. No Websites should be accessed that are not assigned by the instructor or that have not received approval from the instructor. No software, music, videos, headphones, or cell phones are allowed to be used in the classroom computer lab. Students are not allowed to download materials such as screen savers, games, etc. from the internet or CHANGE any settings. Violation of these and other rules as listed in the student handbook or technology use form will result in appropriate discipline procedures.

Consequences: Disruptions to teaching **will not be tolerated** and will be handled according to the Student Handbook. A progressive discipline plan will be followed that includes: 1). Warning; 2). Private Conference; 3) Possible removal from CBE Program

Teacher Availability: I will be available after school from 3:45 – 4:15 every Tuesday and before school from 7:45 – 8:15 every Thursday for students needing extra help. Because my morning and afternoon duty schedule is subject to change, please schedule an appointment at least 24 hours in advance.

Rules: No food or drink in class.

*I reserve the right to make changes to the syllabus as student achievement dictates.
"It is not your parents responsibility to make sure that you do your work "

Student Printed Name_____ **Parent Printed Name**_____

Student Signature_____ **Parent Signature**_____

PARENTAL RELEASE

Dear Parents,

In order for a student to participate in shop/lab related courses in the Paulding County School District, it is necessary for him/her to purchase school insurance or a release form signed by you stating that he/she is covered under your personal health insurance policy. If for any reason this information changes during the school year, please contact your child's instructor or the school's CTAE Supervisor to inform them of changes.

Please sign this release and return it to his/her instructor so that your child will be able to participate in shop/lab classwork.

RELEASE

This is to certify that _____ is
(Name of Student)

covered under school insurance or is covered under our personal health insurance policy. (Please circle one.)

_____
Parent's Signature

_____
Name of Insurance/Provider

_____
Date of Signature

Revised: 07/25/16

2017-2018 Parent and Student Acknowledgement Form

Student Name: _____ ID# _____ Grade: _____

SECTION ONE – Emergency Release

At times, it is necessary for school to close early because of weather, loss of heat or water, or other unexpected happenings. For this reason, it is important for you to discuss with your child what to do if students are released early. In order to keep the phone lines free on occasions when school closes early, we need to know in advance how to send your child home from school. If a student will leave school during an emergency in a manner other than normal, parents must provide further instructions to the school within 10 days of enrollment or the first 10 days of the academic school year.

(Initial) _____

SECTION TWO – Internet Use

The PCSD maintains an electronic communication network that includes Internet access. Access to the electronic communication network, as well as the hardware and software that support access shall be used solely in support of the educational objectives of the school system. Use of this property is a privilege that may be discontinued at any time. Students who do not follow the rules and guidelines for the acceptable use of the Internet (listed in the student information guide) and its related hardware and software will be subject to disciplinary action. Parents, legal guardians, or eligible students may make a written request to the principal of the school where a student is enrolled, within 10 days of enrollment or the first 10 days of the academic school year, to request that student does not have permission to use the Internet as part of his/her instructional activities while attending school.

(Initial) _____

SECTION THREE –Web Publications / Photo / Videotape

Paulding County School District publicizes students' outstanding achievements and activities through various media such as newspapers and television. This may include, but is not limited to, honor roll lists, yearbooks, and photographs of classroom and/or extracurricular activities. In addition, exemplary student work, student pictures may be published on school-sponsored websites. Parents, legal guardians, or eligible students may make a written request to the principal of the school where a student is enrolled, within the first 10 days of the academic school year, to request their child's picture/student work not be taken for use in local newspapers, school newsletters, schools websites, etc.   (Initial) _____

SECTION FOUR –Mass Notifications

At times it is necessary for the Paulding County School District to contact parents in regards to emergencies, district notifications, school closings and other events that necessitate utilizing a mass communication system. This may include, but is not limited to, phone calls, text messages and email. Signing off on the handbook acknowledgement opts parents into receiving these notifications. Parents, legal guardians, or eligible students may make a written request to the principal of the school where a student is enrolled to have their number removed from receiving informational notifications. The number identified in that request will still receive emergency notifications. Parents may opt-out of receiving notifications (emergency and informational) at any time.

(Initial) _____

SECTION FIVE - PARENT ACKNOWLEDGEMENT

This is to verify that I have received a copy of the Paulding County School District Student & Parent Handbook for the current school year. I have reviewed the information contained therein with my child concerning:

The Family Educational Rights and Privacy Act (FERPA);
Protection of Pupil Rights Amendment of 1978 (PPRA);
The "Right to Know" Professional Qualifications Notification; and
Paulding County School District Policies: JCDB (Student Dress Code), JD (Student Discipline), JD-R(3) Student Code of Conduct Middle & High School, JB (Student Attendance), and IFBGA (Internet Acceptable Use).

(Initial) _____

Print Name (Parent of Guardian) _____

_____   _____
Parent / Guardian Signature   Date

_____   _____
Student Signature (age 10 or older, required)   Date

Architectural Drawing and Design I Standards
Course Number 48.54500

AC-ADDI-1
Standard: Demonstrate employability skills required by business and industry.
  1.1   Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

  1.2   Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

  1.3   Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

  1.4   Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

  1.5   able to work independently and apply team work skills.

  1.6   Present a professional image through appearance, behavior and language.

AC-ADDI-2
Identify components related to the architectural design process.
  2.1   Describe the elements and principles of design.
  2.2   Research historical architectural styles.
  2.3   Explain the steps in the design process.
  2.4   Analyze building sites.
  2.5   Identify and summarize elements of sustainable design.
  2.6   Interpret considerations of universal design.

AC-ADDI-3
Demonstrate architectural drafting skills.
  3.1   Read and interpret existing architectural drawings.
  3.2   Measure using an architect's and an engineer's scale.
  3.3   Calculate volume and area related to architectural drafting.

AC-ADDI-4
Prepare residential floor plans.
  4.1   Research and describe general codes related to floor plans.
  4.2   Sketch to scale residential floor plans.
  4.3   Draw dimensioned floor plans using appropriate symbols.
  4.4   Apply appropriate dimensioning rules.
  4.5   Incorporate aspects of sustainable and universal design.
  4.6   Demonstrate the use of the Computer-Aided Design (CAD) software.4.6 related to residential floor plans problem solving.

AC-ADDI-5
Research roof systems, styles and terminology.
  5.1   Recognize and compile various styles and constructions of roof systems, including hip, gable, mansard, gambrel, shed, and flat.
  5.2   Identify and explain basic roofing terminology, including: rise, run, slope, pitch, overhang, eave line, and ridge line.
  5.3   Research and compare environmental and sustainability issues in relation to roof design.
  5.4   Assess aesthetics of roofs.
  5.5   Demonstrate the use of Computer-Aided Design (CAD) software related to problem solving roof systems.

Architectural Drawing and Design I Standards
Course Number 48.54500

AC-ADDI-6

Prepare elevations for residential drawings.
  6.1   Explain the purpose of elevations.
  6.2   Sketch elevations.
  6.3   Create elevation drawings with labels and dimensions to include: roof slope and overhang, type of roofing, door and window location, and porches.
  6.4   Demonstrate the use of Computer-Aided Design (CAD) software related to preparing elevations for residential drawings.

AC-ADDI-7

Demonstrate preparing schedules.
  7.1   Explain the purpose of schedules on a set of architectural drawings.
  7.2   Generate the following schedules: window, door, and finish.
  7.3   Demonstrate the use of Computer-Aided Design (CAD) software related to preparing schedules.

AC-ADDI-8

Demonstrate preparing foundation plans.
  8.1   Explain the purpose of foundation plans.
  8.2   Identify different foundation systems and terminology, including: slab, crawl space, and basement.
  8.3   Draw dimensioned foundation plans.
  8.4   Demonstrate the use of Computer-Aided Design (CAD) software related to preparing foundation plans.

AC-ADDI-9

Maintain a course portfolio.
  9.1   Complete a set of residential house plans incorporating course standards (ongoing).
  9.2   Report summary reflections on the design processes utilized throughout the course.
  9.3   Include ancillary assignments created throughout the course necessary to demonstrate mastery of standards.

AC-ADDI-10

Examine how SkillsUSA is a co-curricular part of career and technical education industry.

  10.1   Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of SkillsUSA.
  10.2   Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth and development.
  10.3   Explore the impact and opportunities that SkillsUSA can develop to bring business and industry together with education in a positive working relationship through innovative leadership and career development programs.
  10.4   Explore the local, state, and national opportunities available to students through participation in SkillsUSA, including but not limited to conferences, competitions, community service, philanthropy, and other SkillsUSA activities.