



**Course: Woodwork 11**

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**Course Description:**

In Woodworking 11, 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.

Carpentry and Joinery 11 expands upon concepts and skills introduced in woodworking 9 and 10 by requiring students to design their own projects. After learning safe use of tools, cutting and joining methods, students begin the course by building a project of their own design using only a 2x4. After completion of the 2x4 design challenge, students may build whatever projects their skills allow, from fine furniture to guitars, with an emphasis on design. As well as practical skills, students learn transferable life-skills such as problem solving, work ethic, perseverance and the design process.

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 yourself and others
- Attend every class and be punctual
- Inquire, think, and participate to the best of your individual ability
- Access technology in class for learning purposes only & only when instructed to do so
- Challenge yourself 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,	<p><b>What the students will know:</b></p> <ul style="list-style-type: none"> <li>simple woodworking and design orthographic and pictorial drawings</li> <li>preparation of a bill of materials and a cutting list</li> <li>measuring instruments</li> <li>problem-solving techniques using ratio, proportion, and geometry</li> <li>selection and identification of wood species appropriate for a given purpose</li> <li>material conservation and sustainability</li> <li>operation of stationary power equipment in the processing of material</li> <li>hand-tool processes in the creation of a product</li> <li>machine and equipment set up, change, and adjustment</li> <li>project finishing methods</li> <li>design for the life cycle</li> <li>ethics of cultural appropriation in design process</li> </ul> <hr/> <p><b>What the students will do:</b></p>



*Understanding context*

- Engage in a period of user-centred research and empathetic observation to understand design opportunities

*Defining*

- Establish a point of view for a chosen design opportunity
- Identify potential users, intended impact, and possible unintended negative consequences
- Make decisions about premises and constraints that define the design space, and identify criteria for success
- Determine whether activity is collaborative or self-directed

*Ideating*

- Generate ideas and add to others' ideas to create possibilities, and prioritize them for prototyping
- Critically analyze how competing social, ethical, and sustainability considerations impact design
- Choose an idea to pursue based on success criteria and maintain an open mind about potentially viable ideas

*Prototyping*

- Identify and apply sources of inspiration
- Choose a form for prototyping and develop a plan that includes key stages and resources
- Analyze the design for life cycle and evaluate its impacts
- Visualize and construct prototypes, making changes to tools, materials, and procedures as needed
- Record iterations of prototyping

*Testing*

- Identify and communicate with sources of feedback
- Develop an appropriate test of the prototype, conduct the test, and collect and compile data



- Apply information from critiques, testing results, and success criteria to make changes

*Making*

- Identify appropriate tools, technologies, materials, processes, cost implications, and time needed for production
- Create design, incorporating feedback from self, others, and testing prototypes
- Use materials in ways that minimize waste

*Sharing*

- Determine how and with whom to share product and processes for feedback
- Share the product to evaluate its success
- Critically reflect on their design thinking and processes, and identify new design goals
- Identify and analyze new design possibilities, including how they or others might build on their concept

**Applied Skills**

Apply safety procedures for themselves, co-workers, and users in both physical and digital environments  
 Identify and assess the skills needed for design interests, individually or collaboratively, and develop specific plans to learn or refine them over time  
 Develop competency and proficiency in skills at various levels involving manual dexterity and woodworking techniques

20%

**Summative Assessment**

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

100%