





## Syllabus: Practices & Policies

2021-2022	Franklin High School
Section 1: Course Overview	
Course Title	<b>Architectural Drafting and Design</b>
Instructor Info	Name: Dan Silvernail      Contact Info: <a href="mailto:dsilvernail@pps.net">dsilvernail@pps.net</a> 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 Description	In this full year course students will become familiar with architectural design and drafting. They will 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	<b>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.</b>
Course Highlights (topics, themes, areas of study)	<b>Students will learn the following:</b> <ul style="list-style-type: none"><li>• Creating a set of residential house plans</li></ul>





	<ul style="list-style-type: none"> <li>● Computer Aided Drafting</li> <li>● Building systems, materials, and practices</li> <li>● Careers related to architecture</li> <li>● Architectural styles and history</li> <li>● Model building</li> <li>● Basic structural engineering concepts as related to residential construction</li> </ul>
Course Connections to <a href="#">PPS Reimagined Vision</a>	Students in Architectural Drafting and Design are asked to think critically, build deep knowledge, communicate effectively, and grow in their confidence and sense of self relative to the woodworking and construction industries.
<h3>Section 3: Student Learning</h3>	
Prioritized Standards	This class incorporates basic skills which are prerequisites for continuing on to training for careers in architecture, engineering, and/or construction via apprenticeships or college. Additionally, math and science standards are also taught as they apply to the course curriculum.
<a href="#">PPS Graduate Portrait Connections</a>  	<p><b>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:</b></p> <ul style="list-style-type: none"> <li>● Inquisitive Critical Thinkers with Deep Knowledge</li> <li>● Powerful and Effective Communicators</li> <li>● Positive, Confident, and Connected Sense of Self</li> <li>● Optimistic Future-Orientated Graduates</li> <li>● Reflective Empathetic and Empowering Graduates</li> <li>● Influential and Informed Global Stewards</li> <li>● Resilient and Adaptable Lifelong Learners</li> <li>● Inclusive and Collaborative Problem Solvers</li> <li>● Transformative Racial Equity Leaders</li> </ul>
Differentiation/ accessibility strategies and supports:	<p><b>I will provide the following supports specifically for students in the following programs:</b></p> <p>Special Education: Accommodations indicated by Individual Education Plans will be made in cooperation with students, special education teachers and parents.</p> <p>504 Plans:</p>



	<p>Accommodations indicated by 504 Plans will be made in cooperation with students, counselors and parents.</p> <p>English Language Learners:</p> <p>Strategies used in this class to address ELL needs will include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Posting clearly defined objectives</li> <li><input type="checkbox"/> Emphasizing key vocabulary</li> <li><input type="checkbox"/> Providing clear expectation of tasks, slower speech, increased wait time, etc</li> <li><input type="checkbox"/> Scaffolding techniques like think-alouds to support student understanding</li> <li><input type="checkbox"/> Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)</li> <li><input type="checkbox"/> Using activities that integrate reading, writing, speaking and listening</li> <li><input type="checkbox"/> Providing regular feedback</li> </ul> <p>Talented &amp; Gifted:</p> <p>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</p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Career Related Learning Experience (CRLE) #1: students will conduct informational interviews with advisory partners in the construction industry</li> <li><input type="checkbox"/> Career Related Learning Experience (CRLE) #2: guest lecturers may visit the class and introduce industry standard content.</li> </ul>
<div>  <div> <div>8/27 Work</div> <div>Section 4: Cultivating Culturally Sustaining Communities</div> </div> </div>	
<p><i>Tier 1 SEL Strategies</i></p>	<p>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):</p>



<p><i>Shared Agreements</i></p> 	<ul style="list-style-type: none"> <li>● Franklin STRONG will be modeled and followed.</li> <li>● All student voices will be heard and respected.</li> <li>● The class will embrace a welcoming and accepting environment.</li> <li>● Students will be expected to learn and follow the safety rules and behavioral expectations as outlined in the document <i>General Safety Regulations and Behavior Expectations for Franklin High School Construction Lab Room S-140</i>.</li> </ul> <p><b>I will display our Agreements in the following locations:</b> in the front of the classroom and over the hand washing sink.</p> <p><b>My plan for ongoing feedback through the year on their effectiveness is:</b> 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.</p>
<p><i>Student's Perspective &amp; Needs</i></p> 	<p><b>I will cultivate culturally sustaining relationships with students by:</b></p> <ul style="list-style-type: none"> <li>● Get to know students</li> <li>● Examine personal biases</li> <li>● Elevate students' languages and cultures</li> <li>● Family and community involvement</li> <li>● Respect their cultures</li> <li>● Be mindful of intent vs impact</li> </ul> <p><b>Families can communicate what they know of their student's needs with me in the following ways:</b> Email <a href="mailto:dsilvernail@pps.net">dsilvernail@pps.net</a> or calling 503-916-5140 x 84134</p>



*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**



<i>Safety issues and requirements (if applicable):</i>	<ul style="list-style-type: none"> <li>• All safety regulations, including basic safety and machine specific safety <b>MUST</b> be followed to the letter.</li> <li>• Safety training and corresponding safety tests will be given prior to students working in the shop.</li> <li>• All students <b>MUST</b> fill out and return the <b><i>Behavior Expectations</i></b> form before being allowed to work in the shop</li> </ul>
<i>Coming &amp; Going from class</i>	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: communicate with the teacher, and a pass will be written.
<i>Submitting Work</i>	<p><b>I will collect work from students in the following way:</b>  Written work will be turned in to the “Turn In” box, electronic work will be shared with <a href="mailto:dsilvernail@pps.net">dsilvernail@pps.net</a> via Google and physical projects will be turned in directly to the teacher.</p> <p><b>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:</b>  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.</p>
<i>Returning Your Work</i>	<p><b>My plan to return student work is the following:</b>  Timeline: within one week</p> <p><b>What to look for on your returned work:</b> written scores and/or feedback</p> <p><b>Revision Opportunities:</b> occasionally students will be allowed to revise or modify a project in order to raise their grade.</p>
<i>Formatting Work (if applicable)</i>	Students will present their finished work to the teacher for grading.
<i>Attendance</i>	<b>If a student is absent, I can help them get caught up by:</b> 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

<i>Materials Provided</i>	<b>I will provide the following materials to students:</b> 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.
<i>Materials Needed</i>	<b>Please have the following materials for this course:</b> pencils and notebook
<i>Course Resources</i>	Course resources, such as drawings and plans will be given to students in class. These may also be posted in Canvas in certain situations.
<i>Empowering Families</i>	<b>The following are resources available for families to assist and support students through the course:</b> Synergy and Canvas will be utilized

## Section 7: Assessment of Progress and Achievement

<i>Formative Assessments</i>	<b>As students move through the learning journey during specific units/topics, I will assess &amp; communicate their <u>progress</u> in the following ways:</b> via daily observation of students' progress, adjusting the lessons and curriculum if needed to assure that all students understand the subject matter.
<i>Summative Assessments</i>	<b>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:</b> completed projects and other activities will be assessed for understanding and competence, and feedback will be given.
<i>Student Role in Assessment</i>	<b>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</b> 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.
<b>Section 8: Grades</b> <b>Progress Report Cards &amp; Final Report Cards</b>	
<i>Accessing Grades</i>	<b>Students &amp; Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</b> Synergy
	<b>I will update student grades at the following frequency:</b> prior to mid term and prior to the end of the quarter
<i>Progress Reports</i>	<b>I will communicate the following marks on a progress report:</b> <ul style="list-style-type: none"> <li>• A, B, C, D F,, and in rare cases, P or NP</li> <li>• A: 90-100%</li> <li>• B: 80-89%</li> <li>• C: 70-79%</li> <li>• D: 60-69%</li> <li>• F: below 60%</li> </ul> NG, I or NP may also be used in rare cases.
<i>Final Report Card Grades</i>	<b>The following system is used to determine a student's grade at the end of the semester:</b> <ul style="list-style-type: none"> <li>• 20% written tests and quizzes.</li> <li>• 60% Performance on projects and other activities such as CAD drawings.</li> <li>• 20% Professionalism. <i>What is "professionalism"?</i> 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.</li> </ul>





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

