

# Course Outline

Engineering and Architecture

REVISED: August/2017

**Job Title:**  
CAD Technician

**Career Pathway:**  
Architecture Design

**Industry Sector:**  
Engineering and Architecture

**O\*NET-SOC CODE:**  
17-3013.00

**CBEDS Title:**  
Computer-Aided Drafting/Design

**CBEDS No.:**  
5705

**74-25-80**

## Computer-Aided Design (CAD): Mechanical

**Credits:** 5

**Hours:** 90

### Course Description:

This competency-based course is one of two designed for computer-aided design (CAD). It provides students with projectbased experiences in mechanical CAD. Technical instruction includes an introduction and reviews of workplace safety policies and procedures, resource management, and employability skills. Emphasis is placed on mechanical terminology, design, and methods. Drawing construction with CAD focuses on mechanical drafting based on conventional techniques that range from basic to intermediate and advanced levels. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

### Prerequisites:

Enrollment requires successful completion of the Blueprint Reading (74-25-60) course.

**NOTE:** For Perkins purposes this course has been designated as a **concentrator/capstone** course.

This course cannot be repeated once a student receives a Certificate of Completion.



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

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Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

**COURSE OUTLINE COMPONENTS**

**LOCATION**

**INSTRUCTIONAL STRATEGIES**

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

**UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT**

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

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Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

**EVALUATION PROCEDURES**

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The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

**REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT**

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

## **ACKNOWLEDGMENTS**

Thanks to ALEJANDRA SALCEDO and LUZ GRANADOS for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

ANA MARTINEZ  
Specialist  
Career Technical Education

ROSARIO GALVAN  
Administrator  
Division of Adult and Career Education

APPROVED:

JOE STARK  
Executive Director  
Division of Adult and Career Education

# **CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

## ***Engineering and Architecture Industry Sector Knowledge and Performance Anchor Standards***

### **1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Engineering and Architecture academic alignment matrix for identification of standards.

### **2.0 Communications**

Acquire and accurately use Engineering and Architecture sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

### **3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Engineering and Architecture sector workplace environment.

### **5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained research projects to create alternative solutions to answer a question or solve a problem unique to the Engineering and Architecture sector using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.

### **6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Engineering and Architecture sector workplace environment pertaining to the Occupational Safety and Health Administration (OSHA).

### **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Engineering and Architecture sector workplace environment and community settings.

### **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

### **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organization.

### **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Engineering and Architecture sector, following procedures when carrying out experiments or performing technical tasks.

### **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Engineering and Architecture anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the SkillsUSA career technical student organization.

## ***Engineering and Architecture Pathway Standards***

### **A. Architectural Design Pathway**

The Architectural Design pathway provides learning opportunities for students interested in preparing for careers in such areas as architecture, industrial design, and civil engineering.

Sample occupations associated with this pathway:

- ◆ Drafter
- ◆ Architect
- ◆ Structural Designer
- ◆ Building Department Plan Examiner
- ◆ City Planner

A1.0 Understand how history shaped architecture and know significant events in the history of architectural design.

A2.0 Compare the theoretical, practical, and contextual issues that influence design.

A3.0 Understand the sketching processes used in concept development.

A4.0 Understand the use of computer-aided drafting (CAD) in developing architectural designs.

A5.0 Compare the relationship between architecture and the external environment.

A6.0 Understand methods used to analyze simple structures.

A7.0 Understand the properties of structural materials.

A8.0 Systematically complete an architectural project.

A8.1 Describe the various components of structures, including lighting; heating,

A9.0 Using various methods create both written and digital portfolios to represent architectural renderings.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Computer-Aided Design (CAD): Mechanical Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION AND SAFETY</p> <p>Review, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Review the scope and purpose of the course.</li> <li>2. Review the overall course content as a part of the Linked Learning Initiative.</li> <li>3. Review classroom policies and procedures.</li> <li>4. Review classroom and workplace first aid and emergency procedures based on the American Red Cross (ARC) standards.</li> <li>5. Review the different occupations in the Engineering and Design Industry Sector which have an impact on the role of mechanical CAD drafters.</li> <li>6. Review the opportunities available for promoting gender equity and the representation of non-traditional populations in mechanical CAD.</li> <li>7. Review the impact of Environmental Protection Agency (EPA) legislation on Engineering and Design Industry Sector practices in protecting and preserving the environment.</li> <li>8. Review and demonstrate the procedures for contacting proper authorities for the removal of hazardous materials based on the EPA standards.</li> <li>9. Review and demonstrate the use of the Material Safety Data Sheet (MSDS) as it applies to mechanical CAD.</li> <li>10. Review the provisions of the California Title 24 Energy Efficiency Standards (a.k.a. 2008 California Green building Standards Code) as they relate to the Engineering and Design Industry Sector.</li> <li>11. Review the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing mechanical CAD.</li> <li>12. Review how each of the following insures a safe workplace:               <ol style="list-style-type: none"> <li>a. employees' rights as they apply to job safety</li> <li>b. employees' obligations as they apply to safety</li> <li>c. safety laws applying to electrical tools</li> </ol> </li> <li>13. Pass the safety test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 7, 12</p> <p><b>CTE Anchor:</b> Communications: 2.5 Career Planning and Management: 3.4 Problem Solving and Critical Thinking: 5.2, 5.4 Health and Safety: 6.1, 6.2, 6.7 Responsibility and Flexibility: 7.0 Ethics and Legal Responsibilities: 8.2</p> <p><b>CTE Pathway:</b> C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0</p>
<p>B. RESOURCE MANAGEMENT REVIEW</p> <p>Review, apply, and evaluate the resource management principles and techniques in mechanical CAD.</p>	<ol style="list-style-type: none"> <li>1. Review the definitions of the following:           <ol style="list-style-type: none"> <li>a. resources</li> <li>b. management</li> <li>c. sustainability</li> </ol> </li> <li>2. Review the importance of managing the following resources in mechanical CAD:           <ol style="list-style-type: none"> <li>a. time</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 2</p> <p><b>CTE Anchor:</b> Communications: 2.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hour)	<ul style="list-style-type: none"> <li>b. materials</li> <li>c. personnel</li> </ul> <ol style="list-style-type: none"> <li>3. List specific examples of effective management of the following in mechanical CAD:               <ul style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ul> </li> <li>4. Describe the benefits of effective resource management in mechanical CAD:               <ul style="list-style-type: none"> <li>a. profitability</li> <li>b. sustainability</li> <li>c. company growth</li> </ul> </li> <li>5. Describe the economic benefits and liabilities of managing resources in an environmentally responsible way.</li> </ol>	Responsibility and Flexibility: 7.4 Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> C4.1
<b>C. CAD INTRODUCTION</b>  Understand, apply, and evaluate the appearance and basic functions of mechanical CAD.  (5 hours)	<ol style="list-style-type: none"> <li>1. Identify and describe the following:               <ul style="list-style-type: none"> <li>a. mechanical CAD file management basics/commands</li> <li>b. components of the Graphic Screen</li> <li>c. elements of the Cartesian coordinate system</li> </ul> </li> <li>2. Review the use of absolute and relative coordinates.</li> <li>3. Review and demonstrate the following:               <ul style="list-style-type: none"> <li>a. performing basic commands to create lines, circles, to erase, and to cancel commands</li> <li>b. creating preliminary practice drawings</li> </ul> </li> <li>4. Pass an introductory concepts and commands for mechanical CAD quiz with 80% accuracy.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1, 11.2  <b>CTE Pathway:</b> C2.2, C3.1, C4.1
<b>D. TRADE MATHEMATICS</b>  Understand, apply, and evaluate basic math skills applicable to mechanical CAD.	<ol style="list-style-type: none"> <li>1. Complete pre-test to assess basic math skills.</li> <li>2. Describe and solve basic whole number, fraction, and decimal problems.</li> <li>3. Describe and solve complex fraction, exponent, and powers/roots problems.</li> <li>4. Describe and solve metric conversion, geometry, and pre-algebra ratio/scale problems.</li> <li>5. Pass an applied basic mathematics review quiz with 80% accuracy.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.5



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)		Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1, 11.2  <b>CTE Pathway:</b> C4.1, C4.2
E. MECHANICAL TERMINOLOGY, DESIGN STANDARDS, AND METHODS  Understand, apply, and evaluate mechanical terms, types of drawings, reproduction methods, and drafting standards.	<ol style="list-style-type: none"> <li>1. Define design as a concept essential to the creative mechanical process.</li> <li>2. Identify and describe the ANSI Standards for the following:               <ol style="list-style-type: none"> <li>a. sheet sizes</li> <li>b. drawing scales</li> <li>c. line types</li> <li>d. symbols</li> <li>e. dimensions</li> </ol> </li> <li>3. Identify and describe the features and functions of the following:               <ol style="list-style-type: none"> <li>a. tools for manual (board) drafting and for mechanical CAD</li> <li>b. mechanical drafting reference information</li> <li>c. symbols used in mechanical drafting</li> <li>d. types of drawings (i.e., schematic and pictorial)</li> </ol> </li> <li>4. Describe and demonstrate the following:               <ol style="list-style-type: none"> <li>a. creating standard title and revision block information</li> <li>b. creating basic mechanical CAD text needed for title blocks</li> <li>c. creating top, front, side, section, and auxiliary views</li> <li>d. drawing using components and construction techniques based on traditional drafting methods using mechanical CAD</li> <li>e. using a mechanical drawing or a CAD system to create a graphic design that can be used to test for visual astigmatism</li> <li>f. designing and arranging the course of a laser, then drawing and measuring angles using protractors</li> <li>g. drawing shapes, checking their accuracy by using a laser</li> <li>h. laser scanning</li> </ol> </li> <li>5. Pass a mechanical drafting terminology, standards, and methods quiz with 80% accuracy.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 5, 10  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1, 11.2  <b>CTE Pathway:</b> C4.1, C4.2, C5.1, C8.1, C10.3, C10.4
F. COMPUTER FUNDAMENTALS  Understand, apply, and evaluate operating systems, file management, and their relation to mechanical CAD	<ol style="list-style-type: none"> <li>1. Identify and describe the following:               <ol style="list-style-type: none"> <li>a. computer hardware components</li> <li>b. operating systems</li> <li>c. operating procedures for mechanical CAD on a DOS platform</li> <li>d. procedures for Windows basics</li> <li>e. required keyboarding techniques</li> </ol> </li> </ol>	<b>Career Ready Practice:</b> 2, 4, 5, 10

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>applications.</p> <p>(15 hours)</p>	<ul style="list-style-type: none"> <li>f. operating procedures for mechanical CAD on a Windows platform</li> <li>g. directory structure, file extensions, various mechanical. CAD programs, word processors, and spreadsheets</li> </ul> <ol style="list-style-type: none"> <li>2. Describe and demonstrate the following: <ul style="list-style-type: none"> <li>a. documentation of mechanical projects</li> <li>b. file storage and management strategies for mechanical applications</li> </ul> </li> <li>3. Pass a computer fundamentals quiz with 80% accuracy.</li> </ol>	<p><b>CTE Anchor:</b>  Communications: 2.5  Problem Solving and Critical Thinking: 5.4  Technical Knowledge and Skills: 10.1  Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b>  C2.1, C2.2</p>
<p>G. CAD BASICS</p> <p>Understand, apply, and evaluate the modification techniques for two-dimensional drawings.</p> <p>(15 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify the Draw Tool and Modify Tool menus and program defaults in detail.</li> <li>2. Describe and demonstrate the following: <ul style="list-style-type: none"> <li>a. using the input of entity data to the drawing</li> <li>b. using the drawing aids/tools</li> <li>c. drawing and simply modifying mechanical drawings</li> <li>d. changing the window view (zoom/pan)</li> <li>e. using blocks as saved drawings</li> <li>f. creating drawings by using correct layers and entity types</li> <li>g. creating a drawing for a 3-D assembly by hand</li> <li>h. querying the drawing for entity and general instrumentation</li> <li>i. designing, constructing, and testing a small scale-model skateboard park</li> </ul> </li> <li>3. Pass a mechanical CAD basics quiz with 80% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b>  1, 2, 4, 5, 10</p> <p><b>CTE Anchor:</b>  Communications: 2.5  Problem Solving and Critical Thinking: 5.4  Technical Knowledge and Skills: 10.1  Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b>  C8.1, C8.2</p>
<p>H. INTERMEDIATE CAD</p> <p>Understand, apply, and evaluate the setting up techniques for various mechanical drawings.</p>	<ol style="list-style-type: none"> <li>1. Describe and demonstrate the following: <ul style="list-style-type: none"> <li>a. creating and editing mechanical CAD text with a variety of styles</li> <li>b. setting up the drawing environment appropriately for a variety of drawings</li> <li>c. creating multiple views in drawings</li> <li>d. creating dimensions drawings and edit dimensions</li> <li>e. creating symbols as blocks/groups</li> <li>f. creating a mechanical symbol library</li> <li>g. creating basic printed/ plotted mechanical CAD drawings</li> </ul> </li> </ol>	<p><b>Career Ready Practice:</b>  1, 2, 5</p> <p><b>CTE Anchor:</b>  Communications: 2.5  Problem Solving and Critical Thinking: 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)	<ul style="list-style-type: none"> <li>h. creating a mechanical drawing for 3-D assembly by hand</li> <li>i. completing numerous intermediate level mechanical CAD drawings</li> <li>j. designing and building collapsible structures</li> <li>k. building a model module of the International Space Station that will fit inside the cargo bay of the Space Shuttle</li> </ul> <p>2. Pass an intermediate mechanical CAD quiz with 80% accuracy.</p>	<p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> C4.1, C4.2, C10.4</p>
<p>I. <b>ADVANCED CAD</b></p> <p>Understand, apply, and evaluate basic three-dimensional wire frame and three-dimensional solid geometry; create rendered images and basic customization of the program interface.</p> <p>(10 hours)</p>	<ul style="list-style-type: none"> <li>1. Describe and demonstrate the following: <ul style="list-style-type: none"> <li>a. creating and extracting attribute information</li> <li>b. creating linked and embedded objects</li> <li>c. creating exported and file transfer exchange files</li> <li>d. creating basic customization of the program interface</li> <li>e. creating basic three-dimensional solid geometry for mechanical drawings utilizing 3-D software and generating their two-dimensional drawings</li> <li>f. designing, constructing, and testing a balsa wood scale-model car frame</li> <li>g. studying a mannequin and its range of motion, and designing an ergonomic office chair that best conforms to the mannequin's body</li> </ul> </li> <li>2. Pass an advanced mechanical CAD quiz with 80% accuracy.</li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 5</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> C4.1, C4.2, C10.4</p>
<p>J. <b>EMPLOYABILITY SKILLS</b></p> <p>Review, apply, and evaluate the employability skills required in the computer drafting field.</p>	<ul style="list-style-type: none"> <li>1. Review employer requirements for the following: <ul style="list-style-type: none"> <li>a. punctuality</li> <li>b. attendance</li> <li>c. attitude toward work</li> <li>d. quality of work</li> <li>e. teamwork</li> <li>f. responsibility</li> <li>g. timeliness</li> <li>h. communication skills</li> </ul> </li> <li>2. Update the list of potential employers through traditional and internet sources.</li> <li>3. Review the role of social media in job search.</li> <li>4. Finalize résumés and cover letters.</li> <li>5. Review the importance of filling out a job application legibly, with accurate and complete information.</li> <li>6. Describe the common mistakes that are made on job applications.</li> </ul>	<p><b>Career Ready Practice:</b> 7</p> <p><b>CTE Anchor:</b> Technology: 4.1 Responsibility and Flexibility: 7.3 Ethics and Legal Responsibilities: 8.3</p> <p><b>CTE Pathway:</b> C11.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<ol style="list-style-type: none"> <li>7. Complete sample job application forms correctly.</li> <li>8. Review the importance of enthusiasm in the interview and on a job.</li> <li>9. Review the importance of appropriate appearance in the interview and on a job.</li> <li>10. Review the importance of the continuous upgrading of job skills.</li> <li>11. Review customer service as a method of building permanent relationships between the organization and the customer.</li> <li>12. Review and demonstrate appropriate interviewing techniques.</li> <li>13. Review the informational materials and resources needed to be successful in an interview.</li> <li>14. Finalize follow-up letters.</li> <li>15. Review and demonstrate appropriate follow-up procedures.</li> </ol>	

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTS AND SUPPLEMENTAL BOOKS**

Aubin, Paul F, Darryl McClelland, Martin Schmid, Gregg Stanley. Aubin Academy Master Series: AutoCAD MEP 2012. CreateSpace, 2011.

Larkin, John C.. Practical Problems in Mathematics for Drawing and CAD, 3<sup>rd</sup> Edition. Cengage Learning, 2004.

Madsen, David. Geometric Dimensioning and Tolerancing: Based on Asme Y14.5-2009 8<sup>th</sup> Edition. Goodheart-Willcox Publishing, 2010.

Pennisi-Vazzana, Mary Ellen and David Driver. Designing Mechanical Systems Using Autodesk Building Systems. Cengage Learning, April 2003.

Mechanical Drawing: Board and CAD Techniques. Glencoe/McGraw-Hill, December 2008.

### **SOFTWARE PROGRAMS**

Autodesk. Auto CAD (latest version). <http://usa.autodesk.com>

### **RESOURCES**

Employer Advisory Board members

CTE Foundation Standards

<http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf>

<http://www.cde.ca.gov/be/st/ss/documents/ctestandards.doc>

Accrediting Commission of Career Schools and Colleges of Technology (ACC SCT), 2101 Wilson Blvd., Suite 302, Arlington, VA 22201. Phone: (703) 247-4212. Fax: (703) 247-4533.

American Design Drafting Association (ADDA), 105 E. Main St., Newbern, TN 38059. Phone: (731) 627-0802. Fax: (731) 627-9321.

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Lecture and discussion
- B. Multimedia presentations
- C. Demonstrations and participations
- D. Individualized instruction
- E. Peer teaching
- F. Role-playing
- G. Guest speakers
- H. Field trips and field study experiences
- I. Projects

### **EVALUATION**

SECTION A – Orientation and Safety – Pass the safety test with 100% accuracy.

SECTION B – Resource Management Review – Pass all assignments and exams on resource management review with a minimum score of 80% or higher.

SECTION C – CAD Introduction – Pass all assignments and exams on CAD Introduction with a minimum score of 80% or higher.

SECTION D – Trade Mathematics – Pass all assignments and exams on trade mathematics with a minimum score of 80% or higher.

SECTION E – Mechanical Terminology, Design Standards, and Methods– Pass all assignments and exams on mechanical terminology, design standards, and methods with a minimum score of 80% or higher.

SECTION F –Computer Fundamentals – Pass all assignments and exams on computer fundamentals with a minimum score of 80% or higher.

SECTION G – CAD Basics – Pass all assignments and exams on CAD basics with a minimum score of 80% or higher.

SECTION H – Intermediate CAD – Pass all assignments and exams on intermediate CAD with a minimum score of 80% or higher.

SECTION I – Advanced CAD – Pass all assignments and exams on advanced CAD with a minimum score of 80% or higher.

SECTION J – Employability Skills Review – Pass all assignments and exams on employability skills review with a minimum score of 80% or higher.

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### Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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