References	Date Modi	Теа	Course N
ces	Date Modified 11/11/2019	Teacher Joe Riddensdale	Course Name Intro to CADD (Semester)



	Skills	CTE Personal & Professional Skills				ng	Drawi				Designing	tion	enta			
MWVCTC Competency & Enduring Understanding		EMPLOYABILITY (Work Ethic): The students will understand that	they must continually be developing a strong work ethic which is vital for	individuals to achieve success.				Sketching: Students will understand that sketching is the first step in the	desing process.			REPLICATION: The student will understand how to	complete a project from an example.	MEASURING: Students will understand that measurements are important to creating an accurate project.	PRESENTATION: Students will understand that	effective presentation of a design idea requires an understanding of the
Content Units & Themes	Work Ethic UbD	Work Ethic UbD	Work Ethic UbD	Work Ethic UbD	Work Ethic UbD	Sketching UbD						Replication UbD		Measuring UbD	Presentation UbD	
State Competencies	Understand the necessary employability skills in order to achieve success in today's workplace. (Perf. Ind. 1 - 8)					Understand the concepts, processes and procedures in the use of sketches to extend the design process. (Perf. Ind. 12 - 13)						Understand the concept, procedure and use of replication in order to increase efficiency of design documentation. (Perf. Ind. 14)	i e	Understand the concept and procedures for measuring in different coordinate systems. (Perf. Ind. 15)	Understand the concepts and procedures used to develop a design presentation. (Perf. Ind. 26)	
Learning Targets	<ol> <li>I can demonstrate and apply good decision making and problem-solving skills by outlining issues in situations/problems and determining, collecting, and organizing information needed in order to formulate a solution. (Perseverance)</li> </ol>	<ol><li>1 can demonstrate and apply self-management skills by adhering to regulations, being responsible, and following through on commitments. (Professionalism)</li></ol>	<ol> <li>I can demonstrate and apply effective communication skills: verbal, written, visual, and listening. (Communication)</li> </ol>	<ol><li>I can demonstrate and apply the necessary skills in order to work effectively with others. (Collaboration)</li></ol>	8. I can demonstrate personal/career development skills by completing a career plan (Ambition)	I can demonstrate the use of drawing instruments to complement drafting media.	<ol> <li>I can construct sketches to conceptualize ideas and /or describe objects,</li> </ol>					14. I can identify and reproduce forms, shapes, and constraints.		15.1 can demonstrate and apply coordinate systems.	26. I can produce visual and/or oral presentation	
Essential Questions	How do you become employable and Stringuish myself from other well qualified candidates?	What is work ethic?	What is good communication?	What is good collaboration?	What does it mean to be ambitious?	Why do you believe that sketching skills are important to the design process?	What are drafting tools and what do they do?	Why is it important to use the tools properly?	What impact does sketching have on communication?			. What are the benefits of using CAD?		How are objects measured?	What are the essential elements of product design?	How can I effectively communicate product design specifications to a
Assessments	Work Ethic Assignment	Work Ethic Assignment	Work Ethic Assignment	Work Ethic Assignment	Work Ethic Assignment	Lettering Worksheets	Sketching Assignments	Title Block and Border	3 View sketches	Isometric Sketching	Architectural Sketching	Creating Metal Cubes in 3D	Shed, Garage, Cabin Project	Drawing Metal Cubes Assignment	3D Prototyping	Presentation
Rubrics	Work Ethic Rubric	Work Ethic Rubric	Work Ethic Rubric	Work Ethic Rubric	Work Ethic Rubric	Sketching Rubric						Replication Rubric		Measuring Rubric	Presentation Rubric	
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STAR (Student-Teacher-Achievement-Review) The Mount Washington Valley Career and Technical Center believes that communicating student achievement through competency based mastery provides the clearest picture of student learning. The students at MWVCTC model the idea that grades are not about what our students earn it is about what they learn. The purpose of this document is to explain how this practice works and will outline the communication process for students, teachers, and parents.



## Competencies

Each course has their own set of State Competencies that are established by the New Hampshire Department of Education (NHDOE). Each competency has performance indicators that break the large competencies into smaller tasks. Those tasks will be the basis for proving the students competence on individual indicators. All courses have a rubric for each of their individual competencies. Those rubrics will establish the guidelines for mastery. There will be summative assessments that each student can compile: projects, tests, presentations, etc. and will be the basis for the student portfolios. At the end of each semester the students will have the opportunity to present their competence to their teacher. During the interview the student will articulate their knowledge and get instant feedback on what they need to know and be able to do if they have not achieved mastery.

## **Portfolios**

The students will create a binder with all of the evidence that they have collected throughout their time in the course. Students will have a portfolio binder for their selected program, organized by competency. Competency sections will contain:a cover page stating the competency, the rubric, an overview of the contents and knowledge, and evidence supporting competence (photographs, projects, classwork, and reflections).

## Review

The Student-Teacher-Achievement-Review is student driven. The students will have a one on one conference with the teacher to prove their competence. Students are required to bring evidence to prove their level of competence (portfolio). The student will present the evidence and articulate their content knowledge. The teacher will give feedback to the student on whether or not they have provided sufficient evidence for each competency, this will give the students a clear picture of what they have done and what they have to do to prove mastery.

Perfor	mance Targets					
Ranking	Numerical Equivalent					
4	100					
3.5	93					
3	86					
2.5	79					
2	72					
1.5	65					
1	50					
ENE (Exposure No Evidence)	INC (Incomplete)					