

**Argyle Secondary School**  
**Carpentry and Joinery 11 Course Outline**  
**Mr.Riml**

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<https://curriculum.gov.bc.ca/curriculum/adst/11/woodwork#>

**Course Description**

The Carpentry and Joinery 11 program at Argyle Secondary is focused upon having students engage and explore the skilled craft and field of Carpentry and Joinery. Carpentry and Joinery 11 builds on the skills learned in woodwork 10.

The goal of the Carpentry and Joinery program is to impart respect, awareness, and theoretical knowledge of the various tools, materials and techniques specific to this subject. Active participation in the development of specific skill sets will enable students to gain confidence, understanding, and achieve success in the Carpentry and Joinery program.

**BIG IDEAS**

<p>User needs and interests drive the design process.</p>	<p>Social, ethical, and sustainability considerations impact design.</p>	<p>Complex tasks require different technologies and tools at different stages.</p>
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**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Applied Design</b></p> <p><i>Understanding context</i></p> <ul style="list-style-type: none"> <li>• Engage in a period of research and <b>empathetic observation</b></li> </ul> <p><i>Defining</i></p> <ul style="list-style-type: none"> <li>• Identify potential users and relevant contextual factors for a chosen design opportunity</li> <li>• Identify criteria for success, intended impact, and any <b>constraints</b></li> <li>• Determine whether activity is collaborative or self-directed</li> </ul> <p><i>Ideating</i></p> <ul style="list-style-type: none"> <li>• Take creative risks in generating ideas and add to</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• design opportunities</li> <li>• drafting <b>terminology</b></li> <li>• drawing <b>standards</b> and <b>conventions</b></li> <li>• scales for different <b>types</b> of drawings</li> <li>• drafting styles, including perspective, mechanical drafting, and architectural drawing</li> <li>• modelling using computer-aided design (CAD) and computer-</li> </ul>

<p>others' ideas in ways that enhance them</p> <ul style="list-style-type: none"> <li>• Screen ideas against criteria and constraints</li> <li>• Critically analyze and prioritize competing <b>factors</b> to meet community needs for preferred futures</li> <li>• Maintain an open mind about potentially viable ideas</li> </ul> <p><i>Prototyping</i></p> <ul style="list-style-type: none"> <li>• Visualize possibilities and develop a <b>plan</b> that includes key stages and resources</li> <li>• Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability</li> <li>• Prototype, making changes to tools, materials, and procedures as needed</li> <li>• Record <b>iterations</b> of prototyping</li> </ul>	<p>aided manufacturing (CAM) software</p> <ul style="list-style-type: none"> <li>• coding for creating 3D representations of design solutions</li> <li>• equipment and tools for manual and computer-aided drafting</li> </ul>
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Curricular Competencies	Content
<p><i>Testing</i></p> <ul style="list-style-type: none"> <li>• Identify <b>sources of feedback</b></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, <b>technologies</b>, 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 <b>share</b> 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> <ul style="list-style-type: none"> <li>• Demonstrate and document an awareness of precautionary and emergency safety procedures</li> <li>• Develop competency and proficiency in skills at various levels involving manual dexterity and drafting techniques</li> <li>• Identify the skills needed, individually or collaboratively, in relation to specific projects, and develop and refine them</li> </ul>	

### **Applied Technologies**

- Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for tasks
- Evaluate **impacts**, including unintended negative consequences, of choices made about technology use
- Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies

### **Assessment & Evaluation Breakdown**

Through individual and class discussions students will have the opportunity to discuss their own progress and work daily.

Individual requirements for each assignment will be outlined at the beginning of each project, including the criteria for evaluation that is in the format of a rubric.

You will be asked to hand in your projects and theory work during the term on specific dates. Marks will be deducted for late submissions (30%)

The following allocation will be used to calculate term marks:

Class Projects (practical)	60%
Theory work, quizzes and tests	20%
Classroom Participation; energy, focus, cooperation	20%

### **Resource Materials and Equipment Required**

Students will be supplied with all materials and literature necessary for course participation. A respect for equipment and supplies within the classroom is demanded and will be diligently enforced.

### **Extra Help/ Tutorials**

Students will be encouraged to use tutorial times provided for extra instruction and or practice and learning.

### **Expectations**

It is imperative that students conduct themselves in a mature manor that reflects respect toward the class environment, members of the class and themselves.

### **It is expected that students:**

- Attend each class and be on time

- Bring their personal supplies to each class
- Ensure projects are completed and submitted on time
- Ensure their notes and assignments are neat, organized, and up to date
- Respect the materials and equipment of the department
- Be respectful of other's personal space and equipment
- Use class time productively and safely
- Participate in classroom organization and clean-up on a continual bases
- Be open to new ideas, share your ideas and opinions while respecting those of others

Please refer to the Student Agenda for additional information pertaining to student conduct.