

VoCATS Course Blueprints

Trade and Industrial Education

IC63 Drafting - Architectural III

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

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

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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, Workforce Development, 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.. |

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TRADE AND INDUSTRIAL EDUCATION
COURSE BLUEPRINT for IC63 DRAFTING-ARCHITECTURAL III
(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 | | 50% | 50% | | | |
| A | LEADERSHIP DEVELOPMENT | | | | | | |
| D301.00 | Demonstrate oral presentation skills | | | 3% | C3P | C/CD | Core |
| D301.01 | <i>Prepare and deliver a technical presentation with visual aids.</i> | | | 2% | C3P | C | Core |
| D301.02 | <i>Prepare and deliver extemporaneous technical presentations.</i> | | | 1% | C3P | CD | Core |
| B | ARCHITECTURAL STYLES | | | | | | |
| D302.00 | Identify architectural styles. | | 7% | 7% | C3P | A | Core |
| D302.01 | <i>Define terms related to selected styles of residential architecture.</i> | | 1% | | C1 | | |
| D302.02 | <i>Explain concepts associated with selected styles of residential architecture.</i> | | 6% | | C1 | A | Core |
| D302.03 | <i>Produce a collection of illustrations or a presentation that demonstrates the various elements of residential styles.</i> | | | 7% | C3P | A | Core |
| C | SITE DEVELOPMENT | | | | | | |
| D303.00 | Create site plan drawings. | | 17% | 14% | C3P | CS/SC | Core |
| D303.01 | <i>Define terms related to site development.</i> | | 2% | | C1 | | |
| D303.02 | <i>Explain factors to be considered when developing a site for residential construction.</i> | | 5% | | C1 | SC | Core |
| D303.03 | <i>Explain the lines, symbols, and features found on site plans.</i> | | 8% | | C1 | CS | Core |
| D303.04 | <i>Explain how to develop a site plan drawing.</i> | | 2% | | C1 | CS | Core |
| D303.05 | <i>Draw a site plan for a residential structural.</i> | | | 14% | C3P | | |
| D | FOUNDATION DESIGN AND CONSTRUCTION | | | | | | |
| D304.00 | Design and draw foundation plans. | | 11% | 11% | C3P | CS | Core |
| D304.01 | <i>Identify terms and definitions relating to foundation design and construction.</i> | | 2% | | | | |
| D304.02 | <i>Explain use of footings, foundation walls, girders, piers, ventilation, and slab floor/foundations.</i> | | 9% | | C1 | CS | 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 | | 4 | 5 | 6 | 7 | 8 |
| D304.03 | <i>Design and draw a foundation system.</i> | | | 11% | C3P | CS | Core |
| E | STAIR DESIGN AND CONSTRUCTION | | | | | | |
| D305.00 | Design and draw a stair system. | | 8% | 8% | C3P | C/A/M/CS | Core |
| D305.01 | <i>Identify terms and definitions relating to stair design and construction.</i> | | 3% | | C1 | | |
| D305.02 | <i>Identify the parts and standards used to construct a stair system.</i> | | 2% | | C1 | C | Core |
| D305.03 | <i>Explain the calculations for rise, run, total rise, total run, and floor cutout.</i> | | 3% | | C1 | C | Core |
| D305.04 | <i>Draw plans for stair construction.</i> | | | 8% | C3P | CS | Core |
| F | ADVANCED KITCHEN & BATH DESIGN | | | | | | |
| D307.00 | Design and draw kitchen cabinet layouts. | | 7% | 7% | C3P | CS/A/C | Core |
| D306.01 | <i>Identify terms and concepts related to kitchen and bath design.</i> | | 2% | | C1 | | |
| D306.02 | <i>Explain the elements of kitchen and bath design.</i> | | 3% | | C1 | C | Core |
| D306.03 | <i>Describe plans for kitchen cabinet drawings.</i> | | 2% | | C1 | CS/A | Core |
| D306.04 | <i>Draw interior elevation plans for kitchens and baths.</i> | | | 7% | C3P | | |