

Syllabus: Practices & Policies

2021-2022	Franklin High School	
Section 1: Course Overview		
Course Title	Architectural Drafting and Design	
Instructor Info	Name: Dan Silvernail Contact Info: dsilvernail@pps.net or 503-916-5140 x 84134	
Grade Level(s)	10-12	
Room # for class	Room: S-140	
Credit	Type of credit: Elective # of credits per semester: .5	
Prerequisites (if applicable)	Grade 10 and above	
General Course	In this full year course students will become familiar with architectural design and drafting. They will	
Description	learn about related careers, building systems, creating a set of residential architectural drawings,	
	architectural styles, building practices, building materials and the role of architecture in society.	
Section 2: Welcome Statement & Course Connections		
Personal Welcome	Welcome to Architectural Drafting and Design! I hope everyone enjoys the class and that the class	
	enhances your educational experience regardless of your career path beyond high school.	
Course Highlights	Students will learn the following:	
(topics, themes, areas of study)	Creating a set of residential house plans	



	Computer Aided Drafting
	Building systems, materials, and practices
	Careers related to architecture
	Architectural styles and history
	Model building
	Basic structural engineering concepts as related to residential construction
Course	Students in Architectural Drafting and Design are asked to think critically, build deep knowledge,
Connections to PPS	communicate effectively, and grow in their confidence and sense of self relative to the woodworking
<u>ReImagined Vision</u>	and construction industries.
	Coation 2. Student Learning
Section 3: Student Learning	
Prioritized	This class incorporates basic skills which are prerequisites for continuing on to training for careers in
Standards	architecture, engineering, and/or construction via apprenticeships or college. Additionally, math and
	science standards are also taught as they apply to the course curriculum.
<u>PPS Graduate</u>	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate
<u>Portrait</u>	Portrait:
<u>Connections</u>	
	Inquisitive Critical Thinkers with Deep Knowledge
8/27 Work	Powerful and Effective Communicators
3	Positive, Confident, and Connected Sense of Self
	Optimistic Future-Orientated Graduates
	Reflective Empathetic and Empowering Graduates
	Influential and Informed Global Stewards
	Resilient and Adaptable Lifelong Learners
	Inclusive and Collaborative Problem Solvers
	Transformative Racial Equity Leaders
Differentiation/	I will provide the following supports specifically for students in the following programs:
accessibility	Special Education:
strategies and supports:	Accommodations indicated by Individual Education Plans will be made in cooperation with
заррогия.	students, special education teachers and parents.
	504 Plans:



	Accommodations indicated by 504 Plans will be made in cooperation with students,	
	counselors and parents.	
	English Language Learners:	
	Strategies used in this class to address ELL needs will include, but are not limited to, the	
	following:	
	☐ Posting clearly defined objectives	
	☐ Emphasizing key vocabulary	
	☐ Providing clear expectation of tasks, slower speech, increased wait time, etc	
	Scaffolding techniques like think-alouds to support student understanding	
	 Allowing for frequent opportunities for student interaction (pair-shares, small and large group work) 	
	Using activities that integrate reading, writing, speaking and listening	
	Providing regular feedback	
	Talented & Gifted:	
	Strategies used in this class to address TAG needs will include, but are not limited to, the	
	following: Challenge prompts, flexible grouping, independent based learning, honors option	
Personalized Learning	☐ Career Related Learning Experience (CRLE) #1: students will conduct informational interviews with advisory partners in the construction industry	
Graduation	☐ Career Related Learning Experience (CRLE) #2: guest lecturers may visit the class and	
Requirements (as applicable in this	introduce industry standard content.	
course):	, ,	
8/27 Work Section 4: Cultivating Culturally Sustaining Communities		
Tier 1 SEL Strategies		
	I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s):	
	i ace, ability, language, and genuer in the following way(s):	



Shared Agreements

- Franklin STRONG will be modeled and followed.
- All student voices will be heard and respected.
- The class will embrace a welcoming and accepting environment.
- Students will be expected to learn and follow the safety rules and behavioral expectations as outlined in the document General Safety Regulations and Behavior Expectations for Franklin High School Construction Lab Room S-140.

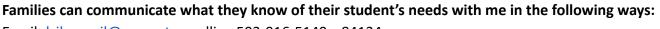
I will display our Agreements in the following locations: in the front of the classroom and over the hand washing sink.

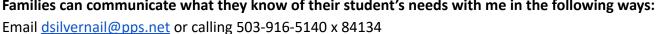
My plan for ongoing feedback through the year on their effectiveness is: conferring with students, observation. The nature of this class allows the teacher to have 1:1 contact with each student frequently; because of this there is a lot of opportunity for feedback.

Student's Perspective & Needs

I will cultivate culturally sustaining relationships with students by:

- Get to know students
- Examine personal biases
- Elevate students' languages and cultures
- Family and community involvement
- Respect their cultures
- Be mindful of intent vs impact







Empowering Students

I will celebrate student successes in the following ways:

- Praise and positive feedback
- Photographing and keeping a record of student successes
- Sharing these online where appropriate

I will solicit student feedback on my pedagogy, policies and practices by:

- Regularly asking for feedback
- Soliciting student feedback formally at each mid term in writing

When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:

- Speak with the student one on one
- Contact the student's parents or guardians
- Contact the FHS climate team

Showcasing Student Assets



I will provided opportunities for students to choose to share and showcase their work by:

- Having a day for students to show off their work to the rest of the class
- Encouraging them to share their work with other students
- Highlighting their work for the class

Section 5: Classroom Specific Procedures



Safety issues and requirements (if	 All safety regulations, including basic safety and machine specific safety MUST be followed to the letter.
applicable):	 Safety training and corresponding safety tests will be given prior to students working in the shop.
	 All students MUST fill out and return the Behavior Expectations form before being allowed to work in the shop
Coming & Going	I understand the importance of students taking care of their needs. Please use the following
from class	guidelines when coming and going from class: communicate with the teacher, and a pass will be
	written.
Submitting Work	I will collect work from students in the following way:
	Written work will be turned in to the "Turn In" box, electronic work will be shared with
	dsilvernail@pps.net via Google and physical projects will be turned in directly to the teacher.
	If a student misses a deadline, I will partner with the student in the following ways so they have
	the ability to demonstrate their abilities:
	Work with the student on a plan to get caught up, which may include tutorial time. If time will not
	allow the student to complete the major project on time, alternate projects may be assigned which
	would allow the student to meet the learning targets and demonstrate ability.
Returning Your	My plan to return student work is the following:
Work	Timeline: within one week
	What to look for on your returned work: written scores and/or feedback
	Revision Opportunities: occasionally students will be allowed to revise or modify a project in order to
	raise their grade.
Formatting Work (if applicable)	Students will present their finished work to the teacher for grading.
Attendance	If a student is absent, I can help them get caught up by: arranging for the student to come into the
	shop to make up for lost time. This could occur during tutorial or days after school.



Section 6: Course Resources & Materials	
Materials Provided	I will provide the following materials to students: all materials needed to complete required shop projects will be provided to the students unless the project is deemed by the teacher to be excessive, in this case an agreement will be made between the teacher and student as to how much material will be provided by the school.
Materials Needed	Please have the following materials for this course: pencils and notebook
Course Resources	Course resources, such as drawings and plans will be given to students in class. These may also be posted in Canvas in certain situations.
Empowering Families	The following are resources available for families to assist and support students through the course: Synergy and Canvas will be utilized
Section 7: Assessment of Progress and Achievement	
Formative Assessments	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: via daily observation of students' progress, adjusting the lessons and curriculum if needed to assure that all students understand the subject matter.
Summative Assessments	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities: completed projects and other activities will be assessed for understanding and competence, and feedback will be given.
Student Role in Assessment	Students and I will partner to determine how they can demonstrate their abilities in the following ways: students are asked to grade their own projects using the rubric. Also, students will be asked how they would grade their own project or other learning activity. Finally, in some cases of team



	projects, students are asked to assess their peers.
Section 8: Grades Progress Report Cards & Final Report Cards	
Accessing Grades	Students & Families can go to the following location for up-to-date information about their grades throughout the semester: Synergy I will update student grades at the following frequency: prior to mid term and prior to the end of the quarter
Progress Reports	I will communicate the following marks on a progress report: A, B, C, D F,, and in rare cases, P or NP A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: below 60% NG, I or NP may also be used in rare cases.
Final Report Card Grades	 The following system is used to determine a student's grade at the end of the semester: 20% written tests and quizzes. 60% Performance on projects and other activities such as CAD drawings. 20% Professionalism. What is "professionalism"? Attendance, showing up on time, participating in class discussions, working on projects, doing your cleanup job. These are all things that you would be expected to do on the job, so this will be excellent preparation.



	I use this system for the following reasons/each of these grade marks mean the following: Rubrics are used for professionalism and projects. Points are given for service projects if done satisfactorily.
Other Needed info (if applicable)	

