

**Living Spaces and Shelter,
Grade 11, Open Level,
HLS30**

Units 2, 3 and 4 Support Materials
for the Course Profile

*Secondary Policy Document: Social Sciences and
Humanities Curriculum Policy Document*

Produced by Ontario Family Studies Leadership Council
and the Ontario Family Studies Home Economics Educators'
Association

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Living Spaces and Shelter, Grade 11, Open Level, HLS30

Units 2, 3 and 4 Support Materials for Course Profile

Secondary Policy Document: Social Sciences and Humanities Curriculum Policy Document

Introduction

The following three units were developed in partnership by the Ontario Family Studies Home Economics Educators' Association and the Ontario Family Studies Leadership Council. The units were developed with consideration of the preplanning and scoping done in the original course profile. All attempts were made to be consistent with the intent of the original document. The original course profile, which is a combined public and Catholic document and contains units 1 and 5, can be downloaded from the Ontario Curriculum Centre's website at <http://www.curriculum.org/profiles>.

Resources

Note Concerning Permission

Some material in this unit will make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a CANCOPY license and that resources they wish to use are covered by this license. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Internet

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Accommodations

Many of our students require some form of accommodation in the classroom. The study in this course involves reading of course materials. This presents a significant barrier to achievement if students have specific learning disabilities, such as dyslexia and dysgraphia, or where English is the student's second language. Other students may require accommodations for other issues, e.g., visual impairment, limited motor function, weak analytical skills, etc. The teacher should refer to the student's IEP (Individual Education Plan) when considering accommodations. Individualized accommodations are included in each student's IEP, which should provide an excellent source of strategies to deal with learning exceptionalities. Teachers should consider accommodations for their students throughout the entire course.

Some possible accommodations include:

Student reading comprehension level should be assessed early.

A range of materials should be offered in any language-based activity.

Whenever possible, vocabulary lists should be made available.

Context clues and related vocabulary should be discussed.

Reading material should be the subject of follow up to clarify students' difficulties.

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Teachers should model through skills when expecting students to draw inferences, conclusions, or assess the implications of case study material.

Main ideas and new information should be mapped out and organized via charting, blocking, graphing, categorization, paraphrasing, and highlighting.

ESL students may need support in completing peer assessments.

Students with visual impairment may need alternate assignments for activities involving graphic representations.

Students with significant motor dysfunction (e.g., cerebral palsy) may need adjustments in performance-based components.

A slow rate of speech, pausing frequently in a natural way, should be modelled for activities requiring oral presentations.

Open-ended activities should be provided whenever possible.

Students with learning disabilities or ESL may be given alternative materials in place of the primary sources. Refer to students' IEPs.

Students with language difficulties, as documented in students' IEPs, could be paired with students who have strong language skills for this activity.

Allow students with weak analytical skills to pre-submit paragraphs. Refer to the student's IEP for individualized suggestions.

Unit 2: Occupational Opportunities Related to Living Spaces and Shelter

Time: 14 hours

Unit Developer: Helen Miller

Unit Description

In this unit, students use research skills to complete assignments on careers and occupations in fields relating to living spaces and shelter. Students gain an understanding of the wide variety of options available in this field through listening to the presentations given by their peers, and by reviewing the summaries provided during the presentations. They will write a profile on one Canadian or international person in their field of study. They will describe ways in which the person influenced shelter and living spaces. Students then examine the many career options available and reflect upon one's personal values, abilities, and aspirations to assess potential career choices. (**Note:** The research portion of this unit is designed to be complete at this point in the course. It is suggested that students present their findings throughout the remainder of the course: for example, on a weekly basis, as the careers relate to the expectations being explored at that particular time).

Strand(s) & Learning Expectations

Strand(s): Considerations in Acquiring Shelter and Designing Living Spaces, Occupational Opportunities Related to Living Spaces and Shelter, Research and Inquiry Skills

Overall Expectations: OOV.01, ASV.02, ISV.01, ISV.03, ISV.04

Specific Expectations: OO1.01, OO1.02, AS2.01, IS1.03, IS2.05, IS3.01

Unit Planning Notes

Teacher should:

Locate teaching and classroom resources e.g. markers, poster paper

Prepare assessment/evaluation tools (e.g. checklist, rubric, etc.).

Book computer or computer lab time

Prepare fact sheet about the National Occupation Classification (NOC)

Photocopy needed classroom materials

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Teacher Awareness

Ensure that the school/board policies for Internet use are followed

Be aware of ethno-cultural diversity when selecting and preparing resources for this unit.

Unit Synopsis Chart

Activities	Time	Expectations	Assessment	Tasks
1. Living Spaces and Shelter Careers	4 hours	OOV.01, ASV.02, ISV.01, ISI.03, ISV.04, OO1.01, OO1.02, IS2.05, IS3.01	Knowledge/ Understanding Thinking/ Inquiry Communication	Analyze career related articles – Appendix 1 & 2. Discussion – Terms – Appendix 3. Review (NOC) - National Occupational Classification. Determine career options using websites. Display lists of careers option – Appendix 4 & 4(b) Define- transferable skills - career Path Create a mind map of career path Develop career profile Appendix 5. Employability Skills 2000+ - Appendix 6. Create an advertisement and present to class.
Investigating Influential Persons in Living Spaces and Shelter	10 hours	ISV.01, ISI.03, IS2.05, IS3.01, AS2.01	Knowledge/ Understanding Thinking/ Inquiry Communication	Profile and presentation of Canadian or international person and their influence on shelter and living spaces. Reflection sheet - Potential Career Choice for you related to Living Spaces and shelter - Appendix 7.

Resources

Texts

Career Education – O.S.S.T.F. 1997 – P. Sander, N. Simpson, T. Ward Ontario Secondary School Teachers Federation, 60 Mobile Drive, Toronto, Ontario M4A 2P3

Job Futures – Part 1, Human Resources Development Canada <http://www.hrdc-drhc.gc.ca/JobFutures>

Job Futures – Part 2, Human Resources Development Canada

Career Directions-Canadian Career Consortium, 1999, www.careerccc.org

Magazines

The Edge 1-888-533-5683 or www.theedgemag.org.

Websites

You and The Job Market – Ontario Ministry of Education/ Ministry of Training Colleges and Universities <http://www.edu.gov.on.ca>.

Job Futures – Part 1, Human Resources Development Canada <http://www.hrdc-drhc.gc.ca/JobFutures>

Job Futures – Part 2, Human Resources Development Canada <http://www.hrdc-drhc.gc.ca/JobFutures>

Career Directions-Canadian Career Consortium, 1999- www.careerccc.org

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HRDC-<http://www.Toronto-hrhc.sto.org/>
YMCA 1-800-495-8775 or www.ymca.ca.
Employability Skills 2000+-The Conference Board of Canada www.conferenceboard.ca/nbec
Ontario Prospects - <http://www.edu.gov.on.ca>
Ontario Workinfonet <http://www.on.workinfonet.ca>
Career Gateway- <http://www.youthjobs.gov.on.ca>
Youth Opportunities Ontario- <http://www.youthjobs.gov.on.ca>
Monster.ca- <http://www.monster.ca>
Human Resources Development Canada- <http://www.on.hrdc-drhc.gc.ca>
Career Explorer (Bridges.com)-<http://on.cx.bridges.com>
Career Cruising- <http://www.careercruising.com>
Job Web Library – <http://jobweb.com>
Workplace Support Services Branch, Ministry of Training, Colleges and Universities- (416) 326-5800 or Web:<http://www.edu.gov.on.ca/eng/training/apprenticeship/appren.html>
The Canadian Construction Association-(613)236-9455; web-www.cca-acc.com
Canadian Labour Congress – National Union Directory, web-www.union-label.com/national/directory
Ontario Federation of Labour – web-www.ofl-fto.on.ca
Association of Interior Designers of Ontario – web-www.arido.on.ca
Professional Engineers of Ontario – web-www.peo.on.ca
Canadian Union of Public Employees – web-www.cupe.on.ca

Videos

Z-7000-Trades Work write to: Public Inquiries, Human Resources Development, 140 Promenade Portage, Phase IV, 0 Level, Ottawa-Hull, K1A OJ9
A & E , <http://store.aetv.com/cgi-bin/ae.storefront/957415883/Ext/Ssearch/UT/14/design/0/9> for videos listed below. (To order call 888-423-1212)
House Beautiful: Vibrant Design
House Beautiful: Flexible Living

Activity 1: Careers Related to Living Spaces and Shelter

Time: 14 hours

Description

Students will research careers and occupations related to living spaces and shelter. Questions relevant to career choice such as – How do I start my own business? What kind of courses do I need to get the job I want? What is the salary? Students gain an understanding of the wide variety of options available in this field through listening to the presentations given by their peers, and by reviewing the summaries provided during the presentations.

Strand(s) & Learning Expectations

Strand(s): Occupational Opportunities Related to Living Spaces and Shelter

Overall Expectations

OOV.01 – identify and describe occupational opportunities related to living spaces and shelter, and the career paths leading to them.
ASV.02 – demonstrate an understanding of the elements and principals of design relating to home environments.
ISV.01 – use appropriate social science research methods in the investigation of issues related to living spaces and shelter.
ISV.03 – use appropriate methods for organizing and interpreting data and analysing results.
ISV.04 – communicate the results of their inquiries effectively.

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Specific Expectations

OO1.01 – identify and describe building-related occupations (e.g., architect, civil or mechanical engineer, landscape designer, interior designer and decorator, builder, real estate agent, property manager, zoning by-law official, tradesperson).

OO1.02 – describe a career path for these occupations.

AS2.01 – describe the influence of several major international and Canadian architects (e.g., Mies van der Rohe, Frank Lloyd Wright, Buckminster Fuller, John C. Parkin, A.J. Diamond, George Baird).

ISI.03 – locate and access primary and secondary sources of information related to living spaces and shelter.

IS2.05 – organize information using headings and subheadings, according to the accepted format for social science research.

IS3.01 – record information and key ideas from their research and document sources accurately using appropriate forms of citation.

Prior Knowledge & Skills

Students have:

Knowledge of how to search the Internet for information

Computer skills

Communication skills

Planning Notes

The teacher should:

Visit the suggested websites (see Activity and Unit Resources)

Book computer time

Photocopy necessary appendix

Make sure poster paper and markers are available

Teaching/Learning Strategies

1. Students read a career-related article. One such article is provided in Appendix 1. Students describe ways in which the person(s) influenced shelter and living spaces.
2. Teacher lead discussion on how the job market works, the hidden job market, how people look for work and networking. See “Terms”- Appendix 2.
3. The teacher distributes a fact sheet explaining the National Occupational Classification.
4. Students using the websites- <http://www.hrdc-drhc.gc.ca/JobFutures>, and www.careerccc.org, list careers and occupations related to living spaces and shelter (e.g., architect, civil or mechanical engineer, landscape designer, interior designer and decorator, builder, real estate agent, property manager, zoning by-law official, tradesperson). If the internet is not available, the texts listed under resources may be used or brainstorming. Refer to Appendix 3. Write the names down of five occupations.
5. Results are then recorded on an overhead on Appendix 3(b) -Living Spaces and Shelter – Career Options or the careers maybe recorded on poster paper and displayed around the room.
6. As a class define transferable skills.
Brainstorm transferable skills you have learned in this course.

Numerical skills - for example, budgeting for appliances, furniture and mortgages

Communication skills - such as speaking in public while doing your presentation on a Canadian or International person who has influenced shelter and living spaces.

Leadership skills-making decisions; organizing; planning - for example, when moving into an apartment need to organize movers, elevator times

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Logical thinking -problem solving; investigating; analyzing such as is done when using the social science research methods in Family Studies

Helping Skills - co-operating; facilitating; counselling- used in group work in this course to create mind maps of career paths in Family Studies

Organizational Skills - managing information; scheduling such as when you work in a group to create an advertisement for a career related to Living Spaces and Shelter

Technical Skills - using computers for the internet research of career profiles in this unit; operating and maintaining equipment such as that which is required in a power point presentation for Canadian or international person in the field of Living Spaces and Shelter

Self-management Skills - maintaining health; learning

Being creative and innovative - performing; designing, for example, an electronic brochure in this unit to advertise a career related to Living Spaces and Shelter

7. The class defines career path
8. Students choose a career path in Living Spaces and Shelter and draw a mind map which illustrates the connecting jobs. Teacher may choose to post these.
9. Students create career or occupation profile using the template provided in Appendix 4. One profile per student is used.
10. These profiles can then be photocopied and handed out to the class.
11. Students are given a copy of the Employability Skills 2000+ Appendix 5. They are asked to highlight the skills learned in the course that will benefit the career related to Living Spaces and Shelter which they chose to research. These findings are then shared with the class.
12. Students create an advertisement. They will take on the role of a graphic artist and will create an advertisement for a career or occupation related to Living Spaces and Shelter. Using the information from the profiles that were distributed, or a new one approved by the teacher, create an electronic brochure, poster, television or radio ad that is informative yet creative.
13. Present the advertisement to the class.
14. Students write a profile on one Canadian or international person (e.g.,Mies Van der Rohe, Frank Lloyd Wright, Buckminster fuller, John C. Parkin, A.J. Diamond, George Baird) in their field of study. They are to include a biographical section and also describe ways in which the person influenced shelter and living spaces. Students could prepare a power point presentation. Completed projects will be presented to the class. Note: The research portion of this unit is designed to be completed at this point in the course. It is suggested that students present their findings throughout the remainder of the course, e.g. on a weekly basis, as the careers related to the expectations being explored at that particular time.
15. Reflection Journal - Potential Career Choices for You Related to Living Spaces and Shelter. Students relate their learnings in this unit to their own personal career plans. They should examine their skills and consider how these skills could be applied to a career in housing/shelter related occupations.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
Mind Map	Teacher Feedback	Formative	Thinking/Inquiry
Career Profile	Criterion-referenced checklist	Formative	Knowledge/Understanding
Advertisement	Rubrics	Summative	Knowledge/Understanding Communication
Profile	Rubrics	Summative	Knowledge/ Understanding Thinking/ Inquiry Communication
Reflective Sheet	Rubric	Summative	Communication

Accommodations

- Groups may be predetermined in order to meet the needs of all students
- Peer tutors may be assigned to assist students with electronic search
- Students who have difficulty in transferring research into written form may choose to make an oral presentation to the class
- Students may use a digital camera or video camera to create their advertisement
- For enrichment, students present their ad and profile before a Careers class
- Students research the role of volunteering, job shadowing, job internship, part-time jobs, co-operative education, apprenticeships, and entrepreneurship in gaining a career in living spaces and shelter. Students can participate in a work experience project. Ensure that Board procedures are followed.
- Consider accommodations for ESL students
- Consider Special Education accommodations required to meet the needs of exceptional students (IEP)

Appendix 1, Activity One, T/L 1

Article #1 is titled “Raymond Moriyama's Remarkable Teachers” and can be found in Professionally Speaking (Ontario College of Teachers), June 2001

This article is included under separate cover as a PDF file.

Appendix 2 Unit Two, Activity One, T/1 3

Terms - Occupational Opportunities Related to Living Spaces and Shelter

1. NOC - National Occupational Classification
 - classifies and describes more than 25,000 occupations in the Canadian labour market
2. Transferable Skills
 - skills that can be used in a variety of jobs
 - can be transferred from one job to another
 - can be used in different occupations
 - skills and experience can be applied in more than one way
 - example: a skill you've learned in this course is communication. Speaking in public is a transferable skill.
3. Career Path
 - that which one follows to get to another job or responsibility
4. The Hidden Job Market
 - most jobs are not advertised
 - jobs related to Living Spaces and Shelter often are not advertised
 - publicized internally, through word of mouth, etc.
 - direct contact with employers is best way to find job
5. Networking
 - getting to know as many people as possible when you are looking for a job
 - volunteer position or co-operative placement
 - can help you find a job
 - identify trends in the job market
6. Interpersonal Skills
 - communication, teamwork, effective relationships, social skills
7. Alternative Careers
 - career that requires similar skills, responsibilities, and status
 - a consideration when a person wants to change careers.

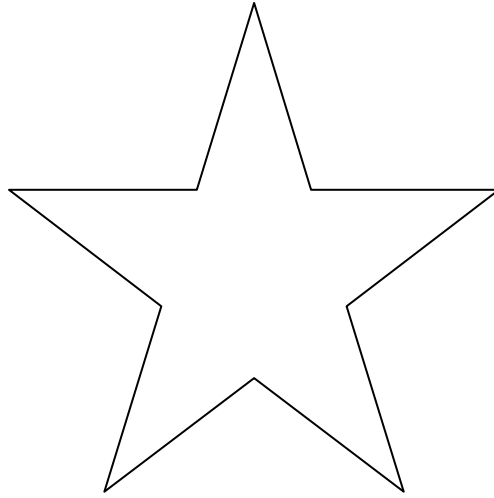
Appendix 3 Unit Two, Activity One T/L 4

Occupations Related to Living Spaces and Shelter

Architectural Draftsman
Architect
Textile Designer
Land Titles Examiner
Furniture Designer
Family Studies Teacher
Family Studies University/College Professor
Advertising Illustrator
Display Designer
Decorator
Interior Designer
Curator – Museums/Art Galleries – Related to Shelters
Ergonomic Equipment Designer
Upholsterer
Illustrator of new homes
Dry cleaner
Landscape Designer
Painter
Heating and Ventilation personnel
Salesperson
Solar Heating Engineer
Reporter/Journalist – Houses and Living Section
Zoning Bylaw Official
Television Personality – i.e., Martha Stewart
Property Manager
Editor of a Housing Magazine
Publisher of Self-Help books on Living Spaces and Shelter
Realtor or Real Estate Agent
Real Estate Lawyer
Urban Planner
Real Estate Assessor
Engineers – Mechanical, Electrical, Construction, etc.
Drywall Installer and Finisher
Electrician
Plumber
Crane Operator
Carpenter
Roofer
Welder
Sheet Metal Worker

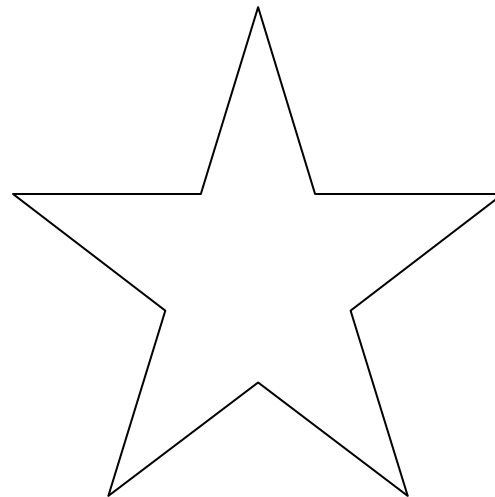
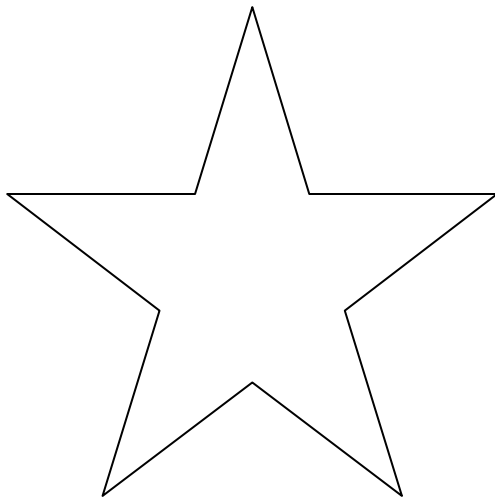
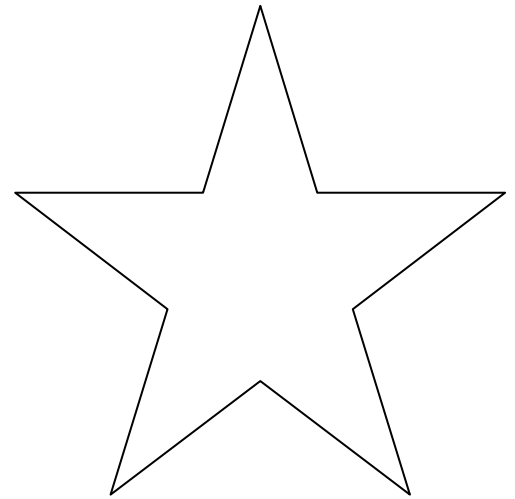
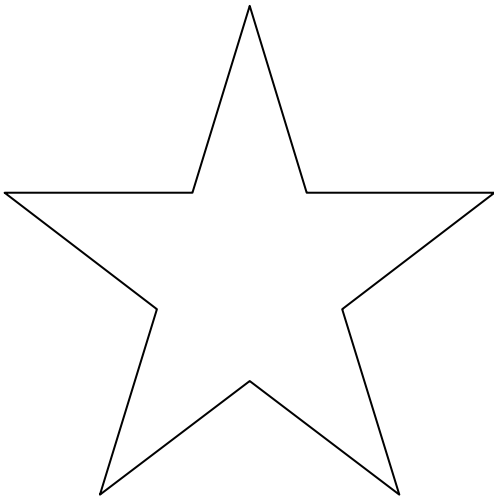
What other occupations can you add to this list?

Appendix –3(b) Unit Two, Activity One T/L 5



**Living Spaces and
Shelter**

Occupations



1. Record five of your favourite occupations in the stars provided.
2. Highlight the occupation you are most interested in.

Appendix 4 Unit Two, Activity One T/L 9
Template for Career Profile Related to
Living Spaces and Shelter

Sources of Information:

Career or Occupation:
Relevant High School Subjects:
Related Occupations:
Job Description – Functions/Responsibilities:
Working Conditions:
Employed By: (Organizations or Institutions):
Skill Requirements: (Personality and Employability Skills):

Qualifications: (Education and Experience):
Average Salary:
Career Path:
Future Trends:

Appendix 5 Unit Two, Activity One T/L 11

Employability Skills 2000+

The skills you need to enter, stay in, and progress in the world of work – whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

<p>Fundamental Skills The skills needed as a base for further development</p>	<p>Teamwork Skills The skills and attributes needed to contribute productively</p>	<p>Personal Management Skills The personal skills, attitudes and behaviours that drive one’s potential for growth</p>
<p>You will be better prepared to progress in the world of work when you can:</p> <p>Communicate</p> <ul style="list-style-type: none"> • read and understand information presented in a variety of forms (e. g., words, graphs, charts, diagrams) • write and speak so others pay attention and understand • listen and ask questions to understand and appreciate the points of view of others • share information using a range of information and communications technologies (e. g., voice, e- mail, computers) • use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas <p>Manage Information</p> <ul style="list-style-type: none"> • locate, gather and organize information using appropriate technology and information systems • access, analyze and apply knowledge and skills from various disciplines (e. g., the arts, languages, science, technology, mathematics, social sciences, and the humanities) 	<p>You will be better prepared to add value to the outcomes of a task, project or team when you can:</p> <p>Work with Others</p> <ul style="list-style-type: none"> • understand and work within the dynamics of a group • ensure that a team’s purpose and objectives are clear • be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group • recognize and respect people’s diversity, individual differences and perspectives • accept and provide feedback in a constructive and considerate manner • contribute to a team by sharing information and expertise • lead or support when appropriate, motivating a group for high performance • understand the role of conflict in a group to reach solutions • manage and resolve conflict when appropriate <p>Participate in Projects & Tasks</p> <ul style="list-style-type: none"> • plan, design or carry out a project or task from start to finish with well- defined objectives and outcomes 	<p>You will be able to offer yourself greater possibilities for achievement when you can:</p> <p>Demonstrate Positive Attitudes & Behaviours</p> <ul style="list-style-type: none"> • feel good about yourself and be confident • deal with people, problems and situations with honesty, integrity and personal ethics • recognize your own and other people’s good efforts • take care of your personal health • show interest, initiative and effort <p>Be Responsible</p> <ul style="list-style-type: none"> • set goals and priorities balancing work and personal life • plan and manage time, money and other resources to achieve goals • assess, weigh and manage risk • be accountable for your actions and the actions of your group • be socially responsible and contribute to your community <p>Be Adaptable</p> <ul style="list-style-type: none"> • work independently or as a part of a team • carry out multiple tasks or projects • be innovative and resourceful: identify and suggest alternative

<p>Use Numbers</p> <ul style="list-style-type: none"> • decide what needs to be measured or calculated • observe and record data using appropriate methods, tools and technology • make estimates and verify calculations <p>Think & Solve Problems</p> <ul style="list-style-type: none"> • assess situations and identify problems • seek different points of view and evaluate them based on facts • recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem • identify the root cause of a problem • be creative and innovative in exploring possible solutions • readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions • evaluate solutions to make recommendations or decisions • implement solutions • check to see if a solution works, and act on opportunities for improvement 	<ul style="list-style-type: none"> • develop a plan, seek feedback, test, revise and implement • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project • adapt to changing requirements and information • continuously monitor the success of a project or task and identify ways to improve 	<p>ways to achieve goals and get the job done</p> <ul style="list-style-type: none"> • be open and respond constructively to change • learn from your mistakes and accept feedback • cope with uncertainty <p>Learn Continuously</p> <ul style="list-style-type: none"> • be willing to continuously learn and grow • assess personal strengths and areas for development • set your own learning goals • identify and access learning sources and opportunities • plan for and achieve your learning goals <p>Work Safely</p> <ul style="list-style-type: none"> • be aware of personal and group health and safety practices and procedures, and act in accordance with these
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The Conference Board of Canada

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 Fax (613) 526- 4857
 Internet: www. conferenceboard. ca/nbec

Credit: Employability Skills 2000+ Brochure 2000 E/F (Ottawa: The Conference Board of Canada)

Unit 3: Considerations in Acquiring Shelter

Support Materials for Course Profile

Living Spaces and Shelter, Grade 11, Open Level, HLS30

Time: 20 hours

Unit Developer: Jane Witte

Unit Description:

The ways in which living spaces and shelter meet the varying needs of individuals and families are considered. Students use knowledge gained in Unit 1 to help them make informed decisions regarding shelter at various life stages of individuals and families. An understanding of the legal, economic, and social considerations involved in acquiring shelter is gained. An analysis of considerations involved in acquiring shelter and trends influencing shelter is undertaken.

Strand(s) & Learning Expectations

Strand(s): Considerations in Acquiring Shelter and Designing Living Spaces, Shelter for Everyone, Research and Inquiry Skills

Overall Expectations: ASV.01, SEV.02, ISV.01, ISV.02, ISV.04

Specific Expectations: AS1.01, AS1.02, AS1.03, AS1.04, AS1.05, AS1.06, SE1.04, IS1.01, IS1.02, IS1.03, IS2.01, IS2.02, IS2.04, IS2.06, IS3.02

Unit Planning Notes

Teachers should:

Prepare case studies for activity 1.

Investigate websites on creating surveys and questionnaires for activity 2.

Prepare handout package for activities 2 and 3.

Locate appropriate video, and computer resources and check out Internet sites for activity 3.

Investigate speakers and contacts for activity 4.

Teacher Awareness

- Be sensitive to the gender, ethno-cultural, socio-economic and religious diversity within the class in the selection and preparation of resources.
- Be aware of the various types of shelter available in the community.
- Be sensitive to the fact that not all of their students have similar resources available for housing.
- Be sensitive to the fact that not all of their students live in similar housing situations.
- Be sensitive to students' feelings about their living spaces.
- Consider Special Education accommodations required to meet the needs of exceptional students (IEP).
- If your school has "Cable In The Classroom," record programs for classroom use (e.g., WTN, TLC, HGTV, TVO, etc.), which would enrich this unit.

Unit Synopsis Chart

Activity	Expectations	Assessment	Tasks
1 4 hours	ASV.01, ISV.02, AS1.06, IS1.02	Knowledge/ Understanding Thinking/ Inquiry Communication	Students read text and make notes on factors influencing shelter decisions regarding type of accommodation, style of accommodation, neighborhood and community. Students read case studies and make shelter decisions for a individual/family. Students present information to the class.
2 5 hours	ASV.01, ISV.01, ISV.01, ISV.04, AS1.01, IS1.01, IS1.03, IS2.01, IS2.02, IS2.04, IS2.06, IS3.02	Thinking/ Inquiry Application Communication	Lesson on factors to consider when allocating funds for shelter needs. Students develop a questionnaire, implement it, tabulate the results, consider factors that could influence results, and present their findings.
3 6 hours	ASV.01, AS1.02, AS1.03, AS1.04	Knowledge/ Understanding	Lesson on renting. View video. Students find an appropriate rental unit for a case study. Lesson on purchasing shelter. Lesson on mortgages. Students find an appropriate property for sale for the case study, and use the internet to find the best mortgage deal for the purchase of shelter. Students write a report on whether purchasing or renting is the best option for their case study and why.
4 5 hours	ASV.01, SEV.02, AS1.05, SE1.04	Knowledge/ Understanding Thinking/ Inquiry	Brainstorm. Group work to organize speakers. Completion of worksheets. Unit test.

Resources

Both general and specific resources for the unit are listed.

Periodicals

Canadian Living Magazine

Chatelaine

Maclean's

New Homes and Condos for Sale

Resale Homes and Condos for Sale

The Real Estate Book

Support Materials for Course Profile

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Texts

- Astor B., and Childley, J. *Buying Your First Home for Canadians*. CDG Books, 2000. ISBN 1894413245.
- Bayne, M., Ioannou, T., and Yano, W. *Buying and Selling A Home for Canadians for Dummies*. CDG Books, 2000. ISBN 1894413067.
- Burkett, L. and Strauss, E. *Renting Your First Apartment*. Moody Press, 2000. ISBN 0802409814.
- CMHC. *Glossary of Housing Terms*. 1997. Order number 1165E
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- Lewis, Evelyn L. and Carolyn S. Turner. *Housing Decisions*. USA: Irwin Publishing, 2000. ISBN 1-56637-6513
- McDougall, B., and O'Hara, S. *The Complete Idiot's Guide to Buying and Selling A Home in Canada*. Alpha Books, 2000. ISBN 013089761.
- Murvang, J and C. *The Home Design Handbook: The Essential Planning Guide for Building, Buying or Remodelling A Home*. Henry Holt Company, 1995. ISBN 0805018336
- Sherwood, Ruth F. *Homes Today and Tomorrow*. Peoria, IL: Glencoe/McGraw-Hill, 1997. ISBN 0-02-642846-6

Websites

- Canada Mortgage and Housing Corporation (CMHC) – <http://www.cmhc-schl.gc.ca>
- Canada Trust – <http://www.canadatrust.com>
- Canadian Living Magazine – <http://www.canadianliving.com>
- Chatelaine Magazine – <http://www.chatelaine.com>
- Cooperative Housing in Canada – <http://www.unesco.org>
- Designing Questionnaires in 12 Steps – www.web.com/ygouren/quest12.htm#12steps
- Government of Ontario, Ministry of Municipal Affairs and Housing webpage – <http://www.mah.gov.on.ca>
- Habitat For Humanity – <http://www.habitat.org>
- MLS Canada Website – <http://www.mls.ca/mls/home/asp>
- National Film Board of Canada – <http://www.nfb.ca>

Support Materials for Course Profile

Living Spaces and Shelter, Grade 11, Open Level, HLS30

New Homes and Condos for Sale – <http://www.newhomesandcondos.com>
The Ontario Mortgage Action Centre – <http://www.omac-mortgages.com>
Presidents Choice Financial Services – <http://www.preschoicefinancial.com>
Questionnaires – www2hn.psu.edu/faculty/jmanis/quest_1.htm
The Real Estate Book – <http://www.realestatebook.com>
Royal Bank – <http://www.royalbank.com>
Royal LePage Canada Website – <http://www.royallepage.ca>
Survey Research Tools – www.ncs.com/ncscorp/research/surveytools.htm
The Toronto Dominion Bank Website – <http://www.tdbank.ca/mortgages>
Wording Your Survey – www.ncs.com/ncscorp/research/95-7.htm

Audio Video

Apartment Renting 101. Films for the Humanities and Social Sciences. 30 min. Order number BVL8577

Furniture: A Buyer's Guide. Learning Seed. 20 min. Order number 184

Home Energy Management. Union Gas.

The Home Team Advantage. Toronto Dominion Bank and Remax

User Friendly Budgeting. McIntyre Media, 1997. 13 min. Order number 200094-61W8

Software

CMHC. *Affordability*. CD-ROM. Order number SE 004

CMHC. *Buy or Rent Decision Model*. 7358E

Activity 1: Selecting Shelter

Time: 240 minutes

Description

Students will gain an understanding of how personal and/or family circumstances and values influence the selection of the type of accommodation, style of accommodation, neighbourhood, and community.

Strand(s) & Learning Expectations

Strand(s): Considerations in Acquiring Shelter and Designing Living Spaces, Research and Inquiry Skills

Overall Expectations

ASV.01 · identify legal, economic, and social considerations involved in acquiring and financing a home;

ISV.02 · correctly use terminology specifically associated with living spaces and shelter.

Specific Expectations

AS1.06 – summarize the criteria derived from personal and/or family circumstances and values that are used in selecting a type of accommodation, a style of accommodation, a neighbourhood, and a community.

IS1.01 – demonstrate an understanding of the methods used to study living spaces and shelter.

Prior Knowledge & Skills

Students have:

Group work skills;

Skills in recording and communicating findings to the class.

Knowledge of factors influencing shelter needs gained in Unit 1.

Support Materials for Course Profile

Living Spaces and Shelter, Grade 11, Open Level, HLS30

Planning Notes

The teacher should:

- Teacher should gather magazines for cutting and other supplies for the creation of collages in (T/L S 2).
- Create a series of case studies that depict differing personal/family circumstances and values. (T/L S 5) see Appendix 1 for examples
- Prepare assessment tools to be distributed to the students with the assignment.

Teaching and Learning Strategies

1. The teacher teaches a Socratic lesson on the various types of accommodation, styles of accommodation, neighbourhoods and communities. Students make notes for future reference.
2. Students create a collage. The collage will represent:
 - various types of accommodations
 - various styles of accommodations
 - various neighbourhoods
 - various communities.
3. The teacher leads a class discussion about how the composition of family groupings impacts on the shelter that they live in. Teacher and students discuss the various criteria that influence shelter decisions regarding:
 - type of accommodation,
 - style of accommodation
 - neighbourhood
 - community
4. Students will read the section in an appropriate text outlining factors influencing the selection of shelter; they will make point form notes on this information in their notebooks.
5. In small groups students examine case studies depicting differing personal and family circumstances and values. See Appendix 1.
 - a) Students will create a profile of their case study that discusses the following
 - size
 - composition
 - apparent values shown
 - needs etc.
 - b) Students will create a list of criteria to be considered in the shelter decision for the family.
 - c) Students will make suggestions, with justifications, for appropriate shelter for the family, including: type of accommodation, style of accommodation, neighbourhood, and community best suited for this family.
 - d) Students will present this information to the rest of the class in the form of a poster.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
Collage (T/L S 2)	Criterion referenced marking scheme.	Formative	K/U
Point form notes (T/L S 4) Appendix Two	Criterion referenced checklist	Formative	K/U
Poster (T/L S 5)	Criterion referenced marking scheme	Summative	T/I, C

Support Materials for Course Profile

Living Spaces and Shelter, Grade 11, Open Level, HLS30

Accommodations

- Main ideas and new information should be mapped out and organized via charting, blocking, graphing, categorization, paraphrasing, and highlighting.
- The teacher provides templates for note taking for students with special needs.
- Students use a scanner, digital camera or computer graphics program as technical aids.
- Groups may be predetermined in order to meet the needs of all students.
- A range of materials should be offered in any language-based activity.
- Whenever possible, vocabulary lists should be made available.
- Context clues and related vocabulary should be discussed.
- Reading material should be the subject of follow up to clarify students' difficulties.
- As an alternative to the poster in T/L S 2, students may create a visual essay.
- For enrichment, or as an alternative to T/L S 2, students may make an electronic presentation to show the types and styles of shelter and neighbourhoods and communities.
- For enrichment, or as an alternative to T/L S 5, students may write and implement a questionnaire in order to understand the criteria for shelter selection of different groups in their broader community.

Resources

Periodicals

Canadian Living Magazine

Chatelaine

Maclean's

New Homes and Condos for Sale

Resale Homes and Condos for Sale

The Real Estate Book

Texts

CMHC. *Glossary of Housing Terms*. 1997. Order number 1165E

Lewis, Evelyn L. and Carolyn S. Turner. *Housing Decisions*. USA: Irwin Publishing, 2000. ISBN 1-56637-6513

Sherwood, Ruth F. *Homes Today and Tomorrow*. Peoria, IL: Glencoe/McGraw-Hill, 1997. ISBN 0-02-642846-6

Appendix

Appendix 1

Activity 2: Financing Shelter: Income allocation

Time: 300 minutes

Description

Students will use their research skills to develop and implement a survey/questionnaire to come to understand the factors to consider when allocating a portion of income to meet shelter needs. Considerations include: amount and stability of income; age of family members; size of family; values; goals; and available shelter options. Students will communicate their findings to their classmates.

Strand(s) & Learning Expectations

Strand(s): Considerations in Acquiring Shelter and Designing Living Spaces, Research and Inquiry Skills

Overall Expectations

ASV.01 · identify legal, economic, and social considerations involved in acquiring and financing a home;

ISV.01 · use appropriate social science research methods in the investigation of issues related to living spaces and shelter;

ISV.02 · correctly use terminology specifically associated with living spaces and shelter;

ISV.04 · communicate the results of their inquiries effectively.

Specific Expectations

AS1.01 – identify the proportion of income to be allocated for shelter needs, based on the amount and stability of income, age of family members, size of family, values and goals, and available shelter options;

IS1.01 – demonstrate an understanding of the methods used to study living spaces and shelter;

IS1.03 – locate and access primary and secondary sources of information related to living spaces and shelter.

IS2.01 – pose appropriate research questions to frame their inquiries;

IS2.02 – summarize the main points of information gathered from reliable research sources;

IS2.04 – use graphs and charts to organize quantitative research effectively;

IS2.06 – evaluate the validity and reliability of information gathered through their research;

IS3.02 – effectively communicate the results of their inquiries, using a variety of methods and forms.

Prior Knowledge & Skills

Students have:

Group work skills;

- Skills in recording and communicating findings to the class.
- Skills in working with computers

Planning Notes

The teacher should:

- Prepare detailed lesson plan and accompanying handouts on developing questionnaires, tabulating questionnaires, factors influencing the results of questionnaires, and communicating the results of the research.
- Provide students with examples of good quality questionnaires.
- Book time in the computer lab for tabulating results and preparing charts and graphs.

Teaching and Learning Strategies

1. The teacher leads a class discussion on the factors that affect the amount of income to be allocated to shelter needs. Factors to consider include amount and stability of income, age of family member, size of family, values and goals, and available shelter options. Students receive teacher prepared handouts to accompany lesson.
2. Teacher teaches a lesson on developing a questionnaire. Students receive teacher prepared handouts to accompany lesson.
3. In small groups, students develop a hypothesis about income and then develop questions for a survey about the amount of income to be allocated to shelter needs. Each student is responsible for developing a series of questions and following through with these questions for the duration of the project. Students must consider the factors listed in T/L S 1.
4. Teacher reviews and approves the student's questions.
5. Teacher teaches a Socratic lesson on administering questionnaires, students receive handout to accompany the lesson.
6. Each member of the group must administer 5 questionnaires.
7. Teacher teaches a Socratic lesson on tabulating results of questionnaires. Students receive teacher prepared handouts teacher discusses the handout with students. Students access computer software if available.
8. Students tabulate the results of their questionnaires.
9. Class brainstorms ways in which bias and other factors that can influence the results of surveys and questionnaires. Students receive teacher prepared handouts to accompany lesson.
10. Students consider the factors that could have influenced their results; they write a summary of these factors and how they feel that they have influenced their results.
11. Teacher teaches a lesson on how to graph and chart results. Students receive teacher prepared handouts to accompany lesson. Access computer software if available.
12. Teacher and student negotiate the type of graphic presentation of results of their questionnaires to use.
13. The package including the questionnaire, tabulated results, summary of factors that influenced the results, and the display of results is first presented to the class, then put together and handed in for evaluation.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
Questionnaire package and presentation (T/L S 13)	Rubric	Summative	T/I, A, C

Accommodations

- Main ideas and new information should be mapped out and organized via charting, blocking, graphing, categorization, paraphrasing, and highlighting.
- Groups may be predetermined in order to meet the needs of all students.
- A range of materials should be offered in any language-based activity.
- Whenever possible, vocabulary lists should be made available.
- Context clues and related vocabulary should be discussed.

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- Reading material should be the subject of follow up to clarify students' difficulties.
- Students may be provided with a peer tutor.
- If access to computers is not readily available students may do calculations and charts and graphs by hand.

Resources

Texts

Lewis, Evelyn L. and Carolyn S. Turner. *Housing Decisions*. USA: Irwin Publishing, 2000. ISBN 1-56637-6513

Sherwood, Ruth F. *Homes Today and Tomorrow*. Peoria, IL: Glencoe/McGraw-Hill, 1997. ISBN 0-02-642846-6

Websites

Designing Questionnaires in 12 Steps – www.web.com/ygouren/quest12.htm#12steps

Questionnaires – www2hn.psu.edu/faculty/jmanis/quest_1.htm

Survey Research Tools – www.ncs.com/ncscorp/research/surveytools.htm

Wording Your Survey – www.ncs.com/ncscorp/research/95-7.htm

Activity 3: Financing Shelter: Options

Time: 360 minutes

Description

The ways in which to acquire shelter will be explored in this activity. Students will gain an understanding of the steps involved in acquiring shelter, (renting and buying). Various options for financing shelter will be considered. The acquisition of furniture will be discussed.

Strand(s) & Learning Expectations

Strand(s): Considerations in Acquiring Shelter and Designing Living Spaces

Overall Expectations

ASV.01 · identify legal, economic, and social considerations involved in acquiring and financing a home.

Specific Expectations

AS1.02 – identify the steps involved in renting, buying, and furnishing a house or a unit in a multiple dwelling;

AS1.03 – identify various options for financing the purchase of a home, condominium, or other type of dwelling;

AS1.04 – identify the costs associated with living in a household.

Prior Knowledge & Skills

Students have:

- Group work skills.
- Skills in recording and communicating findings to the class.
- Skills in working with computers and an understanding of how to use the Internet to access a website.

Planning Notes

The teacher should:

- Obtain copies of newspapers, magazines, real estate booklets, for rent booklets etc. for

Support Materials for Course Profile

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student use.

- Check Internet sites for rental properties, new home properties and resale properties.
- Obtain copies of lease agreements T/L S 1.
- Create profiles of individuals seeking shelter for students to use in T/L S 3, 8, and 10. *Ensure* that the profiles represent a wide variety of circumstances.
- Obtain copies of offer to purchase agreements T/L S 5.
- Obtain copies of mortgage agreements, and check out Internet sites where mortgage information is available T/L S 7 and 8.
- Book time in the computer lab with Internet access T/L S 7 and 8.
- Preview video and prepare accompanying worksheet. T/L S 11.

Teaching and Learning Strategies

1. Students view a video on renting an apartment and complete accompanying worksheet.
2. In small groups students will create guidelines for renting. Guidelines should include the following:
 - looking for rental accommodation
 - inspecting a rental accommodation
 - factors to consider when signing a lease agreement
 - leases terms and conditions.Students will use information gained in the video, their text, pamphlets, internet sites etc. Each group will prepare a handout for distribution to the class.
3. In groups of two or three, students will be given a profile of individuals or families seeking shelter, which includes factors to consider which were discussed in Activity 1. Students will:
 - a) Look for a rental property, which is suitable for the family in their profile, in newspapers, rental booklets, or on the Internet.
 - b) Choose an appropriate property.
 - c) Justify their choice according to the factors discussed.
 - d) Write a one-page justification.
 - e) Teacher has the students brainstorm all the costs associated with living in a rental property, students make note of this in their notebooks for future use. Teacher ensures that all essential costs are considered. A master list is compiled on the overhead or blackboard.
4. Teacher will teach a lesson on purchasing a home including some of the following topics:
 - Looking for a property.
 - The role of a real estate agent.
 - Looking for a real estate agent.
 - Contracts with real estate agents.
 - Having property inspected.
 - Buyer beware items to consider when purchasing a home.
 - Buying new construction versus buying an existing property.
 - Offers to purchase and conditions.
 - Role of a real estate lawyer.
 - Cost of moving.
5. A guest speaker will be invited into the classroom to speak about mortgages including the following topics:
 - Where to get a mortgage, (e.g., banks, credit unions, mortgage broker).
 - Qualifying for a mortgage.
 - Terms relating to mortgages, (e.g., amortization, term, interest rates, payment frequency, open mortgages, closed mortgages, etc.).
 - Comparing mortgage options.

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6. Class works in the computer lab to search out mortgages and options on the internet. Students will be responsible to find a mortgage for \$100 000.00 at 4 different institutions and compare the costs associated with each choice.

Institution	Amortization	Term/interest rate	Payment frequency	Cost	Total interest paid

7. In the same groups as in T/L S 3, students will:
- Look for a property, which is suitable for the individuals or family in their profile, in the newspaper, rental booklets, or on the Internet
 - Find a mortgage amount that the individuals or family qualifies for.
 - Justify their choice according to the factors discussed.
 - Write a one-page justification.
8. Students brainstorm a list of basic furnishings and equipment needed for a shelter.

Room	Kitchen	Living room/ family room	Bathroom	Bedroom
Furnishings				
Equipment				

As a class students come up with a standard list on overhead or blackboard.

9. Teacher leads a class discussion options available for furnishing and equipping a shelter.
10. Students view video on buying furniture and complete worksheet.
11. Students price out the list of furnishings and equipment. A comparison of total costs is done, and students discuss with the teachers ways in which to reduce the cost of furnishing and equipping a shelter. Students write a one-page summary of ways in which to reduce the cost of furnishing and equipping a shelter.
12. Students consider that costs associated with living in both types of accommodations, rented and purchased and write a one page opinion paper as to which type of accommodation is best suited for the individuals or family in their profile.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
Rental property assignment T/L S 3	Criterion referenced marking scheme	Summative	K/U
Mortgage comparison assignment T/L S 7 Appendix 3	Criterion referenced checklist	Formative	K/U

Purchase property assignment T/L S 8	Criterion referenced marking scheme	Summative	K/U
Summary of cost of furnishing and equipping shelter T/L S 12	Criterion referenced checklist	Summative	K/U
Opinion paper T/L S 13	Criterion referenced marking scheme	Summative	K/U

Accommodations

- Main ideas and new information should be mapped out and organized via charting, blocking, graphing, categorization, paraphrasing, and highlighting.
- The teacher provides templates for note taking for students with special needs.
- Groups may be predetermined in order to meet the needs of all students.
- Students may be provided with a peer tutor.
- A range of materials should be offered in any language-based activity.
- Whenever possible, vocabulary lists should be made available.
- Context clues and related vocabulary should be discussed.
- Reading material should be the subject of follow up to clarify students' difficulties.
- For enrichment, students can choose a career that they feel they would enjoy and would have the qualifications for. Students determine a starting salary using this as a basis they can find suitable accommodation for themselves when they begin their working life.

Resources

Periodicals

Canadian Living Magazine

Chatelaine

Maclean's

New Homes and Condos for Sale

Resale Homes and Condos for Sale

The Real Estate Book

Texts

Astor B., and Childley, J. *Buying Your First Home for Canadians*. CDG Books, 2000. ISBN 1894413245.

Bayne, M., Ioannou, T., and Yano, W. *Buying and Selling A Home for Canadians for Dummies*. CDG Books, 2000. ISBN 1894413067.

Burkett, L. and Strauss, E. *Renting Your First Apartment*. Moody Press, 2000. ISBN 0802409814.

Causey, K. *The Insider's Guide to Buying Home Furnishings*. Home Décor Press, 1996. ISBN 1888229217.

Davis, A., and Schaffman, P. *The Home Environmental Checklist: 50 Environmental Questions to Ask When Buying, Selling or Maintaining a Home*. Henry Holt Company, 1995. ISBN 080504177X

Support Materials for Course Profile

Living Spaces and Shelter, Grade 11, Open Level, HLS30

Century 21 Staff. *Century 21 Guide to Buying Your First Home*. Dearborn Trade, 1997. ISBN 0793124247.

Gray, Douglas. *Canadian Home Buying Made Easy*. McGraw Hill Ryerson, 2000. ISBN 0075529009.

Irwin, R. *Tips and Traps When Buying A Home*. McGraw Hill Ryerson, 1996. ISBN 0070328846.

Kerr, M. and Kurtz, J. *Buying and Selling a Home in Canada*. John Wiley and Sons, 2000. ISBN 0471645648.

Lewis, Evelyn L. and Carolyn S. Turner. *Housing Decisions*. USA: Irwin Publishing, 2000. ISBN 1-56637-6513

McDougall, B., and O'Hara, S. *The Complete Idiot's Guide to Buying and Selling A Home in Canada*. Alpha Books, 2000. ISBN 013089761.

Murvang, J and C. *The Home Design Handbook: The Essential Planning Guide for Building, Buying or Remodelling A Home*. Henry Holt Company, 1995. ISBN 0805018336.

Sherwood, Ruth F. *Homes Today and Tomorrow*. Peoria, IL: Glencoe/McGraw-Hill, 1997. ISBN 0-02-642846-6

Audio Video

Apartment Renting 101. Films for the Humanities and Social Sciences. 30 min. Order number BVL8577

Furniture: A Buyer's Guide. Learning Seed. 20 min. Order number 184

User Friendly Budgeting. McIntyre Media, 1997. 13 min. Order number 200094-61W8

Software

CMHC. *Affordability*. CD-ROM. Order number SE 004

CMHC. *Buy or Rent Decision Model*. 7358E

Microsoft Works – Money Management – Cash Flow Statement, Home Inventory, Money Management, and Mortgage and Loan Analysis

Websites

Canada Mortgage and Housing Corporation (CMHC) – <http://www.cmhc-schl.gc.ca>

Canada Trust – <http://www.canadatrust.com>

Canadian Living Magazine – <http://www.canadianliving.com>

Chatelaine Magazine – <http://www.chatelaine.com>

Cooperative Housing in Canada – <http://www.unesco.org>

MLS Canada Website – <http://www.mls.ca/mls/home/asp>

New Homes and Condos for Sale – <http://www.newhomesandcondos.com>

The Ontario Mortgage Action Centre – <http://www.omac-mortgages.com>

Presidents Choice Financial Services – <http://www.preschoicefinancial.com>

The Real Estate Book – <http://www.realestatebook.com>

Royal Bank – <http://www.royalbank.com>

Royal LePage Canada Website – <http://www.royalpage.ca>

The Toronto Dominion Bank Website – <http://www.tdbank.ca/mortgages>

Support Materials for Course Profile

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Activity 4: Acquiring Shelter: Legal Considerations

Time: 300 minutes

Description

This activity will help students to understand the legal terminology and documents associated with the acquisition of shelter. The laws and regulations relating to shelter (e.g., zoning, pollution, ownership and maintenance of property, building and development, and energy conservation and waste management) will be explored. A unit test will be given at this point.

Strand(s) & Learning Expectations

Strand(s): Considerations in Acquiring Shelter and Designing Living Spaces, Shelter for Everyone

Overall Expectations

ASV.01 · identify legal, economic, and social considerations involved in acquiring and financing a home;

SEV.02 · identify the ways in which political, social, economic, and technological trends, as well as psychological factors, affect available types of shelter.

Specific Expectations

AS1.05 – demonstrate an understanding of legal terminology and of the types of documents associated with the various options for financing shelter;

SE1.04 – summarize the laws and regulations pertaining to such factors as zoning, pollution, and ownership and maintenance of property; building and development; expropriation; and conservation of energy.

Planning Notes

During this activity students will contact local representatives from their community to come into the school to speak during a session on shelter, this session could take place either in class for students of the course only, or at noon for all students in the school.

The teacher should:

- Arrange to have a representative of a local bank or credit union come into the class to discuss the various options for financing shelter.
- Arrange to have a local lawyer come into the class to discuss the legal terminology related to purchasing and renting shelter.
- Arrange to have a representative from the local municipality come into the class to discuss the laws and regulations pertaining to shelter in their community.
- Arrange to have representatives of local energy providing companies come into the class to discuss means of energy conservation.
- Arrange to have a facility large enough to provide display area for the presentations.

Teaching and Learning Strategies

1. Together the teacher and students brainstorm legal terminology and of:
 - a) the types of documents associated with the various options for financing shelter, as well as
 - b) laws and regulations pertaining to such factors as:
 - zoning
 - pollution
 - ownership and maintenance of property
 - building and development
 - expropriation
 - conservation of energy

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2. The class comes up with a list of people who would have information on the above.
3. In small groups, students choose one of the people on the list to contact to come into the school and present information on their topic. The local phone book could provide students with this information.

Each group is responsible to:

- a) Read appropriate section in text in order to have an understanding of the information each presenter could share with the students
- b) Make the contact with the presenter
- c) Inform the teacher of the set up needs of the presenter
- d) Pose questions of the presenter concerning their knowledge of shelter.
- e) Make a summary of information that the presenter offers to the class
- f) Create a worksheet for classmates to complete in order to get all necessary information from the presenter
- g) On the day of the presentation greet speakers as they come into the school and escort them to the place where they will do the presentation. Be available to assist the presenter if necessary.

All students are responsible to complete the worksheets provided and collect handouts from the presentors in order to have an understanding of the differing topics. Students will be responsible for this information on the unit test.

4. Students will write the unit test.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
Preparing worksheet for peers on topic T/L S 4	Criterion referenced marking scheme	Summative	K/U, T/I
Completing worksheets T/L S 5	Criterion referenced checklist	Formative	K/U
Unit test T/L S 6	Marking scheme	Summative	K/U, T/I, C, A

Accommodations

- Main ideas and new information should be mapped out and organized via charting, blocking, graphing, categorization, paraphrasing, and highlighting.
- The teacher provides templates for note taking for students with special needs.
- Groups may be predetermined in order to meet the needs of all students.
- A range of materials should be offered in any language-based activity.
- Whenever possible, vocabulary lists should be made available.
- Context clues and related vocabulary should be discussed.
- Reading material should be the subject of follow up to clarify students' difficulties.
- Students may need a peer tutor in order to assist them in completing the worksheets
- Students may be provided with a scribe when writing tests.
- As an alternative to the students arranging the speakers and writing the worksheets, the teacher may arrange the speakers individually and have students complete teacher prepared worksheets during the presentation. In this case some students may assist in the organization for purposes of enrichment.

Support Materials for Course Profile

Living Spaces and Shelter, Grade 11, Open Level, HLS30

Resources

Periodicals

Assorted pamphlets from local agencies and businesses

Canadian Living Magazine

Chatelaine

Local Newspaper

Local phone book

Maclean's

Texts

Lewis, Evelyn L. and Carolyn S. Turner. *Housing Decisions*. USA: Irwin Publishing, 2000. ISBN 1-56637-6513

Sherwood, Ruth F. *Homes Today and Tomorrow*. Peoria, IL: Glencoe/McGraw-Hill, 1997. ISBN 0-02-642846-6

Appendix

Appendix 1 Unit Three, Activity One, T/L 5

Case Studies

Case Study 1

Safa and Raza have been married for two years. Safa is employed at a bank as a loans account manager. She makes \$45,000.00 per year. Raza is a fire fighter with the city and earns \$50,000.00 per year. They are looking to move from their two-bedroom apartment downtown to a larger location. They both enjoy the convenience of living in the heart of the city, where they are close to all of the attractions the city has to offer. They both realize that they must consider their future. They plan to have children in the next five years and would like to live in a safe neighbourhood. They have strong family ties, and strong cultural ties to their community. Both sets of parents live in a community in the suburbs with strong cultural ties. They have extended family that often comes for long visits from other countries and feel it is time they had a place large enough to offer accommodation to these visiting relatives. Safa does not want a large financial commitment as she has seen what happens to people who over commit themselves financially.

Case Study 2

Derek and Kenisha are busy paying off school debts, their combined monthly school loan payments are \$650.00. Both are beginning teachers and make a combined income of \$70,000.00. While they enjoy going into the city for events and visiting their friends, they have to admit they prefer the slower pace of life offered outside of the city. They are afraid to make a large purchase at this time as their jobs are not stable and they were both laid off and rehired this past year. The stress of not knowing where their future income comes from worries them. They have one car, which they share. It is fully paid for; Shanille bought it during high school. It is ten years old, but very reliable. They know that it will not last forever though, and are attempting to put aside between \$200.00 and \$300.00 per month to save for a new vehicle. They both teach for the same

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board but are currently at opposite ends of the small town in which they live. There is a bus stop just outside of Derek's school, so they intend to look for a place on a main bus route. They are not interested in having children at the present time, that decision is five to ten years away, as they want to pay off their school debt and purchase a home before starting a family.

Case 3

Joe and Kim have been married for fifteen years. Joe works at a local car parts plant and Kim works as a clerk in a grocery store. They have three children ages 14, 12 and 10. All three are active in sports and other activities. They spend much time driving from their home in the country into the small town where the sporting events occur. The oldest child begins high school next year, and the 12 year old begins senior public school. The family is considering moving into town to reduce the strain all of the driving has put on them. The youngest child is not excited about moving, but the promise of a pool in the backyard and easy access to a park makes the move more appealing to her. Joe and Kim have built up \$80,000.00 in equity in their current home and have a combined income of \$70,000.00. Both of their vehicles are leased, they get a preferred rate as employees and thus the lease payments for both vehicles is a total of \$825.00 per month.

Case 4

Mary cannot seem to get caught up, let alone get ahead. The two-bedroom house she rents for her 8 year old son and herself is costing her more than she can afford. She pays \$700.00 per month plus utilities. As the house is old and heated with electricity her heating bills in the winter often soar to \$900.00 for the months of January, February, and March. She knows she needs to make a change, but is afraid that the only place she can afford will not be in a neighbourhood safe for single mothers. She wants her son to go to a good school and have access to the parks and recreation centers that he does now. She is an accounts clerk for a chartered accountant and makes \$36,000.00 per year. She has a leased car with payments of \$256.00 per month. She will not carry a credit card as she got into trouble five years ago, having paid off that debt she vowed never to go into unnecessary debt again.

Case 5

Serena and Joe have been married for 25 years. They have raised five children and now find their four-bedroom home too large and time consuming. Serena loves her garden, but finds it ties her down when she would rather be visiting her children. They have two grandchildren who live in other parts of the country, one in Calgary and the other in Montreal. The other three children are still in school, and Joe and Serena are finding that the costs of their tuition and rental accommodation are eating into their savings. Their home is valued at \$350,000.00 and is fully paid for. They are ready to sell the house and move to someplace smaller, which will still provide room for the children and grandchildren to come and visit. Joe retires in two more years from his position as a sales manager for a small firm; his pension income will be approximately \$36,000.00 per year. Serena has not worked full time since their first child was born twenty-four years ago, and is a part time clerk at a local office, she will not receive a pension income until she turns sixty-five in eight years. Both Serena and Joe are ready to do some traveling and don't want the commitment and upkeep of their current home.

Case Study 6

Matt is a single father. He knows it is time that he and his two-year-old son, Jake, move into their own place. His parents have helped him raise his son until this point, but he realizes that they need to be able to enjoy their retirement and in order to do this they must not feel tied to the child. He has enrolled Jake in a daycare center where he will be cared for from 7 a.m. until 6 p.m. each day. Matt works from 8:30 until 5:30 as an insurance adjuster so the hours of the daycare are convenient to his work hours. He would like to live in the suburbs near his parents as they would miss Jake too much if they moved too far away. He is looking for a good back yard with a nearby playground. He would also like to be close enough to a school that Jake could walk to school when he is older. Matt often brings work home, which he does when Jake is asleep and needs a good work space in his accommodation. Matt earns \$56,000.00 per year, has a car payment of \$450.00 per month, and a loan payment for schooling of \$350.00 per month. Daycare will cost \$1350.00 per month.

Case Study 7

Malika and Juan are new Canadians. They live in the city center. They both work at low paying jobs, total family income is \$36,000.00 per year. Juan works overtime whenever possible in order to earn extra money for the family. They have come to Canada in order to build a better future for their son Jose. They are very careful with their spending, and manage to save money every month. They have accumulated \$10,000.00 and are considering purchasing their own home. They believe that owning land is the first step towards the future they desire. Jose is seven years old. He will require surgery on his legs when he is a little older as he has severe bowing. Malika and Juan know that the doctors in Toronto are the best in the world and trust Jose to their care. At the current time Jose walks with a walker. At times he gets so tired that he must be pushed in a stroller. The apartment that they rent has no elevator and walking up and down the stairs is quite tiring for Jose.

Case Study 8

Fred and Ethel have been married for fifty-six years. Over the past few years, Fred has noticed that Ethel's memory is failing. She no longer remembers recent events, and seems to spend more time recalling the past. She often mistakes him for her brother or father. Recently she has begun to wander, trying to find places that are no longer in the neighbourhood. Fred worries that the house that they live in is no longer a safe place for Ethel. He wonders if he should consider moving into an apartment or a seniors residence. They live on a fixed income, and Fred would have to sell the house. Both of Fred and Ethel's children live in another city and Fred thinks that perhaps it is time to move closer to them for support.

Appendix 2 Unit Three, Activity One, T/L 4

Criterion Referenced Checklist Point Form Notes

Category	Criteria	Level 1	Level 2	Level 3	Level 4
Summarize criteria derived from personal/family circumstances and values that are used in selecting type of accommodation	<ul style="list-style-type: none"> • Understands relationships among concepts and principles 				
Summarize criteria derived from personal/family circumstances and values that are used in selecting style of accommodation	<ul style="list-style-type: none"> • Understands relationships among concepts and principles 				
Summarize criteria derived from personal/family circumstances and values that are used in selecting neighbourhood	<ul style="list-style-type: none"> • Understands relationships among concepts and principles 				
Summarize criteria derived from personal/family circumstances and values that are used in selecting community	<ul style="list-style-type: none"> • Understands relationships among concepts and principles 				

Comments/Next Steps:

Appendix 3 Unit Three, Activity 3, T/L 6

Criterion Referenced Checklist Mortgage Comparison Assignment

Category	Criteria	Level 1	Level 2	Level 3	Level 4
Identify various mortgage options for financing the purchase of a dwelling	<ul style="list-style-type: none"> • Understanding of concepts and principles • Understanding of relationship between concepts and principles 				

Comments/Next Steps:

Unit 4: Considerations in Designing Shelter

Time: 31 hours

Unit Developer: Jane Witte

Unit Description:

In this unit, students develop an appreciation and respect for the diversity of individuals, families, and the environment in which they live. Students become familiar with the elements and principles of design as they relate to shelter and living spaces. They come to understand ways in which products for shelter and living space can meet the diverse needs of individuals and families. An understanding is gained of factors that influence the purchase and maintenance of household furniture, appliances, equipment, and technologies. Students explore Canadian and global influences on design and trade in building materials related to shelter and living spaces.

Strand(s) & Learning Expectations

Strand(s): Considerations in Acquiring Shelter and Designing Living Spaces, Research and Inquiry Skills

Overall Expectations: ASV.02, ASV.03, SEV.02, ISV.02

Specific Expectations: AS2.02, AS2.03, AS2.04, AS2.05, AS2.06, AS3.01, AS3.02, AS3.03, SE2.04, IS2.02

Unit Planning Notes

Teachers should:

- Locate videos, texts and magazines to use as examples and suggestions for design concepts.
- Preview all videos prior to using in a classroom.
- Check out all Internet sites before using them with the students.
- Consider access to digital cameras and other specialized equipment well ahead of their intended use as advance booking will probably be required.

Teacher Awareness

- Be sensitive to the gender, ethno-cultural, and religious diversity within the class in the selection and preparation of resources.
- Be aware of the various types of shelter available in the community.
- Be sensitive to the fact that not all of their students have similar resources available for shelter.
- Be sensitive to the fact that not all of their students live in similar shelter situations.
- Be sensitive to students' feelings about their living spaces.
- Consider Special Education accommodations required to meet the needs of exceptional students (IEP).
- If your school has "Cable In The Classroom," record programs for classroom use (e.g., WTN, TLC, HGTV, TVO, etc.), which would enrich this unit.

Unit Synopsis Chart

Activity	Expectations	Assessment	Tasks
1 3 hours	ASV.03, AS3.01, AS3.02	Knowledge/ Understanding Thinking/Inquiry	Master list of furnishings and equipment is created. Students create a list for the case study family from unit 3, activity 1.
2 10 hours	ASV.02, ISV.02, AS2.03, AS2.06, IS2.02	Knowledge/ Understanding Application Communication	Lesson on elements and principles of design. Students create design cube. View video on interior design, complete worksheet. View presentation on exterior design, complete worksheet. Design project.
3 7 hours	ASV.03, SEV.02, AS3.03, AS2.04, SE2.04	Knowledge/ Understanding Thinking/Inquiry Communication	Lesson on floor plans. Arrange furnishing and equipment on floor plans. Pamphlet on criteria for choosing home furnishings and equipment and their care and maintenance. Search out new technologies for shelter. Decorate designed space.
4 7 hours	ASV.02, AS2.05	Knowledge/ Understanding Thinking/Inquiry Application	Mind map key words environment, friendly and environmentally friendly. Discussion of the meaning of these terms. Lesson on determining fact/opinion and bias. Search for environmentally friendly products,

			which could enhance personal spaces. Create an environmentally accent.
5 4 hours	ASV.02, AS2.02	Knowledge/ Understanding Thinking/Inquiry Communication	Students trace origins of a standard list of building materials, home furnishings and equipment. Students make connections on a map from Ontario to place of origin. Students trace the origins of building materials, home furnishings and equipment from their design project.

Resources

Both general and specific resources for the unit are listed.

Periodicals

Better Homes and Gardens: Special Interest Publication: Outdoor Casual

Canadian Architect

Canadian Living Magazine

Chatelaine

Country Living

Country Living Gardener

Country Sampler

Easy Care Landscaping

Elle Décor

Family Circle: Easy Gardening

Harrowsmith

House Beautiful: Cool Decorating

101 Do-it-Yourself Decorating Projects

Maclean's

Women's Day Specials: Weekend Decorating Projects

Texts and Print Materials

Creation House. *The Complete Guide to Creative Landscapes: Designing, Building, and Decorating Your Outdoor Home*. Creative Publishing International, 2000. ISBN 08565735794

Country Homes and Gardens. *The Decorated Home: Imaginative Designs and Painting Techniques*. F & W Publications, 2000. ISBN 1558705724

Support Materials for Course Profile

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Creative Interior Design: A Complete Guide to Designing and Decorating your Home. Cavendish Books, 1994. ISBN 0706372751

CMHC. *Building Materials for the Environmentally Hypersensitive.* 1997. Order number 6742 E

CMHC. *Construction and the Environment: How Home Builders and Renovators Can Help Build a Green Future.* Order number 6719 E

CMHC. *Details of House Construction.* Order number 5011 E

CMHC. *Glossary of Housing Terms.* 1997. Order number 1165E

CMHC. *Healthy Housing Renovation Planner.* 1999. Order number 2172 E

CMHC. *Home Care: A Guide to Repair and Maintenance.* 1985. Order number 5624 E

CMHC. *Homeowner's Inspection Checklist.* 2000. Order number 2444 E

CMHC. *Homeowner's Manual.* 1999. Order number 2322 E

CMHC. *Housing Canada's Youth.* 1999. Order number PE 0310

CMHC. *Housing Choices for Canadians with Disabilities.* 1995. Order number 6619 E

CMHC. *Housing For Older Canadians.* 1999. Order number 2184 E

CMHC. *Housing For Persons with Disabilities.* 1996. Order number 5467E

CMHC. *Housing Options For People with Dementia.* 1999. Order number NE 2214

CMHC. *Housing Outlook – National Edition.* 2000. Order number 2357 E

CMHC. *Internal Spaces of the Dwelling.* 1984. Order number 5791 E

CMHC. *Landscape Architectural Design and Maintenance.* 1982. Order number 5476 E

CMHC. *Maintaining Seniors' Independence: A Guide to Home Adaptations.* 1989.

CMHC. *Meeting Seniors' Housing Needs.* Order number PE 0350

CMHC. *Meeting Seniors' Needs: A Guide for Community Groups.* 2000. Order number PE 0350

CMHC. *Revitalization of the Manufactured Housing Industry in Canada to Provide Affordable Housing Effectively.* Order number PE 0338

CMHC. *Sprout: The Versatile, Dynamic House.* 1996. Order number 6845 E

CMHC. *Supportive Housing for Seniors.* 2000. Order number PE 0381

CMHC. *Tap the Sun: Passive Solar Techniques and Home Designs.* 1998. Order number 2000E

CMHC. *Women and Their Housing.* 1999. Order number PE0313

Fuller, M. *More Than Houses.* Habitat For Humanity. Order number 1454

Gaillard, F. *If I Were a Carpenter: Twenty Years of Habitat For Humanity.* North Carolina: John F. Blair Publishing, 1996. Order from Habitat For Humanity. Order number 1439

George, J. and Lyon, T. *Domain Book of Intuitive Home Design: How to Decorate Using Your Personality Type.* Random House of Canada, 1998. ISBN 0517707632

Hammer, N., and Wood, R. *Interior Landscapes: Design Portfolio of Green Environments.* McGraw Hill Ryerson, 1999. ISBN 1564964876

Katsura, H., et al. *Housing for the Elderly in 2010: Projections and Policy Options.* Urban Institute Press, 1989. ISBN 0877664749

Lake, E. et al. *Creating Good Landscape Design: A Guide for Non Professionals.* Peanut Butter Publishing, 1995. ISBN 0897165616

Lewis, Evelyn L. and Carolyn S. Turner. *Housing Decisions.* USA: Irwin Publishing, 2000. ISBN 1-56637-6513

Macunovich, J. *Easy Landscape Design: 12 Simple Steps for Planning Successful Gardens and Landscapes.* Storey Books, 2001. ISBN 1580173152

Newdick, J. et al. *Floral House: Simple Designs and Decorations for the House.* Raincoast Books, 2001. ISBN 0811830934

Support Materials for Course Profile

Living Spaces and Shelter, Grade 11, Open Level, HLS30

Regnier, V. *Assisted Living Housing for the Elderly: Design Innovations from the United States and Europe*. John Wiley and Sons, 1993. ISBN 0471284238

Reigner, V. *Assisted Living Housing for the Elderly: Innovations in Design and Planning*. Van Nostrand Reinhold, 1993. ISBN 0442007027

Reily Smith, M. *The Front Garden: New Approaches to Landscape Design*. Houghton Mifflin, 2001. ISBN 0618083421

Sherwood, Ruth F. *Homes Today and Tomorrow*. Peoria, IL: Glencoe/McGraw-Hill, 1997. ISBN 0-02-642846-6

Sofield, Loughlin, et al. *Building Community*. USA: Ava Maria Press Inc., 1998. ISBN 0-87793-648

Stitt, F. *Ecological Design Handbook: Sustainable Strategies for Architecture, Landscape, Interior Design, and Planning*. McGraw Hill Ryerson, 1999. ISBN 0070614997

Vaughan, C. *Labors of Love: Decorating Ideas, Craft Projects, and Design Inspiration to Enhance Your Home*. William Morrow and Company, 1996. ISBN 0688144675

Websites

The Bay – <http://www.thebay.ca>

The Brick – <http://www.thebrick.ca>

B'nai B'rith Senior Housing – <http://bnaibrith.org>

Canada Mortgage and Housing Corporation (CMHC) – <http://www.cmhc-schl.gc.ca>

Canadian Gardening Magazine – <http://www.canadiangarden.com>

Canadian Gardens – <http://www.canadiangardens.com>

Canadian Housing Information Centre – <http://www.cmhc-schl.gc.ca>

Canadian Living Magazine – <http://www.canadianliving.com>

CARP, Canada's Association for the Fifty-Plus – www.fifty-plus.net

Chatelaine Magazine – <http://www.chatelaine.com>

Composting Council of Canada – <http://www.compost.org>

Cooperative Housing in Canada – <http://www.unesco.org>

Covenant House, Toronto – <http://www.covenanthouse.on.ca>

Environment Canada – <http://www.ec.gc.ca>

Green Earth – <http://www.greenearth.ca>

Future Shop – <http://www.futureshop.com>

Government of Ontario, Ministry of Community and Social Services, developmental services webpage – <http://www.gov.on.ca/CSS/page/services/dh.html>

Government of Ontario, Ministry of Health and Long-term Care webpage – http://www.gov.on.ca/health/english/program/ltc/ltc_mn.html

Government of Ontario, Ministry of Health, Health Links, disability webpage – <http://www.gov.on.ca/health/english/tools/hlinks.disability.html>

Government of Ontario, Ministry of Health, Health Links, organizations webpage, listing of a very large number of supporting groups and organizations – <http://www.gov.on.ca/health/english/tools/hlinks.organizations.html>.

Government of Ontario, Ministry of Municipal Affairs and Housing webpage – <http://www.mah.gov.on.ca>

Habitat For Humanity – <http://www.habitat.org>

Home and Garden Television – <http://www.hgtv.ca>

Home Design – <http://www.designplus.com>

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The Home and Garden Store from Chapters.ca – <http://www.villa.ca>

Ontario Agri-Food Education – <http://oafe.org>

Sears Catalogue on-line – <http://www.sears.ca>

The Learning Channel – <http://www.tlc.discovery.com>

Women's Television Network – <http://www.wtn.ca>

Audio-Video

(note: Discovery Store number refers to number from www.tlc.discovery.com - discovery store)

America the Ugly: Searching For A Better Way To Live. Films for the Humanities and Social Sciences, 1998. 22 min. Order number BVL9318

Architecture: The Science of Design. Films for the Humanities and Social Sciences. 23 min. Order number BVL5546

Apartment Renting 101. Films for the Humanities and Social Sciences. 30 min. Order number BVL8577

Canadian Gardener. VSC Videos. UPC 099990202815

Christopher Lowell's Seven Layers of Design Video, 98 minutes. Discovery Store # 606194

CMHC. *Barrier Free Housing.* 1981. 24 min. Order number VE008

CMHC. *Free to Choose.* 1982. 36 min. Order number VE 014

CMHC. *Maintaining Senior's Independence through Home Adaptations.* 1993. 34 min. Order number 4033E

CMHC. *The Made to Convert House.* 1989. 14 min. Order number VE019

CMHC. *This Clean House.* 1994. 30 min. Order number VE 057

CMHC. *Winning Entries: Building Designs for Northern Communities.* 1996. 20 min. Order number VE 062

Clean up Your Act! Fighting Household Germs. McIntyre Media, 1997. 20 min. Order number 200100-61W8

Colour In Everyday Life. Learning Seed. 25 min. Order number 150

Eye for Design. Learning Seed. 22 min. Order number 143

Furnishing and Decorating Your First Apartment. McIntyre Media, 1999. 15 min. Order number 700362-61W9

Furniture: A Buyer's Guide. Learning Seed. 20 min. Order number 184

Furniture to Go. Discovery Store # 104885

Home Matter: Great Gift Video. Discovery Store # 102319

Interior Motives: Better than New Video. Discovery Store # 722249

Interior Motives: Brilliant Bed and Bath. Koch International Video. UPC 625712124631

Interior Motives: Dynamic Designers Video. Discovery Store # 722231

Interior Motives: Fast and Fabulous Decorating. Koch International Video. UPC 625712124532

Lynette Jennings: Accessories. Koch International Video. UPC 625712124433

Lynette Jennings: Garden Decoration. Koch International Video. UPC 625712125034

Lynette Jennings: Quick and Easy Decorating Fixes. Discovery Store # 620575

Lynette Jennings: Wall Treatments. Koch International Video. UPC 62571212334

The Secret Life of Rooms: Interior Design Basics. Learning Seed. 22 min. Order number 25201

Software

Complete Home 3D Design Collection. Sierra. Manufacturers product # 020626710688

Complete Landscape Designer 3D 7.0. Sierra. Manufacturers product # 234476

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Custom Home 3D Design 4.0. Sierra. Manufacturers product # 996113
Custom Land Designer 3D 7.0. Sierra. Manufacturers product # 71195
Floor Plan 3D Home Design. Valu-Soft. Manufacturers product # 04-22183
Punch Home Design V2. Punch. Manufacturers product # 664446161000
Punch 5 in 1 Home Design. Punch. Manufacturers product # 22506652
Sierra Home Architect 4.0. Sierra. Manufacturers product # 996114
Super Home Design Suite. Punch. Manufacturers product # 664446181008
Ultimate Dream House Designer 3D 4.0. Manufacturers product # 755142200060

Activity 1:

Time: 180 minutes

Influences on Furnishings and Home Equipment

Description

Students will come to understand the influence of family composition, living patterns, lifecycle changes, cultural traditions, economic and human resources, energy costs and special needs on home furnishings and equipment.

Strand(s) & Learning Expectations

Strand(s): Considerations in Acquiring Shelter and Designing Living Spaces,

Overall Expectations

ASV.03 · describe the home furnishings and equipment required to meet diverse needs.

Specific Expectations

AS3.01 – describe home furnishings and equipment requirements as influenced by family composition, living patterns, changing needs throughout the stages of life, cultural traditions, economic and human resources, and energy costs;

AS3.02 – describe the types of furnishings and equipment available for those with special needs.

Prior Knowledge & Skills

Students have:

- Knowledge of factors to consider from Unit 1 and Unit 3, activity 1.

Planning Notes

The teacher should:

- Redistribute copies of the case studies from Unit 3, activity 1 for use in this unit.
- Compile a selection of file folders, which contain a collection of pictures representing rooms in living spaces and their furnishings.

Teaching and Learning Strategies

1. Each student makes a list, on the chart below, of the furnishing and equipment available in the various rooms of living spaces. This list could be derived from their personal experiences or from looking at the collection of pictures provided by the teacher.

Room	Kitchen	Eating Area	Living room	Family room	Bathroom	Bedroom
Furniture						
Equipment						

The teacher uses a master chart to develop a list of furnishings and equipment that are

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common to the rooms stated in T/L S 1. A system may be developed to consider which items are necessities and which are not.

2. Students return to the groups that they had in Unit 3, activity 1, and look at the case study individual/families for whom they found accommodation. Students will consider:
 - Special needs
 - Values
 - Family composition
 - Living patterns
 - Changing needs throughout the stages of life
 - Cultural traditions
 - Economic and human resources
 - Energy costs

3. Individually, students will compile a list of furnishings and equipment suited to their case study. Students will complete a chart similar to the one above. This chart will be added to the poster produced in Unit 3.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
List of furnishings and equipment T/L S 3	Criterion referenced checklist	Summative	K/U, T/I

Accommodations

- Main ideas and new information should be mapped out and organized via charting, blocking, graphing, categorization, paraphrasing, and highlighting.
- Groups may be predetermined in order to meet the needs of all students.
- The teacher may wish to explain an example of a case situation.
- A range of materials should be offered in any language-based activity.
- Whenever possible, vocabulary lists should be made available.
- Context clues and related vocabulary should be discussed.
- Reading material should be the subject of follow up to clarify students’ difficulties.
- For enrichment, students may determine the furnishing and equipment needs for a specialized residence (e.g., nursing home, Alzheimer’s unit, group home for physically challenged, etc.).
- As an alternative to T/L S 1, students may list the furnishing found in the home of a television show.

Resources

Texts

Lewis, Evelyn L. and Carolyn S. Turner. *Housing Decisions*. USA: Irwin Publishing, 2000. ISBN 1-56637-6513

Sherwood, Ruth F. *Homes Today and Tomorrow*. Peoria, IL: Glencoe/McGraw-Hill, 1997. ISBN 0-02-642846-6

Appendix

Appendix 1 (see unit 3)

Activity 2:**Time: 600 minutes****Enhancing Environments: Elements and Principles of Design****Description**

An understanding of the ways in which the elements and principles of design are used to shape living spaces will be gained. The ways in which the elements and principles of design can be used to provide areas of privacy for family and personal pursuits will be explored. Students will learn to apply the elements and principles of design in order to design a living space of their own.

Strand(s) & Learning Expectations

Strand(s): Considerations in Acquiring Shelter and Designing Living Spaces, Research and Inquiry Skills

Overall Expectations

ASV.02 · demonstrate an understanding of elements and principles of design relating to home environments;

ISV.02 · correctly use terminology specifically associated with living spaces and shelter.

Specific Expectations

AS2.03 – describe how the elements and principles of design can be applied to both interior and exterior spaces to provide areas for privacy and for family and personal pursuits and interactions;

AS2.06 – demonstrate an understanding of the elements and principles of design that are used in shaping the home environment

IS2.02 – summarize the main points of information gathered from reliable research sources.

Prior Knowledge & Skills

Students have:

- Some abilities to design and draw, or abilities to use computer programs to do such.

Planning Notes

The teacher should:

- Locate examples of the elements and principles of design.
- Prepare handouts for students on the elements and principles of design.
- Locate magazines and other resources.
- Preview all videos and create accompanying worksheets.
- Prepare slide/electronic presentations and accompanying worksheets.
- Visit internet sites to find suitable examples for: websites of decorating shows with examples of the changes they have made, websites of landscape design companies with suggestions for designing outdoor spaces, websites of companies selling products to enhance the exterior of shelter, etc.
- Check the availability of computer software to use in the activity.
- Check the availability of specialized equipment, (e.g., digital camera, scanner, video camera, etc.).
- Book time in the computer lab.
- If the school subscribes to Cable in the Classroom, check the schedule and tape some shows that are appropriate for the activity.
- Contact a local decorating store for the use of videos, paint samples, wallpaper books, etc., and the availability of an interior designer to come and speak to the class.
- Contact a local landscape design company for the use of videos, examples of landscape design projects completed, catalogues and the availability of a landscape designer to come and speak to the class.

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- Check the local public library or video store for free loan videos that are appropriate.

Teaching and Learning Strategies

1. The teacher teaches a Socratic lesson on the elements and principles of design. The teacher uses examples to provide students with a clear understanding of the concepts. Students receive a teacher prepared handout package, which accompanies the lesson.
2. Students create a design cube.
 - a) Each student receives an outline for a six-sided cube, as well as six pattern pieces that are the same size as the side of the cube.
 - b) Students illustrate 6 different elements or principles of design one for each pattern piece.
 - c) Each different pattern piece is glued onto a different side of the cube.
 - d) The student describes each different element or principle shown on a summary sheet.
 - e) The cubes are displayed around the classroom as a visual reminder of the elements and principles of design.
3. Students view a video on interior design, which demonstrates how the elements and principles of design are used in shaping the shelter environment and providing areas of privacy for personal and family pursuits. Students complete accompanying worksheet. The concepts outlined in the video are discussed as a class to reinforce them.
4. Teacher shows a video/slides/electronic presentation, showing how design concepts can shape the outdoor spaces of shelter. The use of various techniques to create areas of privacy for family and personal pursuits will be highlighted. Students complete a teacher prepared handout, which accompanies the presentation.
e.g.,

Item/technique	Purpose
Fence	To stop others from coming into yard, and to block view from outside of yard
Shutters	Blocks view of interior of house from outside cools house on hot summer days.
Rose covered trellis	Breaks up view of porch, allows some privacy, and provides beauty

5. Students will complete a design project. The project includes the following:
 - a) Students will choose a shelter plan design, sources of these plans include:
 - Newspapers
 - Builders concept plans for new housing developments
 - Websites
 - House plan magazines
 - b) Students will choose one interior and one exterior space to design
 - c) Students will research information on factors to consider when they are creating their designs. Sources to consider are:
 - Videos and television shows
 - Magazines
 - Books
 - Websites
 - Computer software programs
 - d) Students will create before and after views. Methods of producing these views could include:

- Using a digital camera to take shots and then altering them with the computer
- Illustrating both before and after views by hand using methods such as tissue paper tracings.
- Building a model of the space to be designed and adding the design touches.
- Using a computer program to create both the before and after views.

(Note: the teacher may choose the method which is most appropriate for the students and equipment available at the school).

- e) Students will choose one decorating technique for either the interior or exterior of the space to research. Students will create a sample of the technique to include in their project.
- f) Note: furnishings and equipment will be discussed and added as part of activity 3.
- g) Students will provide a two page written explanation of how the design of the space allows for privacy for personal and family pursuits. Students will include evidence of how the elements and principles of design into the design have been incorporated.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
Design cube T/L S 2 Appendix One	Criterion referenced checklist	Summative	K/U, A
Design project T/L S 5 (to be marked after activity 3)	Rubric	Summative	K/U, C, A

Accommodations

- Main ideas and new information should be mapped out and organized via charting, blocking, graphing, categorization, paraphrasing, and highlighting.
- Students use a scanner and digital camera as technical aids.
- A range of materials should be offered in any language-based activity.
- Whenever possible, vocabulary lists should be made available.
- Context clues and related vocabulary should be discussed.
- Reading material should be the subject of follow up to clarify students' difficulties.
- A poster may be substituted for the design cube assignment, students may use examples cut from magazines to illustrate the concepts. T/L S 2.
- As an alternative to students completing the chart in T/L S 4, the teacher may prepare a handout package for students.
- For enrichment, guest speakers may be invited to speak to the class, (e.g., interior designer, landscape designer, architect, home renovator, etc.).

Resources

Periodicals

Best Home Plan Designs

Best-Selling Home Plans from Home Magazine

Better Homes and Gardens: Special Interest Publication: Outdoor Casual

Better Homes and Gardens: Special Interest Publication: Country House Plans

Canadian Architect

Canadian Living Magazine

Support Materials for Course Profile

Living Spaces and Shelter, Grade 11, Open Level, HLS30

Chatelaine
Country Living
Country Living Gardener
Country Sampler
Easy Care Landscaping
Elle Décor
Family Circle: Easy Gardening
Harrowsmith
House Beautiful: Cool Decorating
House Beautiful: Houses & Plans
101 Do-it-Yourself Decorating Projects
Women's Day Specials: Weekend Decorating Projects

Texts and Print Materials

Creation House. *The Complete Guide to Creative Landscapes: Designing, Building, and Decorating Your Outdoor Home*. Creative Publishing International, 2000. ISBN 08565735794

Country Homes and Gardens. *The Decorated Home: Imaginative Designs and Painting Techniques*. F & W Publications, 2000. ISBN 1558705724

Creative Interior Design: A Complete Guide to Designing and Decorating your Home. Cavendish Books, 1994. ISBN 0706372751

CMHC. *Internal Spaces of the Dwelling*. 1984. Order number 5791 E

CMHC. *Landscape Architectural Design and Maintenance*. 1982. Order number 5476 E

George, J. and Lyon, T. *Domain Book of Intuitive Home Design: How to Decorate Using Your Personality Type*. Random House of Canada, 1998. ISBN 0517707632

Hammer, N., and Wood, R. *Interior Landscapes: Design Portfolio of Green Environments*. McGraw Hill Ryerson, 1999. ISBN 1564964876

Lake, E. et al. *Creating Good Landscape Design: A Guide for Non Professionals*. Peanut Butter Publishing, 1995. ISBN 0897165616

Lewis, Evelyn L. and Carolyn S. Turner. *Housing Decisions*. USA: Irwin Publishing, 2000. ISBN 1-56637-6513

Macunovich, J. *Easy Landscape Design: 12 Simple Steps for Planning Successful Gardens and Landscapes*. Storey Books, 2001. ISBN 1580173152

Newdick, J. et al. *Floral House: Simple Designs and Decorations for the House*. Raincoast Books, 2001. ISBN 0811830934

Reily Smith, M. *The Front Garden: New Approaches to Landscape Design*. Houghton Mifflin, 2001. ISBN 0618083421

Sherwood, Ruth F. *Homes Today and Tomorrow*. Peoria, IL: Glencoe/McGraw-Hill, 1997. ISBN 0-02-642846-6

Stitt, F. *Ecological Design Handbook: Sustainable Strategies for Architecture, Landscape, Interior Design, and Planning*. McGraw Hill Ryerson, 1999. ISBN 0070614997

Vaughan, C. *Labors of Love: Decorating Ideas, Craft Projects, and Design Inspiration to Enhance Your Home*. William Morrow and Company, 1996. ISBN 0688144675

Websites

Home Design – <http://www.designplus.com>
The Home and Garden Store from Chapters.ca – <http://www.villa.ca>

Support Materials for Course Profile

Living Spaces and Shelter, Grade 11, Open Level, HLS30

The Learning Channel – [http:// www.tlc.discovery.com](http://www.tlc.discovery.com)
Women’s Television Network – [http:// www.wtn.ca](http://www.wtn.ca)

Audio Video

Canadian Gardener. VSC Videos. UPC 099990202815
Christopher Lowell’s Seven Layers of Design Video, 98 minutes. Discovery Store # 606194
Colour In Everyday Life. Learning Seed. 25 min. Order number 150
Eye for Design. Learning Seed. 22 min. Order number 143
Furnishing and Decorating Your First Apartment. McIntyre Media, 1999. 15 min.
Order number 700362-61W9
Furniture to Go. Discovery Store # 104885
Home Matter: Great Gift Video. Discovery Store # 102319
Interior Motives: Better than New Video. Discovery Store # 722249
Interior Motives: Brilliant Bed and Bath. Koch International Video. UPC 625712124631
Interior Motives: Dynamic Designers Video. Discovery Store # 722231
Interior Motives: Fast and Fabulous Decorating. Koch International Video. UPC
625712124532
Lynette Jennings: Accessories. Koch International Video. UPC 625712124433
Lynette Jennings: Garden Decoration. Koch International Video. UPC 625712125034
Lynette Jennings: Quick and Easy Decorating Fixes. Discovery Store # 620575
Lynette Jennings: Wall Treatments. Koch International Video. UPC 62571212334
The Secret Life of Rooms: Interior Design Basics. Learning Seed. 22 min. Order number 25201

Software

Complete Home 3D Design Collection. Sierra. Manufacturers product # 020626710688
Complete Landscape Designer 3D 7.0. Sierra. Manufacturers product # 234476
Custom Home 3D Design 4.0. Sierra. Manufacturers product # 996113
Custom Land Designer 3D 7.0. Sierra. Manufacturers product # 71195
Floor Plan 3D Home Design. Valu-Soft. Manufacturers product # 04-22183
Punch Home Design V2. Punch. Manufacturers product # 664446161000
Punch 5 in 1 Home Design. Punch. Manufacturers product # 22506652
Sierra Home Architect 4.0. Sierra. Manufacturers product # 996114
Super Home Design Suite. Punch. Manufacturers product # 664446181008
Ultimate Dream House Designer 3D 4.0. Manufacturers product # 755142200060

Appendix

Appendix 1

Activity 3:

Time: 420 minutes

Enhancing Environments: Selecting and Maintaining Home Furnishings and Equipment

Description

Students will develop a guide for consumers which outlines criteria for the purchase of home furnishings, equipment and appliances, as well as establish criteria for their maintenance and care. An understanding of the ways in which families are affected by new trends in household technologies will be gained. Students will use this knowledge to add furnishings to the space they designed in Activity 2.

Support Materials for Course Profile

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Strand(s) & Learning Expectations

Strand(s): Considerations in Acquiring Shelter and Designing Living Spaces

Overall Expectations

ASV.03 · describe the home furnishings and equipment required to meet diverse needs.

SEV.02 · identify the ways in which political, social, economic, and technological trends, as well as psychological factors, affect available types of shelter.

Specific Expectations

AS2.04 – demonstrate an understanding of the relationship between design considerations and the choice of consumer products in the decoration and furnishing of a small living space selected from a variety of floor plans;

AS3.03 – explain the criteria involved in the purchase of home furnishings, equipment, and appliances, and describe how these items are maintained.

SE2.04 – identify how families are affected by new trends in household technologies.

Prior Knowledge & Skills

Students have:

- Experience working in small groups.
- Understanding of the elements and principles of design gained in activity 2.

Planning Notes

The teacher should:

- Locate various floor plans, or a web site that has floor plans.
- Locate floor plan symbols and furniture symbols.
- Preview video.
- Locate examples of consumer products (e.g., home furnishings, equipment, appliances, etc.), and their care manuals.
- Locate examples of new household technologies.
- Book time in the computer lab for Internet use.
- Teacher must ensure that diversity is evident in the selection of furnishings, equipment and new technologies.

Teaching and Learning Strategies

1. On the overhead, the teacher shows a basic floor plan of a shelter. Students receive a photocopy of the same plan, as well as a list of symbols with their definition. Teacher goes through the plan with the students identifying the various parts of the plan. Teacher discusses how the elements and principles of design impact on decorating spaces. Students make notes in their notebooks.
2. Students read an appropriate section in a textbook, or view a video on furniture placement.
3. Students receive a variety of floor plans (1 or 2); they are asked to arrange basic items in the rooms of the house. They receive photocopied sheets of basic furnishings and equipment. Students may add decorative accents to their plans. Students will write an explanation of how the design concepts were incorporated into the placement of the furnishings and equipment. Students must find pictures from catalogues, magazines, or the Internet to show the style of furnishings and equipment they are using, color schemes must also be considered.
 - Bedroom – bed, dresser, side table, lamp
 - Kitchen/eating area – fridge, stove, sink, table and chairs
 - Living room/family room – couch, chair, end table, coffee table, lamp

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- Bathroom – sink, toilet, tub/shower
4. Teacher provides students with manuals for household equipment, as well as care guides for household furnishings. Students form small groups. Individually students complete different aspects of the group assignment, students will be assessed on their individual contribution.
 - Students choose either a type of furnishing or a piece of equipment
 - Each group reads through the manuals, care guides, as well as they may speak to manufacturer’s representatives, and look up information on the Internet.
 - Each group develops a list of criteria to consider when purchasing this item.
 - Each group develops a list of care rules for their item.
 - Groups prepare pamphlets to be posted in the classroom to inform the other students.
 - Each group presents their information to the rest of the class.
 5. Students brainstorm new technologies available to households. In small groups, students search the Internet for new technologies. Each group must find one new item for the kitchen, living room/family room, and one other room of their choice. Students must present their technology to the class, and explain how it will affect families.
 6. All students will write a one-page opinion paper on how new technologies affect families.
 7. Students will use information gained in this activity regarding household furnishings and equipment, (e.g., using design concepts to choose and place, criteria for choosing the right item, care and maintenance, and new technologies) to choose furnishings and equipment for their design, arrange the furnishings and equipment as part of their design, and consider one new technology for their design.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
Choice and arrangement of furnishings and equipment T/L S 2 Appendix 2	Criterion Referenced Marking Scheme	Summative	K/U, T/I, C
Pamphlet and presentation T/L S 3	Criterion Referenced Marking Scheme	Formative	K/U, T/I, C
Opinion paper T/L S 5	Criterion referenced checklist	Summative	T/I, C
Design project T/L S 6, and activity 2, T/L S 5	Rubric	Summative	K/U, T/I, A, C

Accommodations

- Main ideas and new information should be mapped out and organized via charting, blocking, graphing, categorization, paraphrasing, and highlighting.
- Groups may be predetermined in order to meet the needs of all students.
- Students may be provided with a peer tutor.
- A range of materials should be offered in any language-based activity.
- Whenever possible, vocabulary lists should be made available.
- Context clues and related vocabulary should be discussed.
- Reading material should be the subject of follow up to clarify students’ difficulties.
- As an alternative to T/L S 1, the teacher could provide the students with the floor plan with symbols on it. Students could go on a visual tour of the floor plan interpreting the symbols as

- they travel through. The teacher could then summarize.
- As an alternative to the opinion paper, students could prepare a debate on the issue.
- For enrichment, students could arrange furniture using a computer software program.

Resources

Periodicals

Best Home Plan Designs

Best-Selling Home Plans from Home Magazine

Better Homes and Gardens: Special Interest Publication: Country House Plans

House Beautiful: Houses & Plans

Texts and Print Materials

CMHC. *Glossary of Housing Terms*. 1997. Order number 1165E

CMHC. *Healthy Housing Renovation Planner*. 1999. Order number 2172 E

CMHC. *Home Care: A Guide to Repair and Maintenance*. 1985. Order number 5624 E

CMHC. *Homeowner's Inspection Checklist*. 2000. Order number 2444 E

CMHC. *Homeowner's Manual*. 1999. Order number 2322 E

CMHC. *Sprout: The Versatile, Dynamic House*. 1996. Order number 6845 E

CMHC. *Tap the Sun: Passive Solar Techniques and Home Designs*. 1998. Order number 2000E

Lewis, Evelyn L. and Carolyn S. Turner. *Housing Decisions*. USA: Irwin Publishing, 2000.

ISBN 1-56637-6513

Sherwood, Ruth F. *Homes Today and Tomorrow*. Peoria, IL: Glencoe/McGraw-Hill, 1997.

ISBN 0-02-642846-6

Websites

The Bay – <http://www.thebay.ca>

The Brick – <http://www.thebrick.ca>

Canadian Standards Association – <http://www.csa.ca>

Home Design – <http://www.designplus.com>

Future Shop – <http://www.futureshop.com>

The Home and Garden Store from Chapters.ca – <http://www.villa.ca>

Sears Catalogue on-line – <http://www.sears.ca>

The Learning Channel – <http://www.tlc.discovery.com>

Women's Television Network – <http://www.wtn.ca>

Audio Video

CMHC. *The Made to Convert House*. 1989. 14 min. Order number VE019

CMHC. *This Clean House*. 1994. 30 min. Order number VE 057

CMHC. *Winning Entries: Building Designs for Northern Communities*. 1996. 20 min.
Order number VE 062

Clean up Your Act! Fighting Household Germs. McIntyre Media, 1997. 20 min.
Order number 200100-61W8

Furnishing and Decorating Your First Apartment. McIntyre Media, 1999. 15 min.
Order number 700362-61W9

Furniture to Go. Discovery Store # 104885

Support Materials for Course Profile

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Software

Complete Home 3D Design Collection. Sierra. Manufacturers product # 020626710688

Custom Home 3D Design 4.0. Sierra. Manufacturers product # 996113

Floor Plan 3D Home Design. Valu-Soft. Manufacturers product # 04-22183

Punch Home Design V2. Punch. Manufacturers product # 664446161000

Punch 5 in 1 Home Design. Punch. Manufacturers product # 22506652

Sierra Home Architect 4.0. Sierra. Manufacturers product # 996114

Super Home Design Suite. Punch. Manufacturers product # 664446181008

Ultimate Dream House Designer 3D 4.0. Manufacturers product # 755142200060

Appendix

Appendix 2

Activity 4:

Time: 420 minutes

Enhancing Environments

Description

An understanding of using environmentally friendly materials to enhance one's personal living space will be gained. Students will create an accent for their personal living space.

Strand(s) & Learning Expectations

Strand(s): Considerations in Acquiring Shelter and Designing Living Spaces

Overall Expectations

ASV.02 · demonstrate an understanding of elements and principles of design relating to home environments.

Specific Expectations

AS2.05 – demonstrate an understanding of ways of enhancing personal spaces, using environmentally friendly materials.

Prior Knowledge & Skills

Students have:

- Knowledge from activities 1, 2, and 3.

Planning Notes

The teacher should:

- Check Internet sites for class use.
- Book time in the computer lab for Internet use.
- Locate chart paper and markers.
- Create parameters for environmentally friendly accent.
- Prepare handouts for safety issues that must be considered in the creation of the accent.

Teaching and Learning Strategies

1. Teacher reviews the concept of a mind map. Teacher arranges students into small groups. Each group is sent to a table with a piece of chart paper placed upside down. Each piece of chart paper has a word or phrase written in a circle in the center, words are: friendly, environment, and environmentally friendly. When the teacher says go students write all of the words and phrases that they associate with the words in the center of the paper

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surrounding it. The teacher allows 1 – 2 minutes for this task to be performed.

2. Teacher asks groups to come to the front and share their mind map with the class in this order:
 - Friendly
 - Environment
 - Environmentally friendly
3. Teacher leads a class discussion on the meaning of words, and phrases and how combinations of words influence us.
4. Teacher conducts a discussion of the term *environmentally friendly*.
 - What issues are raised by the term?
 - What images are brought to mind?
 - What biases do you bring to the term?
 - How does the media influence our perception of the term?
5. Teacher teaches a lesson on:
 - The difference between fact and opinion
 - Detecting bias
 - Students are provided with a case study example and asked to search for both. (See resource list for examples)
6. In small groups, students are asked to conduct an Internet search for environmentally friendly ways to enhance both interior and exterior spaces. Each individual student presents the results of their search to their classmates in the form of a poster.
7. Students create an environmentally friendly accent for the space they designed. It may be either an interior or exterior accent. Suggestions of possible accents are:
 - Planters for indoors or outdoors
 - A pillow, rug, throw blanket made out of recycled materials
 - A decorative vase made out of recycled material, e.g., old jars, plastic containers
 - A privacy screen made out of a climbing vine or plant
 - etc.

(All safety concerns regarding the creation of the accent need to be addressed at this point. Teacher distributes and discusses handouts on the safe use of equipment).

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
Poster T/L S 6	Criterion referenced checklist	Summative	K/U, T/I
Accent T/L S 7	Criterion referenced marking scheme	Summative	T/I, A

Accommodations

- Main ideas and new information should be mapped out and organized via charting, blocking, graphing, categorization, paraphrasing, and highlighting.
- Groups may be predetermined in order to meet the needs of all students.
- A range of materials should be offered in any language-based activity.
- Whenever possible, vocabulary lists should be made available.
- Context clues and related vocabulary should be discussed.

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- As an alternative to an Internet search, students may use magazines, and other resources listed.
- For enrichment, students may consider environmentally friendly ways to enhance the classroom or the school grounds.

Resources

Periodicals

Canadian Architect

Canadian Living Magazine

Chatelaine

Harrowsmith

Maclean's

Texts and Print Materials

CMHC. *Building Materials for the Environmentally Hypersensitive*. 1997. Order number 6742 E

CMHC. *Construction and the Environment: How Home Builders and Renovators Can Help Build a Green Future*. Order number 6719 E

CMHC. *Healthy Housing Renovation Planner*. 1999. Order number 2172 E

CMHC. *Housing Outlook – National Edition*. 2000. Order number 2357 E

CMHC. *Revitalization of the Manufactured Housing Industry in Canada to Provide Affordable Housing Effectively*. Order number PE 0338

CMHC. *Sprout: The Versatile, Dynamic House*. 1996. Order number 6845 E

CMHC. *Tap the Sun: Passive Solar Techniques and Home Designs*. 1998. Order number 2000E

Hammer, N., and Wood, R. *Interior Landscapes: Design Portfolio of Green Environments*.

McGraw Hill Ryerson, 1999. ISBN 1564964876

Lewis, Evelyn L. and Carolyn S. Turner. *Housing Decisions*. USA: Irwin Publishing, 2000.

ISBN 1-56637-6513

Ontario Agri-Food Education *From Both Sides: An Investigation of an Environmental Issue Using Creative Controversy*. 1997.

Ontario Agri-Food Education *Issues*. 1997.

Ontario Agri-Food Education. *Using Your Brain: The Urban Use of Pesticides*. 2000..

Sherwood, Ruth F. *Homes Today and Tomorrow*. Peoria, IL: Glencoe/McGraw-Hill, 1997.

ISBN 0-02-642846-6

Stitt, F. *Ecological Design Handbook: Sustainable Strategies for Architecture, Landscape, Interior Design, and Planning*. McGraw Hill Ryerson, 1999. ISBN 0070614997

Websites

Canadian Gardening Magazine – <http://www.canadiangarden.com>

Canadian Gardens – <http://www.canadiangardens.com>

Canadian Standards Association – <http://www.csa.ca> - see environmental management and environmental technology sections

Composting Council of Canada – <http://www.compost.org>

Environment Canada – <http://www.ec.gc.ca>

Green Earth – <http://www.greenearth.ca>

Home and Garden Television – <http://www.hgtv.ca>

Ontario Agri-Food Education – <http://www.oafe.org>

Support Materials for Course Profile

Living Spaces and Shelter, Grade 11, Open Level, HLS30

Ontario Ministry of the Environment – <http://www.ene.gov.on.ca>
Recycling Council of Ontario – <http://www.rco.on.ca>
Royal Botanical Gardens – <http://www.rbg.ca>
The Evergreen Foundation – <http://www.evergreen.ca>

Audio Video

America the Ugly: Searching For A Better Way To Live. Films for the Humanities and Social Sciences, 1998. 22 min. Order number BVL9318

CMHC. *The Made to Convert House.* 1989. 14 min. Order number VE019

CMHC. *This Clean House.* 1994. 30 min. Order number VE 057

CMHC. *Winning Entries: Building Designs for Northern Communities.* 1996. 20 min. Order number VE 062

Interior Motives: Brilliant Bed and Bath. Koch International Video. UPC 625712124631

Interior Motives: Fast and Fabulous Decorating. Koch International Video. UPC 625712124532

Lynette Jennings: Accessories. Koch International Video. UPC 625712124433

Lynette Jennings: Garden Decoration. Koch International Video. UPC 625712125034

Lynette Jennings: Wall Treatments. Koch International Video. UPC 62571212334

Activity 5:

Time: 240 minutes

The Origins of Materials Used in Canadian Shelter

Description

An exploration of Canadian and global influences on design and trade in building materials, furniture, and appliances will be undertaken. Students will trace the origin of the materials that they used in their design project.

Strand(s) & Learning Expectations

Strand(s): Considerations in Acquiring Shelter and Designing Living Spaces

Overall Expectations

ASV.02 · demonstrate an understanding of elements and principles of design relating to home environments.

Specific Expectations

AS2.02 – describe key aspects of trade in building materials, furniture, and appliances around the world.

Planning Notes

The teacher should:

- Access information on the production and manufacture of various good and furnishings for shelter.
- Provide large maps, both of Canada and the world, for connecting the origin of goods and furnishings.

Teaching and Learning Strategies

1. Teacher provides a number of examples of building materials, furniture and appliances from around the world along with their tags, or manuals.
2. Students trace the origin of the production of the materials.
3. Using a map of the world, students connect the item with string from their residence in

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Ontario to the place of purchase, and the place of production.

- Individually, students make connections between the building materials, furniture and appliances in their design to Canada and the world. Students are responsible to trace at least three building products, three items of furniture and three appliances. Students complete a chart to summarize the information. Students also make the connections on a map.

	Building Material	Item of furniture	Appliance
Country of origin			

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
Summary chart and map making connections T/L S 4	Rubric	Summative	K/I, T/I, C

Accommodations

- Main ideas and new information should be mapped out and organized via charting, blocking, graphing, categorization, paraphrasing, and highlighting.
- A range of materials should be offered in any language-based activity.
- Whenever possible, vocabulary lists should be made available.
- Context clues and related vocabulary should be discussed.
- Reading material should be the subject of follow up to clarify students' difficulties.
- As an alternative to choosing 3 examples in each category students may choose 1 example and share with the rest of the class in order to show the variety of origins of materials.
- As an alternate activity, a speaker may be invited into the class to speak on the origins of materials used in Canada. Suggestions for speakers include: a museum curator, a builder, an owner of a building supply store, furniture buyer, etc.
- As an alternate activity, class may take a field trip to an appliance store, a furniture store, building supply store, museum, etc.

Resources

Tags from furnishings and appliances, as well as manuals would be an asset to have in this activity.

Periodicals

Canadian Architect

Canadian Living Magazine

Chatelaine

Harrowsmith

Maclean's

Texts

Lewis, Evelyn L. and Carolyn S. Turner. *Housing Decisions*. USA: Irwin Publishing, 2000. ISBN 1-56637-6513

Support Materials for Course Profile

Living Spaces and Shelter, Grade 11, Open Level, HLS30

Sherwood, Ruth F. *Homes Today and Tomorrow*. Peoria, IL: Glencoe/McGraw-Hill, 1997.
ISBN 0-02-642846-6

Websites

- The Bay – <http://www.thebay.ca>
- The Brick – <http://www.thebrick.ca>
- Canadian Standards Association – <http://www.csa.ca>
- Home Design – <http://www.designplus.com>
- Future Shop – <http://www.futureshop.com>
- The Home and Garden Store from Chapters.ca – <http://www.villa.ca>
- Sears Catalogue on-line – <http://www.sears.ca>
- The Learning Channel – <http://www.tlc.discovery.com>
- Women’s Television Network – <http://www.wtn.ca>

**Appendix 1 Unit Four, A1, T/L 2
Criterion Referenced Checklist
Design Cube**

Category	Criteria	Level 1	Level 2	Level 3	Level 4
Describe the elements and principles of design K/U	Understands concepts, principles and theories				
Demonstrate an understanding of the elements of design A	Application of ideas and skills in familiar contexts				
Demonstrate an understanding of the principles of design A	Application of ideas and skills in familiar contexts				

Comments/Next Steps:

Appendix 2 Unit Four, A3, T/L 2

Criterion Referenced Marking Scheme Choice and Arrangement of Furnishings and Equipment

Category	Criteria	Level 1	Level 2	Level 3	Level 4
Demonstrate an understanding of the relationship between design considerations and the choice of furnishings in the decoration and furnishing of a space K/U, T/I, A	Understanding of concepts, principles, and theories (K/U) – 4 marks Understanding of the relationships among concepts, principles and theories (K/U) – 4 marks Critical and creative thinking skills (T/I) – 4 marks Transfer of concepts, skills and procedures (A) – 4 marks				
Demonstrate an understanding of the relationship between design in the decoration and furnishing of a space considerations and the choice of equipment K/U, T/I, A	Understanding of concepts, principles, and theories (K/U) – 4 marks Understanding of the relationships among concepts, principles and theories (K/U) – 4 marks Critical and creative thinking skills (T/I) – 4 marks Transfer of concepts, skills and procedures (A) – 4 marks				

Comments/Next Steps:

Total Marks: /32