



Glendale Secondary School
Technology Course Outline 2015/2016
Construction Engineering Technology, Grade 12, TCJ4C



TEACHER: Mr. D. Forster

PREREQUISITE: TCJ3C

HOURS: 110

CREDIT VALUE: 1

DEPARTMENT HEAD: Ms. K. Ciprietti

REQUIRED MATERIALS: 3 ring binder, 3 hole lined paper, pencil(s)

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

COURSE DESCRIPTION:

TCJ4C Construction Engineering Technology, Grade 12, College Preparation

This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment, and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and will explore career opportunities in the field.

List of Strands and Overall Expectations in each Strand

- A1.** demonstrate an understanding of natural and manufactured materials, construction processes, and building components;
 - A2.** demonstrate an understanding of building codes, regulations, and standards that govern residential and light commercial construction projects;
 - A3.** demonstrate an understanding of the systems in residential and light commercial buildings;
 - A4.** demonstrate an understanding of design considerations for residential and light commercial buildings;
 - A5.** use construction terminology correctly.
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- B1.** apply a design process, other problem-solving techniques, and related concepts and principles, as appropriate, to plan construction projects and develop solutions for construction problems and challenges;
 - B2.** create and interpret drawings of residential and light commercial construction projects;
 - B3.** determine, use, and communicate accurate technical data for construction projects;
 - B4.** plan systems for residential and/or light commercial buildings;
 - B5.** apply the mathematical skills required in designing, laying out, and preparing estimates for residential and light commercial construction projects.

- C1.** demonstrate appropriate technical skills, including the safe use of construction tools, equipment, and materials;
 - C2.** demonstrate safe and accurate building techniques;
 - C3.** apply various finishes to complete residential and light commercial construction projects.
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- D1.** identify and evaluate measures that can be taken to conserve resources on construction projects;
 - D2.** explain how the construction industry and society affect each other.
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- E1.** demonstrate an understanding of and comply with health and safety regulations and practices specific to the construction industry;
 - E2.** demonstrate an understanding of careers in the construction industry and the education, training, and workplace skills required for these careers.

(Curriculum documents, with all overall and specific expectations are available at: <http://www.edu.gov.on.ca/eng/curriculum/secondary/>)

The primary purpose of assessment and evaluation is to improve student learning

ASSESSMENT

The process of assessing student learning is continuous and on-going. Teachers use information gathered through assessments to provide feedback for students, to guide instruction and develop individual learning goals for students. This is assessment *for* learning. Students use this feedback to continuously improve their achievement and set individual learning goals. This is assessment *as* learning. Information from assessments informs the teacher's professional judgment, but is not used in determining the student's level of achievement.

EVALUATION

Evaluation is the process of determining a level of student achievement of the Overall Expectations for a course, which is recorded as a mid-term or final grade on a report card.

Students will be given numerous and varied opportunities to demonstrate their achievement of the Overall Expectations across the four categories of achievement (Knowledge & Understanding, Thinking, Communication and Application). Evidence of student achievement of the Overall Expectations is collected over time from three different sources – observations, conversations and student products.

To be successful students **must demonstrate achievement of EACH of the Overall Expectations** for the course. If a student is missing evidence of achievement of one or more of the Overall Expectations then a lower limit will be determined by the teacher.

In determining a report card grade teachers use their professional judgment to interpret the evidence of student achievement which reflects the student's most consistent level of achievement with special considerations given to the more recent evidence.

The final grade is determined by the following breakdown:

70 % - evaluations made at the end of units throughout the semester.

30% - final demonstrations of learning (culminating activities and/or final examinations)

REPORT CARDS

Student progress is reported at 3 times during the semester.

Interim Report – October and March. Reports on student Learning Skills and Work Habits with next steps for improvement.

Mid-term Report Card – November and April. Reports on student achievement of the Overall Expectations to date. **Incomplete achievement** is reflected on Mid-term Report Cards, but replaced when learning has been demonstrated.

Final Report Card – February and July. Reports on student achievement of all of the Overall Expectations.

ACADEMIC HONESTY

Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviours including cheating, plagiarism, facilitating or aiding academic dishonesty, and the unauthorized access or manipulating of student records, work and computer programs. Such behaviours impede the learning process and threaten the educational environment for all students. Intentional academic dishonesty will result in disciplinary consequences. Teachers and parents should support students in striving for excellence and producing work with integrity.

ATTENDANCE AND LEARNING SKILLS

There is a direct link between good attendance and success at school. Students are expected to attend classes regularly and on time. Evidence of student achievement is gathered during classes through observations and learning conversations.

Learning Skills play an important role in a student's level of achievement. Students will be assessed on the following learning skills: responsibility, works independently, collaboration, initiative, and self-regulation.

CELL PHONES/PERSONAL ELECTRONIC DEVICES

Teachers will determine when personal electronic devices, including cell phones, will be used as instructional tools/supports. At other times these devices (with the exception of electronic translators) are not to be used and must be turned off and be stored away. Consequences for inappropriate use of these devices may include removal of the device from the learning environment.

SCHOOL WIDE SUPPORTS

- ☺ Student Support Team (formerly known as Learning Resource)
 - In-class help
 - Test and exam support
 - Alternate learning environment
- ☺ English Language Learner Support Team
 - Lunch-time help
 - Test and exam support
- ☺ Math lunch-time help
- ☺ Math Homework Help – on-line support
- ☺ Information via school website @ <http://schools.hwdsb.on.ca/glendale/>
- ☺ School wide access to password protected wireless network
 - Access to on-line resources
- ☺ Literacy Coaching
- ☺ Literacy @ Lunch
- ☺ Learning Commons @ Lunch
- ☺ Paper and electronic calendars
- ☺ Teacher/department Lunch-time/before/after school help



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TEACHER D. Forster **PREREQUISITE:** TCJ3C **HOURS:** 110 **CREDIT VALUE:** 1

DEPARTMENT HEAD: Ms. K. Ciprietti **TEXTBOOK:** No Textbooks to be taken home.

REQUIRED MATERIALS: Pen and Paper

GUIDELINE: Name of the Ministry Curriculum Policy Document

The text will be provided without charge. The student is responsible for returning the book in reasonable condition. The student will be charged for lost or damaged books. **Textbook replacement cost: N/A**

I am aware of the course expectations and the policies and supports put in place for the student to be successful.

Student's Name: _____

Teacher's Name: Mr. D. Forster

Contact Number: 905-560-7343

Department Head Name: Ms. K. Ciprietti

Contact Number: 905-560-7343 ext. 259

Parent/ Guardian Signature: _____

Date: _____

Student Signature: _____

Date: _____
