



COURSE OUTLINE

INTRODUCTION

Woodwork 9 course meets the general aims of the Technology Education curriculum.

<https://curriculum.gov.bc.ca/curriculum/adst/9>

BIG IDEAS AND GENERAL LEARNING OUTCOMES

Social, ethical, and sustainability considerations impact design.

Complex tasks require the sequencing of skills.

Complex tasks require different technologies and tools at different stages.

Defining: Identify insights from research, a design issue, potential users, relevant contextual factors in the design space, criteria for success, intended impact, and any constraints.

Ideating: Take risks in generating ideas. Add to others' ideas in ways that enhance them. Screen ideas against criteria and constraints. Critically analyze and prioritize competing factors, including social, ethical, and sustainability considerations, to meet community needs for preferred futures. Choose an idea to pursue, keeping other potentially viable ideas open.

Prototyping: Identify and use sources of inspiration and information. Choose a form for prototyping, Develop a plan/pictorial drawings, sketches, flowcharts, etc. that includes key stages and resources. Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability, Prototype, making changes to tools, materials, and procedures as needed, Record iterations of prototyping.

Testing: Identify sources of feedback. Develop an appropriate test of the prototype. Conduct the test and collect and compile data. Evaluate data and decide on changes. Make the prototype or abandon the idea.

Making: Identify and use appropriate tools, technologies, materials, and processes for production. Make a step-by-step plan for production and carry it out, making changes as needed. Use materials in ways that minimize waste.

Sharing: Decide on how and with whom to share: (may include showing to others, use by others, giving away, or marketing and selling the product and processes.) Demonstrate the product to potential users. Provide a rationale for the selected solution, modifications, and procedures, using appropriate terminology. Critically reflect and evaluate the design thinking process and the success of the product. Identify how the design ideas contribute to the individual, family, community, and/or environment. Identify new design issues. Evaluate the ability to work effectively both as individuals and collaboratively in a group, including the ability to share and maintain an efficient co-operative work space.

COURSE CONTENT: REQUIRED LEARNING OUTCOMES

- Importance of Woodwork:** Historical and cultural contexts of woodworking locally and throughout Canada
- Wood Identification:** Characteristics, properties, and uses of wood from various tree species.
- Techniques for building:** Reading, understanding, and adjusting plans and drawings for projects.
- Woodwork Techniques:** Traditional and non-traditional joinery using a variety of tools and equipment, including stationary power equipment.
- First People's Cultural Relationship:** Sustainable use of wood, cultural significance, and practices
- Wood Sustainability:** Global issues relating to sustainability

7. Safety and Machine Theory:

General Shop Safety: Safety sense, personal conduct, mindfulness, and responsibility

Specific training to the correct, safe use of power machines and hand tools in the woodwork shop

STUDENT LEARNING ACTIVITIES

- Students will participate in general theory lessons, group activities, and individual work.
- Project work will include: Hand Drawing, Computer Aided Design and Model Making

ASSESSMENT & EVALUATION

1. Theory - 15% - Quizzes, assignments, dedicated notebook.
2. Practical Work - 70% - Projects, design portfolios
3. Social Responsibility 15% clean-up habits, accountability, student service

Teacher and Personal Self-Evaluations/Assessments are used to evaluate your ability to work effectively as an individual and collaboratively in a group, including your ability to share and maintain an efficient co-operative work space. You will be expected to reflect on your designs/projects with marking criteria.

EXPECTATIONS

Lab Equipment - Before using equipment, computers, tables you must **be instructed how to use them** appropriately. Any damage caused due to negligence/neglect, or improper use will be **charged to the student**. All books/equipment must remain in the lab.

Attendance - This is an APPLIED course, **ATTENDANCE IS MANDATORY**

Project Completion - Open shop times are a privilege. It is expected that students who are behind in their work will attend open shop periods.

**** ALL PROJECT WORK MUST BE COMPLETED IN ORDER TO PASS THE COURSE ****

Clean-up - **All** students are expected to actively participate in clean-up

Notebook - A **notebook** and a **pencil** and an **eraser** must be brought to **every** class

EQUIPMENT AND MATERIALS


Projects All materials and special equipment not covered in the course fee, and materials required for extra credit project work must be paid for by the student. Example: Model kits.

PARENT/GUARDIAN ACKNOWLEDGEMENT

I have read this course outline. I am aware of the course content, policies, expectations, student activities, evaluation procedures, and approximate costs.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Tutorial Time and Schedule: 

Tutorial Time is available each day from 8:30 AM – 9:10 AM Monday-Friday for those students that require extra time or help to finish projects and coursework. This time can also be used for special setups on tooling as required. The Woodwork Room is normally open at lunchtime during the week as well.

Please Note: Tutorial Time is drop in as needed and everyone is welcome. It is requested that students pre-arrange Tutorial Time with the Teacher, a short request in advance, in order to ensure the priority attention of the Teacher.