



**Course: Woodworking 10**

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**Course Description:**

In Woodworking 10, students learn that design for the life cycle includes consideration of social and environmental impacts; that personal design interests require the evaluation and refinement of skills; and that tools and technologies can be adapted for specific purposes.

Woodworking 10 expands upon concepts and skills introduced in woodworking 9 with the addition of a design component. Students learn to use power and hand tools to build finely crafted projects, through demonstrations, theory, and hands-on experience, with a strong emphasis on safety. Students learn a variety of cutting, shaping and joining techniques in the production of tile-mosaic tables, cutting-boards, bowls, jewelry boxes and other projects. As well as practical skills, students learn transferable life-skills such as the design process, problem solving, work ethic and perseverance.

The overarching inquiry question of the course is ""How can we design and fabricate products to meet our needs?""

**Course Expectations:**

It is expected that students will:

- Abide by the student Code of Conduct
- Adhere to the Academic Honesty policy
- Respect themselves and others
- Attend every class and be punctual
- Inquire, think, and participate to the best of their individual ability
- Access technology in class for learning purposes only & only when instructed to do so
- Challenge themselves and have fun learning

*Seycove Learning policies can be accessed at:*

[https://www.sd44.ca/school/seycove/About/agenda/Documents/Seycove%20Agenda%20Book%202018-2019%20\(final\).pdf](https://www.sd44.ca/school/seycove/About/agenda/Documents/Seycove%20Agenda%20Book%202018-2019%20(final).pdf)

**Learning Plan:**

%	Evidence of Learning (Assessment)	Learning Plan
80%	Students will be assessed on the quality of production of their completed projects,	<b>What the students will know:</b>  project design opportunities  importance of woodwork in historical and current cultural contexts of First Nations, Métis, or Inuit communities, and other cultural contexts  ethics of cultural appropriation in design process  identification, characteristics, properties, and uses of wood from various species  choices related to the sustainable use of wood  uses and creation of plans and drawings  techniques for stock breakout and woodworking using a variety of tools and equipment, including stationary power equipment  function, uses, and role of portable and stationary power equipment in the creation of a project  function and use of hand tools



**What the students will do:**

**Applied Design**

*Understanding context*

- Engage in a period of research and empathetic observation

*Defining*

- Identify potential users and relevant contextual factors for a chosen design opportunity
- Identify criteria for success, intended impact, and any constraints
- Determine whether activity is collaborative or self-directed

*Ideating*

- Take creative risks in generating ideas and add to others' ideas in ways that enhance them
- Identify and use sources of inspiration
- Screen ideas against criteria and constraints
- Critically analyze and prioritize competing factors to meet community needs for preferred futures
- Maintain an open mind about potentially viable ideas

*Prototyping*

- Choose a form for prototyping and develop a plan 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*



	<ul style="list-style-type: none"> <li>• Identify sources of feedback</li> <li>• Develop an appropriate test</li> <li>• Conduct the test, collect and compile data, evaluate data, and decide on changes</li> </ul> <p><i>Making</i></p> <ul style="list-style-type: none"> <li>• Identify and use appropriate tools, technologies, materials, and processes</li> <li>• Make a step-by-step plan and carry it out, making changes as needed</li> <li>• Use materials in ways that minimize waste</li> </ul> <p><i>Sharing</i></p> <ul style="list-style-type: none"> <li>• Decide on how and with whom to share product and processes</li> <li>• Demonstrate product to users and critically evaluate its success</li> <li>• Identify new design goals</li> </ul> <p><b>Applied Skills</b></p> <p>Demonstrate and document an awareness of precautionary and emergency safety procedures</p> <p>Develop competency and proficiency in skills at various levels involving manual dexterity and woodworking techniques</p> <p>Identify the skills needed, individually or collaboratively, in relation to specific projects, and develop and refine them</p>
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20% **Summative Assessment**

Students' finished projects will be assessed for accuracy, and quality of fabrication.

100%