

AutoCAD I: Communication Unit

ESTABLISHED GOALS:	Transfer	
<u>Competencies:</u>	<i>Students will be able to independently use their learning to communicate a design.</i>	
<ul style="list-style-type: none"> • <i>Students will demonstrate the ability to use AutoCAD software in order to model 2D designs.</i> • <i>Students will demonstrate the ability to create technical drawings in order to communicate a design.</i> • <i>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</i> • <i>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</i> • <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i> 	Meaning	ESSENTIAL QUESTIONS
<u>Content Standards:</u>	ENDURING UNDERSTANDINGS	
New Hampshire Vocational Curriculum Guide	<i>Students will understand that...</i>	
<ul style="list-style-type: none"> • Standard 1: Students will develop an understanding of the characteristics and scope of technology. • Standard 2: Students will develop an understanding of the core concepts of technology. • Standard 3: Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study. • Standard 8: Students will develop an understanding of the attributes of design. • Standard 12: Students will develop the abilities to use and maintain technological products and systems. • Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies. 	<ul style="list-style-type: none"> • two- and three-dimensional (2D and 3D) objects share visual relationships which allow interpretation of one perspective from the other. • technical drawings convey information according to an established set of drawing practices which allow for detailed and universal interpretation of the drawing. • computer aided drafting and design (CAD) software packages facilitate the creation of technical drawings. 	<ul style="list-style-type: none"> • What makes a set of drawings sufficient to adequately represent the design intent?
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • that technical drawings effectively communicate a design using two- and three-dimensional (2D and 3D) graphical representations and annotations. • that various engineering standards exist that govern the use of line types, dimensions and other annotations on technical drawings. • the characteristics, scope and core concepts of the technologies that are used. <p><u>vocabulary:</u> annotate, annotations, aligned dimension, American National Standards Institute (ANSI), American Society of Mechanical Engineers (ASME), chain dimensioning, datum, datum dimensioning, dimension, isometric sketch, line, line conventions, multiview drawing, scale, technical working drawing, title block, unidirectional dimension</p>	<ul style="list-style-type: none"> • hand sketching isometric sketches and orthographic projections <ul style="list-style-type: none"> ○ at a given scale and in the correct orientation to fully detail ○ with detailed verbal description of the object, ○ with pictorial and isometric views of the object. • using a CAD software program to generate multi-view technical drawings according to accepted engineering practice and a set of standards. <ul style="list-style-type: none"> ○ using appropriate scale, ○ correct view orientation, ○ appropriate view selection • annotating technical drawings according to accepted engineering practice and a set of

		<p>standards.</p> <ul style="list-style-type: none"> ○ using dimensions and notes, ● creating a set of technical drawings to detail a design project in a clear and concise manner. ● evaluating the relationships among technologies and other field of study.
Content Area Literacy Standards		21st Century Skills
<p>RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<ul style="list-style-type: none"> ● <i>Apply technology effectively</i> ● <i>Communicate clearly</i> ● <i>Think creatively</i> ● <i>Be self-directed learners</i>
Science and Engineering Practices		<ul style="list-style-type: none"> ●
<p>S&E P 1. Asking questions (for science) and defining problems (for engineering)</p> <p>S&E P 2. Developing and using models</p> <p>S&E P 4. Analyzing and interpreting data</p> <p>S&E P 5. Using mathematics and computational thinking</p> <p>S&E P 6. Constructing explanations (for science) and designing solutions (for engineering)</p> <p>S&E P 8. Obtaining, evaluating, and communicating information</p>		<ul style="list-style-type: none"> ●

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<ul style="list-style-type: none"> • 1.OA.1 Use 	<ul style="list-style-type: none"> • 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
<ul style="list-style-type: none"> • 1.OA.1 Use 	