



Ancaster High School
Course Outline 2013/2014
Construction Technologies
Grade 11 TCJ3E
Technological Education



TEACHER: Mr. G. Coomber **PREREQUISITE:** None **HOURS:** 110 **CREDIT VALUE:** 1

DEPARTMENT HEAD: Mr. K. Lemieux **TEXTBOOK:**

GUIDELINE: *The Ontario Curriculum Grades 11 and 12, Technological Education, 2009 Revised*

The text will be provided free of charge. However, the student is responsible for returning the book in reasonable condition. The student will be charged for loss or damage.

OVERALL EXPECTATIONS:

CONSTRUCTION TECHNOLOGY FUNDAMENTALS

- A1. identify and describe a variety of construction materials, components, and processes;
- A2. describe the scope and purpose of building codes, and identify other regulations and standards that apply to construction projects;
- A3. use construction terminology correctly;
- A4. apply mathematical skills and scientific concepts in the planning and building of a variety of construction projects.

DESIGN, LAYOUT, AND PLANNING SKILLS

- B1. apply a design process and/or other problem-solving processes and techniques as appropriate when planning a variety of residential construction projects, and demonstrate an understanding of factors that affect construction design;
- B2. create and use working drawings for a variety of construction projects;
- B3. determine the requirements in building codes, regulations, and standards that apply to construction projects, and describe the permit and inspection process;
- B4. plan the installation of the systems for a building.

FABRICATION, ASSEMBLY, AND FINISHING SKILLS

- C1. demonstrate appropriate technical skills, including the safe use of construction tools, equipment, and materials;
- C2. demonstrate safe and accurate techniques for assembling construction projects;
- C3. apply various finishes to complete construction projects.

TECHNOLOGY, THE ENVIRONMENT, AND SOCIETY

- D1. demonstrate an understanding of the environmental effects of construction projects, and ways of reducing harmful effects;
- D2. demonstrate an understanding of how society and the construction industry affect each other.

PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES

- E1. demonstrate an understanding of and comply with health and safety regulations and practices specific to the construction industry;

E2. describe career opportunities in the construction industry, and explain the importance of lifelong learning in this field.

TEACHING STRATEGIES (include, but not limited to):

- Providing appropriate accommodation for students on IEP’s and for English Language Learners and for those who are First Nations, Metis or Inui;
- Utilizing Student Support and Student Alternative Support Programs;
- Contacting parents for support and assistance;
- Using diagnostic assessment and check-in points to monitor student progress;
- Providing differentiation of instruction and assessment to meet the needs of diverse learners;
- Providing ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved student learning;
- Creating lessons, and assessment and evaluations, that are carefully planned to relate to the curriculum expectations and learning goals, and as much as possible to the interests, learning styles and preferences of all students;
- Developing students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

ASSESSMENT AND EVALUATION OF WORK:

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum policy document. Students will be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories of knowledge and skills.

Midterm and final marks will be calculated using the prescribed learning strands with the following weighting:

Strand	Weighting
CONSTRUCTION TECHNOLOGY FUNDAMENTALS	20%
DESIGN, LAYOUT, AND PLANNING SKILLS	10%
FABRICATION, ASSEMBLY, AND FINISHING SKILLS	30%
TECHNOLOGY, THE ENVIRONMENT, AND SOCIETY	5%
PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES	5%

Evidence of achievement can be determined from a variety of sources, including but not limited to: in-class assignments, class presentation, open-ended questions, observations, quizzes, unit tests, investigations, projects, conversations, portfolios, anecdotal records, self-assessments, etc. Not every assessment will count towards a student’s final grade. The primary purpose of assessment and evaluation is to improve student learning.

CULMINATING ACTIVITY

Culminating activities occur at or near the end of a course. They form part of the final 30% of a student’s mark. If a student is absent from a culminating activity, they must provide a doctor’s note. The culminating activity will not normally be re-scheduled.

For this course, the culminating activity will occur: In the last month of class
And will consist of the following: Although at the discretion of the class teacher, the culminating activity is typically a practical demonstration of acquired skills. This is completed in allotted class time.

LEARNING SKILLS:

The report card provides a record of the learning skills demonstrated by the student in every course, in the following six categories. However, learning skills are not directly considered in the determination of percentage grades.

Independent Work These skills will be assessed using the following key:

Collaboration E = Excellent

Organization G = Good

Initiative S= Satisfactory

Responsibility N = Needs Improvement

Self-Regulation

MARK CALCULATION:

Interim: A report will be given to reflect how well the student is progressing with suggestions for improvement.

Term Work: 70% of the overall grade (from all term evaluations)

Final Evaluation(s): 30% of the overall grade will be made up of a combination of the culminating activity and a final exam written during the exam schedule.

Teachers will take various considerations into account before making a decision about the grade to enter on the report card. Determining a report card grade will involve teacher's professional judgement and interpretation of the evidence and should reflect the student's most consistent level of achievement with special considerations given to the more recent evidence. Marks are not merely a calculation of averages, but an evaluation of the consistent achievement of the student.

CONTACT INFORMATION:

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Extra Help Sessions: As required