

VoCATS

Course Blueprints

Trade & Industrial Education

IC62 Drafting - Architectural II

*Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Office of Instructional and Accountability Services
Division of Instructional Services*

*Raleigh, North Carolina
Summer 2005*

Special thanks to the following educators and business people who reviewed and approved this blueprint for technical content and appropriateness for the industry.

*Robin Migliorato – New Bern High School
Tony Bello – Havelock High School
Scott Marshall – South View High School
Rhonda Myers – Northern Durham High School
Celeste Morton – Scotland High School
Bryant A. York – Jacksonville High School*

This blueprint has been reviewed by business and industry representatives for technical content and appropriateness for the industry. Contact tshown@dpi.state.nc.us for more information.

VoCATS Course Blueprint

A course blueprint is a document laying out the framework of the curriculum for a given course.

Shown on the blueprint are the units of instruction, the core competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of units and competencies and the cognitive and performance weight of the objective within the course.

The blueprint is intended to be used by teachers in planning the course of work for the year, preparing daily lesson plans, and constructing instructionally valid assessments.

For additional information about this blueprint, contact program area staff. For additional information about the VoCATS Competency Achievement Tracking System, contact program area staff or VoCATS, Career & Technical Education, Division of Instructional Services, North Carolina Department of Public Instruction, 301 North Wilmington Street, Raleigh, North Carolina 27601-2825, 919/715-1674, email: rwelfare@dpi.state.nc.us.

Interpretation of Columns on VoCATS Course Blueprints

No.	Heading	Column information
1	Comp# Obj.#	Comp=Competency number (three digits); Obj.=Objective number (competency number plus two-digit objective number).
2	Unit Titles/Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The learner will be able to. . ." (The stem appears once in Column 2.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object.
3	Time Hrs	Space for teachers to calculate time to be spent on each objective based on the course blueprint, their individual school schedule, and the students' performance on preassessments.
4&5	<u>Course Weight</u> Cognitive Performance	Shows the relative importance of each objective, competency, and unit. Weight is broken down into two components: cognitive and performance. Add the cognitive and performance weights shown for an objective in columns 4 and 5 to determine its total course weight. Course weight is used to help determine the percentage of total class time that is spent on each objective. The VoCATS Annual Planning Calendar shows how to use the course weight to determine the approximate number of days to be devoted to each objective. The breakdown in columns 4 and 5 indicates the relative amount of class time that should be devoted to cognitive and performance activities as part of the instruction and assessment of each objective. Objectives with performance weight should include performance activities as part of instruction and/or assessment.
6	Type Behavior	Classification of outcome behavior in competency and objective statements. (C=Cognitive; P=Psychomotor; A=Affective)
7	Integrated Skill Area	Shows links to other academic areas. Integrated skills codes: A=Arts; C=Communications; CD=Career Development; CS=Information/Computer Skills; H=Health and Safety; M=Math; SC=Science; SS=Social Studies.
8	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated "Core" must be included in the Annual Planning Calendar and are assessed on the statewide pre- and postassessments..

Career-Technical Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.

TRADE AND INDUSTRIAL EDUCATION
COURSE BLUEPRINT for IC62 DRAFTING – ARCHITECTURAL II
(Recommended hours of instruction: 135-180 hours)

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Student will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive 4	Performance 5			
1	2				6	7	8
			100%				
	Total Course Weight		52%	48%			
A	LEADERSHIP DEVELOPMENT						
D201.00	Demonstrate job seeking skills.		2%	1%	C3PA	CD	Core
D201.01	Identify jobs and job ethics associated with architectural drafting.		2%		C1	CD	Core
D201.02	Participate in a job interview.			1%	C3PA	CD	Core
B.	CAD						
D202.00	Utilize Computer Aided Drafting (CAD) skills to produce drawings.		2%	3%			Core
D202.01	Identify common terms and definitions relating to Computer Aided Drafting.		1%		C1		Core
D202.02	Construct architectural drawings using CAD.		1%		C3		Core
D202.03	Critique CAD drawings.			3%	C3P		Core
C.	FLOOR PLANS						
D203.00	Draw floor plans		20%	19%			Core
D203.01	Identify terms and definitions related to single-level residential space planning.		3%		C1		Core
D203.02	Analyze accepted principles of single-view residential space planning.		4%		C3		Core
D203.03	Determine door and window types.		2%		C1		Core
D203.04	Identify floor plan symbols.		5%		C1		Core
D203.05	Identify terms and symbols used to indicate electrical fixtures.		2%		C1		Core
D203.06	Explain the rules and standards for electrical fixture placement.		2%		C1		Core
D203.07	Evaluate the steps in drawing, dimensioning, and annotating a single-level floor plan.		2%		C3		Core
D203.08	Draw a single-level residential floor plan.			19%	C3P		Core
D.	FOUNDATION PLANS						
D204.00	Draw foundation plans.		6%	8%			Core
D204.01	Identify terminology related to foundation plans.		1%		C1		Core

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Student will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive 4	Performance 5			
1	2				6	7	8
D204.02	<i>Identify common foundation systems.</i>		2%		C1		Core
D204.03	<i>Explain footing and foundation wall construction.</i>		2%		C1		Core
D204.04	<i>Explain the purpose of a foundation plan and describe its features</i>		1%		C1		Core
D204.05	<i>Draw a foundation plan.</i>			8%	C3P		Core
E.	BASIC ROOF DESIGN						
D205.00	Draw roof plans.		7%	5%			Core
D205.01	<i>Identify terms and definitions related to roof plans.</i>		3%		C1		Core
D205.02	<i>Explain concepts of roof construction.</i>		4%		C1		Core
D205.03	<i>Draw roof plans.</i>			5%	C3P		Core
F.	SECTIONS AND DETAILS						
D206.00	Draw wall sections and details.		10%	7%			Core
D206.01	<i>Identify terms and definitions related to wall sections and details.</i>		4%		C1		Core
D206.02	<i>Explain concepts of wood sill and floor construction.</i>		2%		C1		Core
D206.03	<i>Explain concepts of wood frame wall construction.</i>		2%		C1		Core
D206.04	<i>Identify insulation and vapor barrier materials and construction</i>		1%		C1		
D206.05	<i>Describe the purpose and features of a wall section.</i>		1%		C1		Core
D206.06	<i>Draw typical wall sections.</i>			7%	C3P		Core
G.	EXTERIOR ELEVATIONS						
D207.00	Draw exterior elevations.		5%	5%			Core
D207.01	<i>Identify terms and definitions related to exterior elevations.</i>		1%		C1		Core
D207.02	<i>Describe the purpose and features of an exterior elevation.</i>		4%		C1		Core
D207.03	<i>Draw exterior elevations.</i>			5%	C3P		Core