

**Architectural Design 3**  
**Course number - 767**  
**Teacher – Mr. Benjamin Kappler**  
**Supervisor - Mr. Mark Wallace**  
**Principal – Mr. Gregory Youngman**  
**Director of Curriculum & Instruction: Ms. Janice Mezier**  
**Superintendent - Dr. John Hannum**  
**2007**

**Name of Course:** Architecture 3

**Level of course:** 1.20

**Prerequisites:** Architecture 1 and Architecture 2

**Course number:** 767

**Number of credits:** 5

**Revised date and Teachers names: September 4, 2008 – Mr. Benjamin Kappler**

**Purpose:** The third year course is designed to prepare students for a future in the field of Architecture. This course will enhance the habits of neatness, accuracy, and self-discipline. Also, each student will be required to use his/her creative abilities to complete an individual yearlong project.

**General Objectives:**

1. Students will learn about healthy competition
2. Students will further their lessons of working with others.
3. Students will learn that there are rules that has to be followed in all projects
4. Students will learn the projects from start to finish of what an architect does when presenting a huge project to a customer

Measurement of success in meeting the general goals will be carried out through the following methods of assessment:

Objectives 1, 2, 3, 4

Objectives 1, 2, 3, 4

TSA Competition

Group Project

**Method of Instruction:** For instructional purpose, the course is divided into two major segments to conform to each of the semester. At the beginning of each segment, the instructor spends three to five days introducing the new concepts and skills. This is done through lectures, illustrations, handouts and classroom discussions. Following this introduction of the new materials, the students spend the remainder of the segment completing the required assigned drawings. The drawings are complete on an individual basis, with instructor presenting mini-lessons and providing assistance when and where needed.

A mid-term and final exam is used to assess the student's acquisitions of facts and concepts.

It should be noted that, while there is no homework assigned during the course, however there will be classwork that students should be able to finish in class. If students do not finish assignments in class, they are expected to come on their own time to complete the assignments within the specified time period. The time schedule is very strict and necessary. All the work must be completed on schedule or the student will receive a failing grade and then make up the required work. Excessive absences or not making effect use of class time will result in the student having to make up time after school. The room and equipment is available before school, after school, and for most periods during the days.

Standards Targeted Throughout this Curriculum

New Jersey Core Curriculum Content Standards (Technology) = 8.1; A1 ,A5, A6 ,A9; B1, B2, B3, B4, B5, B6, B7, B9, B10, B11, B12; and 8.2 A1, A2; B1, B2, B3 ,B4 ,B5, B6; C1, C2, C3.

**New Jersey Core Curriculum Content Standards (NJCCCS)** = 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.4, and 9.1

**New Jersey Technology Education Standards (NJTES)** = 1.1, 1.2, 1.6, 2.2, 2.5, 2.6, 2.7, 2.16, 2.21, 3.6, 3.14, 4.1, 4.3, 4.7, 4.8, 4.9, 4.10, 4.11, 4.14, 4.15, 4.16, 6.1, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 6.14, 6.16, 6.17, 7.2, 7.3, 7.8, 7.9, 7.13, 7.15, 7.16, 7.18, 7.19, 7.20, 7.21, 7.22, 7.23, 7.25, 7.30, 7.33, 7.35, 7.36, 7.42, 7.44, 7.45, 7.49, 7.51, 7.53, 7.54, 7.55, 7.56, 7.57, 7.58, 7.59, 7.60, 7.61, 7.62, 7.63, 7.72, 7.74, 7.75, 7.76, 7.77, 7.81, 7.82, 7.84, 7.85, 7.86, 7.87, 7.88, 7.90, 7.94, 7.106, 7.108, 7.121, 7.123, 7.124, 7.126, 7.127, 8.1, 8.2, 8.3, 8.4, 8.5, 8.11, 8.17, 8.18 and 8.20

**National Technology Education Standards (NTES)** = 3, 4, 5, 8, 9, 10, 11, 16, 17, 18, 19 and 20

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomical status.

## Unit 1 – Review of CAD

**Time = 10 Days**

**Goal:** Students will refresh their knowledge of CAD.

**Objectives:** Students will:

1. Use Architectural AutoCAD to produce drafting elements.

**Audio-Visual needs:** Computer

**Computer needs/use:** Architectural AutoCAD

**Assignments:** Teacher generated

**Lab activities:** None

**Assessment method:** Traditional/ Authentic

**Standards:** Technology = 8.1, 8.2

NJCCCS = 1.1, 1.3, 1.4, 1.5, 3.5, 4.1, 4.5, 5.2, 5.4, 9.1

NJTES = 1.1, 1.2, 1.6, 2.2, 2.5, 2.6, 2.7, 2.16, 2.21, 3.6, 3.14, 4.1, 4.3, 4.10, 4.11, 4.14, 4.16, 6.1, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.14, 6.16, 6.17, 7.2, 7.3, 7.8, 7.9, 7.13, 7.15, 7.16, 7.18, 7.19, 7.20, 7.21, 7.22, 7.23, 7.25, 7.30, 7.33, 7.35, 7.36, 7.42, 7.44, 7.45, 7.49, 7.51, 7.55, 7.56, 7.57, 7.58, 7.59, 7.60, 7.61, 7.62, 7.63, 7.72, 7.74, 7.75, 7.76, 7.77, 7.81, 7.84, 7.85, 7.86, 7.87, 7.88, 7.90, 7.94, 7.106, 7.108, 7.121, 7.123, 7.124, 7.126, 7.127, 8.1, 8.2, 8.3, 8.4, 8.5, 8.11, 8.17, 8.18, 8.20

NTES = 3, 4, 5, 8, 9, 10, 11, 16, 17, 18, 19, 20

## Unit 2 – Types of Drawings

**Time = 15 + ongoing**

**Goal:** Students will gain an understanding of all types of architectural drawings and what the differences between them are. They will also start work on their computer generated 3D model and Perspective/presentation drawing that will be finished as their final project.

**Objectives:** Students will be able to:

1. Identify different drawing types
  - Floor Plans-computer
  - Elevations-computer
  - 3D computer generated model
  - Presentation Drawing
  - Perspective Drawing
2. Produce examples of each type of drawings

**Audio-Visual needs:** Computer

**Computer needs/use:** Architectural AutoCAD

**Assignments:** Teacher generated

**Lab activities:** None

**Assessment method:** Authentic/traditional

**Standards:** Technology = 8.1 , 8.2

NJCCCS = 1.2, 1.3, 1.4, 1.5, 3.5, 4.1, 4.2, 4.3, 4.5, 5.2, 5.4, 9.1

NJTES = 1.1, 1.2, 1.6, 2.2, 2.5, 2.6, 2.7, 2.16, 2.21, 3.6, 3.14, 4.1, 4.3, 4.7, 4.8, 4.9, 4.10, 4.11, 4.14, 4.16, 6.1, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.14, 6.16, 6.17, 7.2, 7.3, 7.8, 7.9, 7.13, 7.15, 7.16, 7.18, 7.19, 7.20, 7.21, 7.22, 7.23, 7.25, 7.30, 7.33, 7.35, 7.36, 7.42, 7.44, 7.45, 7.49, 7.51, 7.53, 7.54, 7.55, 7.56, 7.57, 7.58, 7.59, 7.60, 7.61, 7.62, 7.63, 7.72, 7.74, 7.75, 7.76, 7.77, 7.81, 7.82, 7.84, 7.85, 7.86, 7.87, 7.88, 7.90, 7.94, 7.106, 7.108, 7.121, 7.123, 7.124, 7.126, 7.127, 8.1, 8.2, 8.3, 8.4, 8.5, 8.11, 8.17, 8.18, 8.20

NTES = 3, 4, 5, 8, 9, 10, 11, 16, 17, 18, 19, 20

### Unit 3 – Construction Framing and Support

**Time = 20 Days**

**Goal:** Students are to be able to identify, describe, and differentiate the difference between multiple types of framing and structural supports found in a residential dwelling. The student will also draft a sectional drawing of a structure.

**Objectives:** Students will learn about:

1. Balloon framing
2. Post and Beam framing
3. Platform framing
  - a. In-depth look at interior and exterior framing
4. Roof framing
5. Foundations
6. Sectional View

**Audio-Visual needs:** Computer

**Computer needs/use:** Architectural AutoCAD

**Assignments:** Drawing Assignments

**Lab activities:** None

**Assessment method:** Authentic/traditional

**Standards:** Technology = 8.1 , 8.2

NJCCCS = 1.1, 1.2, 1.4, 1.5, 3.5, 4.1, 4.2, 4.5, , 5.2,

NJTES = 1.1, 1.2, 1.6, 2.2, 2.5, 2.6, 2.7, 2.16, 2.21, 3.6, 3.14, 4.1, 4.3, 4.7, 4.8, 4.9, 4.10, 4.11, 4.14, 4.16, 6.1, 6.6, 6.7, 6.8, 6.13, 7.2, 7.3, 7.8, 7.9, 7.13, 7.15, 7.16, 7.18, 7.19, 7.20, 7.21, 7.22, 7.23, 7.25, 7.30, 7.33, 7.36, 7.42, 7.44, 7.51, 7.53, 7.54, 7.55, 7.56, 7.57, 7.58, 7.59, 7.60, 7.61, 7.62, 7.63, 7.72, 7.81, 7.82, 7.84, 7.85, 7.86, 7.87, 7.88, 7.90, 7.94, 7.106, 7.108, 7.121, 7.123, 7.124, 7.126, 7.127, 8.1, 8.2, 8.3, 8.4, 8.5, 8.11, 8.17, 8.18, 8.20

NTES = 3, 4, 5, 8, 9, 10, 11, 16, 17, 18, 19, 20

## Unit 4 – Group Stage

**Time = 10 Days**

**Goal:** Students will gain the knowledge of putting aside their individuality and their individual beliefs to work in a group atmosphere to accomplish a general goal.

**Objectives:** Students will be able to:

1. Break themselves up into groups of two or three
2. Will vote for the best two designs of the previously drawn houses
3. Vote for a team captain that will also double as secretary
4. Revise and create an accurate timeline
  - a. Date of the competition
  - b. Tentative date of completion of the first floor
  - c. Tentative date of completion of the second floor (if applicable)

**Audio-Visual needs:** Computer

**Computer needs/use:** Microsoft Word, Microsoft Excel, Internet, Architectural AutoCAD

**Assignments:** Individual assignments that the group may feel necessary

**Lab activities:** None

**Assessment method:** Classwork and Field research

**Authentic:** Design portfolio and journal

**Standards:** Technology = 8.1 , 8.2

NJCCCS = 1.1, 1.3, 1.4, 1.5, 3.5, 4.1, 4.5, , 5.2, 5.4, 9.1

NJTES = 1.1, 1.2, 1.6, 2.2, 2.5, 2.6, 2.7, 2.16, 2.21, 3.6, 3.14, 4.1, 4.3, 4.10, 4.11, 4.14, 4.16, 6.1, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.14, 6.16, 6.17, 7.2, 7.3, 7.8, 7.9, 7.13, 7.15, 7.16, 7.18, 7.19, 7.20, 7.21, 7.22, 7.23, 7.25, 7.30, 7.33, 7.35, 7.36, 7.42, 7.44, 7.45, 7.49, 7.51, 7.55, 7.56, 7.57, 7.58, 7.59, 7.60, 7.61, 7.62, 7.63, 7.72, 7.74, 7.75, 7.76, 7.77, 7.81, 7.84, 7.85, 7.86, 7.87, 7.88, 7.90, 7.94, 7.106, 7.108, 7.121, 7.123, 7.124, 7.126, 7.127, 8.1, 8.2, 8.3, 8.4, 8.5, 8.11, 8.17, 8.18, 8.20

NTES = 3, 4, 5, 8, 9, 10, 11, 16, 17, 18, 19, 20

## Unit 5 – Building Stage

**Time = 106 Days**

**Goal:** Students will gain the knowledge of building an elaborate model that can be presented at the TSA competition and will also understand the time and effort that goes into building that model.

**Objectives:** Students will be able to:

1. Build a model house using the voted house plans
  - a. The model house will be built with but not limited to the following materials:
    - i. Balsa Wood
    - ii. Duco Cement Glue
    - iii. Crescent Board
    - iv. Paint
    - v. Doll House Wallpaper
    - vi. Doll House Flooring
  - b. The teacher must approve any other materials before usage
2. Keep a journal containing the following information:
  - a. Amount of materials used
  - b. Cost of all materials used
  - c. Cost of building the house in real life

- d. Personal dairy of the project
  - i. Can be done once a week
  - ii. All things that are done
  - iii. Any incidents that might have happened during the building stage
- e. Put together a portfolio containing all the information needed for the contest
  - \* - (Project ends the week before TSA State Competition)

**Audio-Visual needs:** Computer

**Computer needs/use:** Microsoft Word, Microsoft Excel, and Internet

**Assignments:** Building a Model

**Lab activities:** None

**Assessment method:** Classwork

**Authentic:** Design Portfolio and journal and Teacher observation

**Standards:** Technology = 8.1 , 8.2

NJCCCS = 1.1, 1.2, 1.3, 1.4, 3.3, 3.5, 4.1, 4.2, 4.5, , 5.1, 5.2, 5.4, 9.1

NJTES = 1.1, 1.2, 1.6, 2.2, 2.5, 2.6, 2.7, 2.16, 2.21, 3.6, 3.14, 4.1, 4.3, 4.7, 4.8, 4.9, 4.10, 4.11, 4.14, 4.16, 6.1, 6.6, 6.7, 6.8, 6.9, 6.10, 6.12, 6.13, 6.14, 6.16, 6.17, 7.2, 7.3, 7.8, 7.9, 7.13, 7.15, 7.16, 7.18, 7.19, 7.20, 7.21, 7.22, 7.23, 7.25, 7.30, 7.35, 7.36, 7.42, 7.49, 7.51, 7.53, 7.54, 7.55, 7.56, 7.57, 7.58, 7.59, 7.60, 7.61, 7.62, 7.63, 7.72, 7.74, 7.75, 7.76, 7.77, 7.81, 7.82, 7.84, 7.85, 7.86, 7.87, 7.88, 7.90, 7.94, 7.121, 7.126, 7.127, 8.1, 8.2, 8.3, 8.4, 8.5, 8.11, 8.17, 8.18, and 8.20

NTES = 3, 8, 9, 10, 11, 17, 19 and 20

## Unit 6 – Color and the design process

**Time = 4 Days**

**Goal:** Students will gain knowledge pertaining to the design process, and its relationship to finishing a built structure.

**Objectives:** Students will be able to:

1. Review Design Elements and Principles
2. Analysis the perception given by different color in rooms
3. Discuss furniture placement

**Audio-Visual needs:** none

**Computer needs/use:** none

**Assignments:** teacher generated

**Lab activities:** None

**Assessment method:** traditional

**Standards:** Technology = 8.1 , 8.2

NJCCCS = 1.1, 1.3, 1.4, 1.5, 3.5, 4.1, 4.5, 5.2, 5.4, 9.1

NJTES = 1.1, 1.2, 1.6, 2.2, 2.5, 2.6, 2.7, 2.16, 2.21, 3.6, 3.14, 4.1, 4.3, 4.10, 4.11, 4.14, 4.16, 6.1, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.14, 6.16, 6.17, 7.2, 7.3, 7.8, 7.9, 7.13, 7.15, 7.16, 7.18, 7.19, 7.20, 7.21, 7.22, 7.23, 7.25, 7.30, 7.33, 7.35, 7.36, 7.42, 7.44, 7.45, 7.49, 7.51, 7.55, 7.56, 7.57, 7.58, 7.59, 7.60, 7.61, 7.62, 7.63, 7.72, 7.74, 7.75, 7.76, 7.77, 7.81,

7.84, 7.85, 7.86, 7.87, 7.88, 7.90, 7.94, 7.106, 7.108, 7.121, 7.123,  
7.124, 7.126, 7.127, 8.1, 8.2, 8.3, 8.4, 8.5, 8.11, 8.17, 8.18, 8.20  
NTES = 3, 4, 5, 8, 9, 10, 11, 16, 17, 18, 19, 20

**Unit 7 –Alternative Homes**

**Time = 10 Days**

**Goal:** Students will study alternative homes and be able to identify and discuss the types, advantages, and drawbacks of alternative structures.

**Objectives:** Students will:

1. Study alternative dwellings
2. Present a presentation about an alternative structure.

**Audio-Visual needs:** Computer

**Computer needs/use:** Microsoft Word, Microsoft Excel, and Internet

**Assignments:** Student Research

**Lab activities:** None

**Assessment method:** Traditional

**Standards:** Technology = 8.1 , 8.2

NJCCCS = 1.2, 1.3, 1.4, 1.5, , 3.5, 4.1, 4.2, 4.3, 4.5, 5.2, 5.4, 9.1

NJTES = 1.1, 1.2, 1.6, 2.2, 2.5, 2.6, 2.7, 2.16, 2.21, 3.6, 3.14, 4.1, 4.3, 4.7, 4.8,  
4.9, 4.10, 4.11, 4.14, 4.16, 6.1, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.14,  
6.16, 6.17, 7.2, 7.3, 7.8, 7.9, 7.13, 7.15, 7.16, 7.18, 7.19, 7.20, 7.21,  
7.22, 7.23, 7.25, 7.30, 7.33, 7.35, 7.36, 7.42, 7.44, 7.45, 7.49, 7.51,  
7.53, 7.54, 7.55, 7.56, 7.57, 7.58, 7.59, 7.60, 7.61, 7.62, 7.63, 7.72,  
7.74, 7.75, 7.76, 7.77, 7.81, 7.82, 7.84, 7.85, 7.86, 7.87, 7.88, 7.90,  
7.94, 7.106, 7.108, 7.121, 7.123, 7.124, 7.126, 7.127, 8.1, 8.2, 8.3, 8.4,  
8.5, 8.11, 8.17, 8.18, 8.20

NTES = 3, 4, 5, 8, 9, 10, 11, 16, 17, 18, 19, 20

## Unit 8 – Final Presentation

**Time = 5 Days**

**Goal:** Students will be provided a chance to show off their projects and summarize their experience throughout the Architectural program.

**Objectives:** Students will be able to:

1. Present an Advanced CAD 3D model.
2. Present a detailed Perspective or Presentation Drawing
3. Present a sectional view
4. Present Wood Model house

**Audio-Visual needs:** Computer

**Computer needs/use:** Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Internet and Architectural AutoCAD

**Assignments:** Presentation

**Lab activities:** None

**Assessment method:** Classwork

**Authentic:** Design portfolio and journal

**Standards:** Technology = 8.1 , 8.2

NJCCCS = 1.2, 1.4, 3.1, 3.3, 3.5, 4.2, 4.3, 4.5, 5.2,

NJTES = 1.1, 1.2, 1.6, 2.2, 2.5, 2.6, 2.7, 2.16, 2.21, 3.6, 3.14, 4.1, 4.3, 4.7, 4.8, 4.9, 4.10, 4.11, 4.14, 4.15, 4.16, 6.1, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 6.14, 6.16, 6.17, 7.2, 7.3, 7.8, 7.9, 7.13, 7.15, 7.16, 7.18, 7.19, 7.20, 7.21, 7.22, 7.23, 7.25, 7.30, 7.33, 7.35, 7.36, 7.42, 7.44, 7.45, 7.49, 7.51, 7.53, 7.54, 7.55, 7.56, 7.57, 7.58, 7.59, 7.60, 7.61, 7.62, 7.63, 7.72, 7.74, 7.75, 7.76, 7.77, 7.81, 7.82, 7.84, 7.85, 7.86, 7.87, 7.88, 7.90, 7.94, 7.106, 7.108, 7.121, 7.123, 7.124, 7.126, 7.127, 8.1, 8.2, 8.3, 8.4, 8.5, 8.11, 8.17, 8.18, 8.20

NTES = 3, 4, 5, 8, 9, 10, 11, 16, 17, 18, 19, 20

## Unit 9 –3D PRINTING AN ARCHITECTURAL MODEL

**Time = 5 Days**

**Goal:** Students will plan, prepare, and print a 3D building model.

**Objectives:** Students will:

### **PLAN**

3. Analyze their existing computer building model to best determine what aspects of the structure need to appear in the physical form to best exemplify the concept of the building model.

### **PREPARE**

4. Develop a hybrid of the existing computer building model for 3D printing. This model should consist of only the essential elements to convey the design of the home and have a structural wall thickness of .25 inches. This will eliminate waste and allow the model to be strong and durable for 3D printing.
5. Export the building file as a STL.

### **PRINT**

6. Import using Zprint software and follow instructions provided by instructor.
7. Use tools and materials provided to “finish” the model by removing powder (to be recycled) and applying hardener resin (so the model will last over time).

**Audio-Visual needs:** Computer, 3D printer

**Computer needs/use:** ZPrint Software, Building Modeling Software

**Assignments:** Student Research

**Lab activities:** None

**Assessment method:** Traditional

**Standards:** Technology =

NJCCCS =

NJTES =

NTES =

### **Materials/Resources:**

**Text:** Spence, William. Architecture: Design-Engineering-Drawing. Peoria, IL: Glencoe/McGraw Hill, 1991.

Hepler, Donald, Wallach, Donald, and Hapler, Dana. Architecture: Drafting and Design. Peoria, IL: Glencoe/McGraw Hill, 1998.

AutoCAD Architectural Desktop User's Guide. Autodesk, Inc. 1999.

Curricular Resources Guide – TSA Competition Events Booklet. Goodheart-Willcox Publisher, June 2000.

Architectural Design and Drafting, 4<sup>th</sup> edition, Jefferis and Madsen

**Tools:** Drafting instrument and supplies

IBM Compatible Computer

Architectural AutoCAD program

**Labs:** Teacher Constructed Handouts

**People:** Individuals, such as professional masons, professional architects, professional contractors and et cetera, may be added to lessons, where needed and at the individuals convince.

**Audio-Visual:** Video: The American House: A guide to Architectural Styles.

Video: The Griffin One House

Video: Architect

Video: Architectural Design & Drafting Video Series – Demo Tape

### **Assessment:**

- A. **Student Progress:** The assessment of student progress in the objectives cited on the previous pages will be primarily by, but not limited to, the following criteria:

Class work – Each assignment will be given an individual point value. Students will be made aware of that value when assignments are handed out.

Quizzes – 25 Points

Participation /Use of Class Time – 25pts/Week

Projects – 50 Points

Final Project – 200 Points

Final Presentation - 100 Points

### Letter Grade and Number Grade Equation

100 to 97.5 = A+

90 to 87.5 = B+

80 to 77.5 = C+

70 to 67.5 = D+

Below 60 = F

97.4 to 93.5 = A

87.4 to 83.5 = B

77.4 to 73.5 = C

67.4 to 63.5 = D

93.4 to 90.1 = A-

83.4 to 80.1 = B-

73.4 to 70.1 = C-

63.4 to 60.1 = D-

**Note:** Authentic assessment methods are ways of evaluating student abilities in a process-based classroom; these methods include: design portfolios and journals, student presentations/demonstrations, oral exams, teacher observation, student self-assessment. The primary purpose of assessment is to assist the students in the learning process. When identified, student's strengths are used to help guide them toward areas in which they will excel. The teacher selects the most appropriate assessment method(s) for each behavioral objective during learning activities.

### **B. Periodic evaluation of objectives and this curriculum guide:**

With the selection of a new text, every five years, administration request.

Next schedule evaluation date 8/11

### **Special Course Policies:**

**A typical week in course might include:** Students will come into class and begin work on the drawing assignments with little to no instructions. The student will work on these assignments at their own pace, but must understand that there are deadlines to meet and missing those deadlines will hamper their grade.

### **Supplementary readings and instructors bibliography:**

None

### **Homework, Extra Credit Policy**

No homework will be given to the class; students will have plenty of time in class to finish the class work assignments. No extra credit assignments will be given; however students that show an extra enough to complete an elaborate assignment or students that go above and beyond the call of duty will be rewarded.