

## Introduction to Drafting Design

<b>Module 2, Task 3</b>	<b>Course of Study Crosswalk:</b>	<b>ID 2</b>
<b>Module</b>	Drafting Instruments and Techniques	
<b>Task / Topic</b>	Produce a print from an original drawing	
<b>Content Standard</b>	The student will demonstrate proper usage of drafting instruments.	
<b>Overview/Annotation</b>		
<b>Evaluation</b>	Given an original drawing and the necessary supplies and equipment, the student will produce a print. The print must have clear distinct lines with a minimum background	
<b>Resources</b>	Original drawing, print paper, film or other reproduction material Diazo copying or print machine	
<b>Lesson Length</b>		
<b>Instructional Method</b>		
<input type="checkbox"/> Lecture <input type="checkbox"/> Class Discussion <input type="checkbox"/> Team Work <input type="checkbox"/> Review <input type="checkbox"/> Demonstration <input type="checkbox"/> Multimedia <input type="checkbox"/> Individual Work <input type="checkbox"/> Other		
<b>Assessment Strategy</b>		
<input type="checkbox"/> Homework <input type="checkbox"/> Written Test <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Other <input type="checkbox"/> Class work <input type="checkbox"/> Performance Test <input type="checkbox"/> On-Task Ability <input type="checkbox"/> Other		
<b>Integrated Content Code</b>		
<input checked="" type="checkbox"/> R <input type="checkbox"/> SS <input type="checkbox"/> IR <input type="checkbox"/> PS <input type="checkbox"/> SO <input type="checkbox"/> MS      Other <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> M <input type="checkbox"/> CL <input type="checkbox"/> CT <input type="checkbox"/> LD <input type="checkbox"/> WA      _____ <input checked="" type="checkbox"/> C <input type="checkbox"/> S <input type="checkbox"/> DM <input type="checkbox"/> IM <input type="checkbox"/> ES <input type="checkbox"/> TW      _____		

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Module 2, Task 3	Teaching Points ( <i>Procedures/Activities/Learning Experiences</i> )
	<ol style="list-style-type: none"><li>1. Explain the diazo processes, including the following:<ol style="list-style-type: none"><li>a. Dry process (Ammonia vapor or gas), Moist process (Liquid chemical), Pressure process (Amine chemical)</li><li>b. Effects of machine speed on the print</li><li>c. Necessity of proper storage for print material</li><li>d. Why blueline prints rather than originals are used</li><li>e. Safety precautions</li></ol></li><li>2. Explain the blueprint process.</li><li>3. Explain the electrostatic processes, including:<ol style="list-style-type: none"><li>a. Xerography, Mimeography, Hectography</li><li>b. Why electrostatic reproduction is used instead of using the original</li><li>c. Necessary safety precautions</li></ol></li><li>4. Explain the thermographic process, including the following:<ol style="list-style-type: none"><li>a. Thermo-fax, Verifax</li><li>c. Needs and use of thermographic reproduction</li><li>d. Safety precautions</li></ol></li><li>5. Explain the different photographic processes, including:<ol style="list-style-type: none"><li>a. Process camera, Contact Prints, Photostats, Microfilm</li><li>b. Control of scale</li><li>c. Benefits of archiving and storage</li></ol></li><li>6. Explain the line etching and scribing processes.</li><li>7. Explain the aperture card process.</li><li>8. Demonstrate how to produce a print from an original drawing<ol style="list-style-type: none"><li>a. Demonstrate procedures for making diazo prints:<ol style="list-style-type: none"><li>1. contact</li><li>2. exposure</li><li>3. development</li></ol></li><li>b. Demonstrate prints made with other processes, including:<ol style="list-style-type: none"><li>1. blueprint</li><li>2. Xerographic print</li><li>3. photographic print</li><li>4. thermo-fax print</li><li>5. micro film</li><li>6. aperture card</li></ol></li></ol></li></ol>

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Module 2, Task 3	Provision for Individual Differences
<b>Extension</b>	
<b>Remediation</b>	
<b>Accommodation</b>	
<b>Modification</b>	
<b>Definitions and Suggested Modifications</b>  <a href="#"><u>Attention Deficit Disorder</u></a> <a href="#"><u>Autism</u></a> <a href="#"><u>Deaf-Blindness</u></a> <a href="#"><u>Deafness/Hearing Impairment</u></a> <a href="#"><u>Emotional Disturbance</u></a> <a href="#"><u>Mild Intellectual Disability</u></a> <a href="#"><u>Orthopedic Impairment</u></a> <a href="#"><u>Specific Learning Disability</u></a> <a href="#"><u>Speech or Language Impairment</u></a> <a href="#"><u>Tourette's Syndrome</u></a> <a href="#"><u>Traumatic Brain Injury</u></a> <a href="#"><u>Visual Impairment</u></a>	