GOODHEART-WILLCOX PUBLISHER QUESTIONNAIRE

Course: Architectural Drafting Secondary (8101100)
Title: *Architecture: Residential Drafting and Design*, Edition: 11th
Copyright: 2014
Author: Kicklighter, Kicklighter, Thomas
Grade Level: 9 - 12

Authors & Credentials: List full name of author(s), with major or senior author listed first. Briefly provide credentials for each author.

Dr. Clois E. Kicklighter was a nationally known educator and the author of several books in the fields of architecture, drafting, and construction technology. He held a variety of industrial, teaching, and administrative positions during his career and retired as dean and professor in the School of Technology at Indiana State University. He held the highest leadership positions in the National Association of Industrial Technology (NAIT). Dr. Kicklighter was awarded the respected Charles Keith Medal for exceptional leadership in the technology profession. Dr. Kicklighter's published textbooks include *Drafting and Design: Engineering Drawing Using Manual and CAD Techniques*; *Modern Masonry: Brick, Block, and Stone*; *Residential Housing and Interiors*; *Upholstery Fundamentals*; and *Modern Woodworking*.

Joan C. Kicklighter is the coauthor of *Residential Housing and Interiors*, *Upholstery Fundamentals*, and instructional materials in family and consumer sciences. She has taught classes in business and family and consumer sciences at the high school and adult levels. Mrs. Kicklighter's educational background includes a baccalaureate degree from Indiana State University and graduate work at Eastern Michigan University. She is certified in Family and Consumer Sciences.

W. Scott Thomas is an instructor of architectural design drafting for the Signature Architecture Program at Shadow Ridge High School, Dysart Unified School District, in Surprise, Arizona. Scott teaches residential and commercial architectural design, structural steel detailing/modeling, civil drafting, and GIS technology. Scott has been a secondary and postsecondary educator for 22 years and is the owner and principal building designer of Thomas Design Associates, LLC. Scott also does extensive work with the Arizona Department of Education's CTE Division as a member of numerous architectural design drafting curriculum development and guidelines committees. Scott's educational background includes a master's degree in career and technical education

and a bachelor's degree in education from Northern Arizona University. He is a master certified career and technical educator (MCCTE) with the Association for Skilled and Technical Sciences (ASTS) and is a Director Emeritus of the American Design Drafting Association (ADDA). During his teaching career, Scott has had national champions in architectural drafting competitions at the SkillsUSA National Leadership and Skills Conference in 2012 (with Shadow Ridge High School) and in 2005 (with Northwest Education Center in Phoenix, Arizona).

Students: Describe the type(s) of students for which this submission is intended.
This submission is intended for Florida high school students enrolled in an Architectural Drafting program. This submission includes a wide variety of reinforcement and assessment activities to address varied learning styles.

1. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.

Educational Approach (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)
Architecture: Residential Drafting and Design provides comprehensive instruction for preparing architectural working drawings using traditional and computer-based methods. The text also serves as a reference for design and construction principles and methods. Its highly effective format organizes content around the design-building process, making the text easy to understand and appealing to students. This edition of this text has been extensively revised and features new chapters covering sustainable design and building sections. New chapter features include Green Architecture, Employability, Problem Solving Case Study, and Curricular Connections to expand on chapter topics, explain current trends, and promote student interest. Each chapter contains sample test questions for the American Design Drafting Association (ADDA) Drafter Certification Test to help students work toward earning professional certification. The text has been enhanced with a new, colorful design and includes many new detailed illustrations to explain topics and engage students. Each chapter includes objectives, key terms, Internet resources, review questions, and suggested activities for individuals or small groups.

Many of the chapter-end activities are designed to give students experience working with computer-aided drafting and design (CADD) systems.

Major Tool - Student Components Describe each of the components, including a format description.

1. *Architecture: Residential Drafting and Design* student textbook (printed, hard cover, full-color textbook with 896 pages).

2. G-W Learning companion website for *Architecture: Residential Drafting and Design* is an online study reference that contains activity files, vocabulary exercises, interactive quizzes, and more.

3. Online Student Center for *Architecture: Residential Drafting and Design* provides the foundation of instruction and learning for digital and blended classrooms. An easy-to-manage, shared classroom subscription makes it a hassle-free solution for both students and instructors. An online student text and workbook, along with rich supplemental content, brings digital learning to the classroom. All instructional materials are found on a convenient online bookshelf that is accessible at home, at school, or on the go.

4. *Architecture: Residential Drafting and Design* Bundle combines both a printed text and an Online Student Center. All student support materials are available online in a six-year classroom subscription.

Major Tool - Teacher Components Describe each of the components, including a format description.
(N/A - see Ancillary Materials - Teacher Components below)

2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary materials and their relationship to the major tool.

Ancillary Materials - Student Components Describe each of the components, including a format description.
(N/A - see Ancillary Materials - Teacher Components below)

Ancillary Materials - Teacher Components Describe each of the components, including a format description.

Online Instructor Resources include Answer Keys, Lesson Plans, Instructor's Presentations for PowerPoint®, ExamView® Assessment Suite, and more.

3. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM? Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted.

Program planning guides are provided to suggest ways to schedule the chapters for different course calendars, including 12-week trimester and 18-week semester courses.

4. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the publisher for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)

In-service/staff development training is available during the life of the adoption in various formats upon request. Training support documentation can be provided in print or webinar and is available at no cost for the hours needed. Please contact G-W Educational Consultant Irene deVarona (877.327.4209 phone, idevarona@g-w.com e-mail) to arrange mutually-agreed upon in-service dates and formats.

5. WHAT HARDWARE/EQUIPMENT IS REQUIRED? Briefly list and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.

For Online Materials: • Operating System: Microsoft Windows XP/VISTA/7/8, Mac OS 10.4 or later, or Mac iOS 4.3 or later. • Minimum Hardware: 600 MHz processor; 128 MB RAM; monitor or touch screen display. • Online Access: Internet or Wi-Fi connection is required; cookies and JavaScript enabled for full functionality. • Recommended Web browsers: Firefox, Internet Explorer, Chrome, or Safari.

6. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

Not Applicable

7. WHAT STATES HAVE ADOPTED THE SUBMISSION? List some of the states in which this submission is currently adopted.

Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, New Mexico, North Carolina, Oklahoma, South Carolina, Tennessee, and Texas.

8. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.

Not Applicable