GEORGIA | PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

ACCT—ARCHITECTURAL DRAWING

PATHWAY: Architectural Drawing and Design

COURSE: Introduction to Engineering Drawing and Design

UNIT: Safety – Unit 3

INTRODUCTION

Annotation:

The purpose of this lesson is to apply the appropriate skills to work safely, maintain a safe work environment, and follow class and lab rules.

Grade(s):

x	9th
x	10th
x	11th
x	12th

Time: Five (5) 50-minute periods.

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Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.

FOCUS STANDARDS

GPS Focus Standards:

ACT-IED-2. Students will demonstrate the knowledge and skills to properly use the tools and equipment safely in the drafting lab.

GPS Academic Standards:

SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.

National / Local Standards / Industry / ISTE:

ADDA: Fundamental computer skills
Employability skills

UNDERSTANDINGS & GOALS

Enduring Understandings:

- Employee safety and security are imperative for a productive workplace.

Essential Questions:

- What are general safety rules to follow?

Knowledge from this Unit:

- Identify safety terms
- Describe process for reporting accidents
- Identify safety hazards

Skills from this Unit:

- Perform safety audit in selected areas.

ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ____ Pre-test
- x Objective assessment - multiple-choice, true- false, etc.
  - __ Quizzes/Tests
  - _x_ Unit test
- X Group project
- ____ Individual project
- ____ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - __ Self-check rubrics
  - __ Self-check during writing/planning process
  - __ Journal reflections on concepts, personal experiences and impact on one's life
  - __ Reflect on evaluations of work from teachers, business partners, and competition judges
  - __ Academic prompts
  - __ Practice quizzes/tests
- x Subjective assessment/Informal observations
  - __ Essay tests
  - __ Observe students working with partners
  - __ Observe students role playing
- ____ Peer-assessment
  - __ Peer editing & commentary of products/projects/presentations using rubrics
  - __ Peer editing and/or critiquing
- x Dialogue and Discussion
  - __ Student/teacher conferences
  - __ Partner and small group discussions
  - __ Whole group discussions
  - __ Interaction with/feedback from community members/speakers and business partners
- ____ Constructed Responses
  - __ Chart good reading/writing/listening/speaking habits
  - __ Application of skills to real-life situations/scenarios
- ____ Post-test

Assessment(s) Title:

Office and Classroom Safety Self-audit Checklist

Safety test

Assessment(s) Description/Directions: See attachments

Attachments for Assessment(s):

Office and Classroom Safety Self-audit Checklist

Safety test

LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

ACT-IED-2. Students will demonstrate the knowledge and skills to properly use the tools and equipment safely in the drafting lab.

2. Review Essential Questions.

- What are general safety rules to follow?

3. Identify and review the unit vocabulary.

- Safety
- Accident
- Hazard
- First aid
- Accident report
- Classes of fires
- OSHA
- Barrier-free
- Fire triangle

4. Interest approach – mental set

Ask students how work environment can affect productivity and worker satisfaction. What modifications could be made in a drafting lab to accommodate physical challenges?

Lesson 1 / Safety

Discussion

1. Ask what they think are potential hazards in a design lab? List on board and have students categorize in discussion, i.e. tripping hazards, electrical, chemical.
2. Explain barrier-free and accessible workplace accommodations.
3. Hand out Office and Classroom Safety Self-audit Checklist
4. Depending on size, divide students into groups and have each use checklist to determine safety of areas of the school.
5. Hand out General Safety for Drafting and Design Technology
6. Discuss the handout and have them take notes.

Discussion

1. Explain accepted procedures for dealing with workplace accidents (i.e. report to supervisor or teacher, clear space for EMT's, person to direct emergency personnel to accident, first responder, accident report, etc.).
2. Ask about outside influences that can affect work environment (drugs, weapons, etc.).

Attachments for Learning Experiences:

Office and Classroom Safety Audit
Safety info handout

Notes & Reflections:

CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Safety test

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:

Safety test

UNIT RESOURCES

Web Resources:

Attachment(s):.

Materials & Equipment:

What 21st Century Technology was used in this unit:

X	Slide Show Software		Graphing Software		Audio File(s)
	Interactive Whiteboard		Calculator		Graphic Organizer
	Student Response System		Desktop Publishing		Image File(s)
	Web Design Software		Blog		Video
	Animation Software		Wiki		Electronic Game or Puzzle Maker
	Email	X	Website		