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| ***The following curriculum map contains a unit plan that was created at the OFSHEEA/OFS3HLC Summer Workshops in London/Ottawa/Toronto. The workshops brought together educators across the province to network with one another and share ideas and resources about the newly revised Social Sciences and Humanities curriculum. The time spent working on the unit was very brief and the lessons within the unit plan are just one group’s interpretation of the curriculum expectations. The curriculum map and unit plan are not prescribed. The unit plan is not complete but serves only as a starting point. You are encouraged to network with colleagues to continue to build and enrich the curriculum map for your classes.*** |

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|  **Housing and Home Design - HLS30** **CURRICULUM MAP** |
| Course Description: (taken from the curriculum document) |
| This course introduces students to a range of issues related to housing and home design. Students will learn about the needs that housing fulfils; housing options; home maintenance and safety; and environmental, economic, legal, and social considerations related to housing. They will use the elements and principles of design to analyse design and decorating decisions. Students will develop research skills as they investigate issues related to housing and home design.Prerequisite: None |

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| Course Content |
| **Enduring Understandings** * Human needs and wants, personal situation, and policies affect housing decisions
* Housing spaces are designed to meet needs of individuals and families
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| No longer in this course: |
|  Trends in housing are not explicitly stated in the new curriculum.  |

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| Course CulminatingSuggestions: Storyboard - bedroom or personal living space - designed, samples, display, floorplan e.g My Dream BedroomBeautiful Junk” - recycled project (see recycling -type ideas)Portfolio Final Test/Exam |
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| **Unit 1 Overview** |
|  **Meeting Housing Needs** |
| **Big Ideas*** Housing is chosen based on human needs and wants
* Floor plans for housing are based on specific purposes
* Elements and principles of design are important when creating a home environment
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| **Essential Questions**1. What are basic human needs and wants that need to be considered when choosing where to live?
2. How would the function of a space affect a floor plan?
3. What is the essential terminology is needed to know about design?
4. What are the elements and principles of design?
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| **How will assessment and instruction be organized for learning?**  |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A1. Exploring: explore topics related to housing, and formulate questions to guide their research;** A1.1 explore a variety of topics related to housing and home design (e.g., careers related to housing and home design; furniture styles; house styles; types of accommodation; technology in the home; eco-housing; eco-textiles; costs of homeownership and renting and their relation to income) to identify topics for research and inquiryA1.2 identify key concepts (e.g., through discussion, brainstorming, use of visual organizers) related to their selected topicsA1.3 formulate effective questions to guide their research and inquiry **A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.** A4.2 use terms related to housing and home design correctly (e.g. floor plan, traffic patterns, window covering, detached, semi-detached, transitional housing, mortgage, lien escrow.)**B1. Housing and Human Needs: demonstrate an understanding of the relationship between housing and various human needs and wants;**B1.1 identify the ways in which housing can meet basic human needs (e.g., physical, psychological, social, emotional, aesthetic needs)B1.3 describe the relationship between personal values, lifestyle, and housing needs and/or preferences (e.g., the need for families with children to be close to schools, for people without cars to have access to public transportation, for people working outside the home to be within commuting distance of their place of employment; the impact of hobbies and lifestyle on housing choices with respect to location and proximity to sports and recreational facilities, cultural institutions, shops, restaurants; the impact of values on choice of neighbourhood orproximity to religious facilities)**D1. Functional Floor Plans: demonstrate the ability to create and evaluate floor plans for living spaces;**D1.1 demonstrate an understanding of the terminology relating to, and drawing conventions used in, floor plans (e.g., conventions used in architectural drawings and floor plans, including those for doors, walls, windows, kitchen and bathroom fixtures, laundry facilities, closets and storage; electrical symbols)D1.2 using floor plans, evaluate the effectiveness of interior design decisions (e.g., the positioning and function of various rooms, including social zones, private spaces, work areas; the placement of appliances and furnishings; the number and location of electrical outlets; orientation of windows for solar gain; decisions with respect to traffic patterns, accessibility, clearance, storage; fire and emergency measures)**D2. Design and Furnishing Considerations: demonstrate an understanding of the elements and principles of design and other considerations related to designing and decorating living spaces;**D2.1 demonstrate an understanding of basic terminology relating to styles of architecture, furniture, and interior design (e.g., Saltbox, Cape Cod, Georgian houses; French provincial, colonial, retro, eclectic, country, contemporary, minimalist design/furniture)D2.2 analyse ways in which elements and principles of design (e.g., line, space, harmony, texture, colour) are used to create interior and exterior home environments |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
| In lieu a unit test 3 small tests: elements and principles of design, furniture styles, floor plan symbols, housing exterior styles and featuresHousehold accessory (e..g pillow)  |
| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1: Housing and Human Needs** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
|  **B1. Housing and Human Needs: demonstrate an understanding of the relationship between housing and various human needs and wants;**B1.1 identify the ways in which housing can meet basic human needs (e.g., physical, psychological, social, emotional, aesthetic needs)B1.3 describe the relationship between personal values, lifestyle, and housing needs and/or preferences (e.g., the need for families with children to be close to schools, for people without cars to have access to public transportation, for people working outside the home to be within commuting distance of their place of employment; the impact of hobbies and lifestyle on housing choices with respect to location and proximity to sports and recreational facilities, cultural institutions, shops, restaurants; the impact of values on choice of neighbourhood orproximity to religious facilities) | - recognize the relevance of housing in meeting our basic needs | How does housing meet a variety of human needs?  | floor plan symbolselectrical symbolsMaslow’s Hierarchy of Needstraffic patterns - flowfurniture symbolsfloor plan  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| oral presentation skillsnote taking skills | Sample floor plansgraph paperChildren’s Book - A House is a House for Me<http://www.youtube.com/watch?v=qKfed5m0pOc> | - students create an accurate drawing of the floor plan for their bedroom- create a cluster map to demonstrate what people at different stages of the life cycle look for in a living space | Students can:-describe how housing meets basic human needs |
| **Lesson 2: Creating Functional Floor Plans** |  |  |  |
| **Overall &/or Specific Expectations****D1. Functional Floor Plans: demonstrate the ability to create and evaluate floor plans for living spaces;**D1.1 demonstrate an understanding of the terminology relating to, and drawing conventions used in, floor plans (e.g., conventions used in architectural drawings and floor plans, including those for doors, walls, windows, kitchen and bathroom fixtures, laundry facilities, closets and storage; electrical symbols)D1.2 using floor plans, evaluate the effectiveness of interior design decisions (e.g., the positioning and function of various rooms, including social zones, private spaces, work areas; the placement of appliances and furnishings; the number and location of electrical outlets; orientation of windows for solar gain; decisions with respect to traffic patterns, accessibility, clearance, storage; fire and emergency measures) | **Learning Goals**We are learning to:evaluate floors plans for effectiveness i.e. traffic flow, energy requirements etc | **Key Questions for the Lesson**What criteria can be used to evaluate floor plans?What are the factors would you consider when drafting a floor plan? | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| - understanding of symbols used on floor plans- basic math skills i.e. to calculate square footage- an understanding of imperial linear measurements | - graph paper- newspapers, house plans | - select a realistic floor plan of a house and evaluate the plan based on specific criteria- create a list of criteria to be used to evaluate floor plans | Students can:- evaluate floor plans based on a specific set of criteria |
| **Lesson 3: Exteriors and Interiors** |  |  |  |
| **Overall &/or Specific Expectations****D2. Design and Furnishing Considerations: demonstrate an understanding of the elements and principles of design and other considerations related to designing and decorating living spaces;**D2.1 demonstrate an understanding of basic terminology relating to styles of architecture, furniture, and interior design (e.g., Saltbox, Cape Cod, Georgian houses; French provincial, colonial, retro, eclectic, country, contemporary, minimalist design/furniture)D2.2 analyse ways in which elements and principles of design (e.g., line, space, harmony, texture, colour) are used to create interior and exterior home environment | **Learning Goals**We are learning to:apply basic design principles to house exteriors and interiors. | **Key Questions for the Lesson** | **Terminology**exterior terms (doors, windows, roof styles)Interior styleswindow coveringsdetached semi-detachedtransitional housingmortgagelienescrow |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| - basic sewing skills- can safely use sewing machines (if applicable) | - materials for sewing projects | - walking tour or powerpoint presentation featuring pictures of different house styles- Make an Accessory - e.g. pillow, (scented) pot holder or mug rug, which demonstrates the principles and elements of design | Students can:- identify a variety of housing styles- demonstrate an understanding of principles and elements of design |
| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 2 Overview** |
| **Housing for Specific Needs** |
| **Big Ideas*** Personal values, lifestyle, housing needs, and preferences affect where we live
* Housing choices are affected by stage in the lifecycle
* Different types of housing meet the needs of various populations
 |
| **Essential Questions**1. How do our values, lifestyle, preferences, and needs affect where people live?
2. How does our life cycle stage affect housing needs and change over time?
3. What are the different types of housing available?
4. What agencies can help people acquire and maintain housing?
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| **How will assessment and instruction be organized for learning?**  |

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| Overall Expectations and Specific Expectations (for this unit) |
| **B1. Housing and Human Needs: demonstrate an understanding of the relationship between housing and various human needs and wants;** B1.1 identify the ways in which housing can meet basic human needs (e.g., physical, psychological, social, emotional, aesthetic needs)B1.3 describe the relationship between personal values, lifestyle, and housing needs and/or preferences (e.g., the need for families with children to be close to schools, for people without cars to have access to public transportation, for people working outside the home to be within Commuting distance of their place of employment; the impact of hobbies and lifestyle on housing choices with respect to location and proximity to sports and recreational facilities, cultural institutions, shops, restaurants; the impact of values on choice of neighbourhood or proximity to religious facilities) **B3. Housing and the Life Cycle: demonstrate an understanding of how stages of the life cycle can affect people’s choice of and modifications to living spaces.**B3.1 describe what people at different stages of the life cycle (e.g., young people, newly married couples, single parents, families with young children, families with “boomerang” children, empty nesters, retirees) look for in a living space B3.2 describe types of modifications that enhance household access and safety for family members at different stages of the life cycle (e.g., safety gates, electrical outlet covers, safety bars in bath­rooms, stairway lifts, ramps, heat sensors, fenced yards, child locks on cupboards, secondary suites)**C2. Housing for Specialized Markets: demonstrate an understanding of different types of housing, including housing for specialized markets, and of housing-related support programs;**C2.1 describe common types of housing available in Canada for the general population (e.g., detached and semi-detached houses; row houses; townhouses; duplexes; low- and high-rise apartments, condominiums, and co-op housing; secondary suites in private houses; rooming houses; mobile homes) C2.2 describe the function and availability of different types of housing, including social housing, for specialized markets (e.g., student residences, group homes, supportive housing, respite housing, shelters for homeless people, family shelters, halfway houses, transitional housing, nursing homes, hospices, subsidized housing for people living on a low income) C2.3 explain the specific roles of various agencies and programs that assist people to acquire and/or maintain housing (e.g., programs of the Canada Mortgage and Housing Corporation, including the Emergency Repair Program, Home Adaptations for Seniors’ Independence, and Residential Rehabilitation Assistance Program; the First Nations Market Housing Fund; housing loan guarantees from the Department of Indian and Northern Affairs; Affordability and Choice Today; the Ontario Disability Support Program; Ontario Works; rent-supplement programs; non­profit housing programs; Habitat for Humanity; community-based agencies such as the United Way, religious groups, rent bank programs, legal services to help prevent eviction) **D1. Functional Floor Plans: demonstrate the ability to create and evaluate floor plans for living spaces;** D1.2 using floor plans, evaluate the effectiveness of interior design decisions (e.g., the positioning and function of various rooms, including social zones, private spaces, work areas; the placement of appliances and furnishings; the number and location of electrical outlets; orientation of windows for solar gain; deci­sions with respect to traffic patterns, accessibility, clearance, storage; fire and emergency measures)**D2. Design and Furnishing Considerations: demonstrate an understanding of the elements and principles of design and other considerations related to designing and decorating living spaces;**D2.3 analyse the interrelationship between the elements and principles of design, practical considerations, and the range of available products with respect to home-decorating decisions (e.g., how the size and shape of a room influence the type, style, and placement of furniture; how natural light may influence decisions about wall colour, window coverings, lighting; how the function of a room affects decisions about flooring, furniture materials, decoration; how the availability of environmentally friendly and energy-efficient products may influence design decisions; how the size and purpose of a yard and the amount of sun and shade effect landscaping decisions) D2.4 describe the criteria involved in selecting home furnishings, equipment, and appliances (e.g., product reputation, durability, function, safety, cost, maintenance, energy efficiency, design, aesthetic appeal) D2.5 demonstrate an understanding of skills, technologies, and techniques that can be used to inexpensively enhance personal spaces (e.g., with reference to creating their own household accessories or home décor items; doing their own floor or wall tiling, painting, wallpapering, gardening; reupholstering or refinishing furniture; building shelving or other storage, decks, fences; ways of reusing or repurposing building materials; shopping in used housewares stores; using computer software applications to help them make design decisions)  |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning**  |
| **Assessment FOR learning**  |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)* Unit Test
* Design and create a Fairy Garden
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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 3 Overview** |
| **Factors in Housing Considerations** |
| **Big Ideas*** There are economic considerations and obligations associated with housing
* There are legal obligations associated with housing
* The are housing-related services and regulations in Canada
* Proper home maintenance is needed to maintain a safe and healthy home
* There are many careers in housing
 |
| **Essential Questions**1. What are the economic factors I need to consider when choosing where one lives?
2. What are the financial obligations for different types of housing?
3. What are the legal obligations for different types of housing?
4. What are the housing-related services a person can access in Canada, and what are they used for?
5. How does a person maintain a safe and healthy home?
6. What careers opportunities available in housing, and what education is required?
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| **How will assessment and instruction be organized for learning?**  |

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| Overall Expectations and Specific Expectations (for this unit) |
| **C3. Economic and Legal Considerations: demonstrate an understanding of the economic and legal considerations associated with housing.** C3.1 demonstrate an understanding of different models of housing ownership or tenancy in Canada and other countries (e.g., freehold, condominium, or cooperative ownership; co-housing; rental of public, subsidized, or private housing; company housing; sharecropping rentals)C3.2 identify the ongoing costs associated with various types of housing (e.g., rent; mortgage payments; condominium fees; property taxes; repairs; home or contents insurance; utility, telephone, Internet, cable expenses) C3.3 describe the financial obligations associated with acquiring housing (e.g., first and last months’ rent, down payment, deposit, mortgage, lawyers’ and real estate agents’ fees) C3.4 describe the legal obligations associated with buying and renting housing (e.g., with reference to leases, subletting, an offer to purchase, escrow, liens, closing; illegal practices such as asking for “key money”)C3.5 describe factors to be considered in deter­mining the affordability of accommodation (e.g., level and stability of one’s income, savings and debts, number of dependants, plans to have children, money needed for non-discretionary expenses, values and goals, interest rates) C3.6 summarize housing-related services and regulations available in Canadian communities (e.g., garbage collection; water and sanitation; energy services; tree-planting and maintenance services; regulations relating to zoning for rental accommodations or rooming houses, building codes, environmental assessment; legislation such as landlord and tenant acts; property taxes) **D3. Home Maintenance: demonstrate an understanding of the importance of home maintenance and of ways to create a safe and healthy home;** D3.1 describe proper home maintenance, including preventive maintenance (e.g., maintaining the roof, servicing the furnace/air conditioner, cleaning and repairing the eaves, shutting off water to outdoor taps in the fall, painting or staining exterior wood, tuckpointing masonry, cleaning ducts, replacing chipped caulking, checking smoke and carbon monoxide detectors) D3.2 describe strategies for maintaining a healthy home environment (e.g., limiting use of household chemicals or choosing environmentally responsible products; using proper waste disposal and recycling procedures; using safe and appropriate pest control; using exhaust fans in the kitchen and bathroom; cleaning, vacuuming, and dusting regularly; mopping up spills and fixing leaks promptly; replacing furnace/ humidifier filters) D3.3 identify household hazards and outline related safety precautions (e.g., installing a home security system, childproofing cupboards, storing toxic or flammable substances safely or avoiding their use altogether, removing snow and ice, ensuring fire extinguishers are in working order, installing and regularly checking smoke and carbon monoxide detectors, avoiding overloading electrical outlets, cleaning dryer ducts) D3.4 identify household repairs that can generally be done by the occupant of the home (e.g., replac­ing a toilet seat, cupboard handles, furnace filters) and those that require a professional (e.g., replacing electrical wiring, duct cleaning, plumbing) D3.5 explain the possible impact of failing to properly maintain and repair a home (e.g., water damage and mould from leaky pipes and/or roof or from clogged eavestroughs; structural instability from cracks in the foundation; air leaks from windows or doors that are not properly hung, caulked, and/or weather stripped; fire hazards associated with old wiring; increased energy use associated with poorly insulated spaces) **D4. Career Opportunities in Housing: describe various careers associated with housing, including home maintenance and design, and the educational pathways related to them.** D4.1 identify and describe career opportunities related to housing and home design/maintenance (e.g., realtor, lawyer, mortgage officer, land­lord, developer, property manager, social housing coordinator, home inspector, home stager, designer, decorator, painter, wallpaper hanger, insurance professional, architect, colour specialist, kitchen planner, landscape architect, electrician, plumber, space planner, storage organizer) D4.2 describe the educational pathways most appropriate for various careers related to housing and home design/maintenance |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 4 Overview** |
| **Social and Legal Issues in Housing** |
| **Big Ideas*** There are laws and policies related to Canadian housing standards
* Inadequate housing affects people’s lives
* Various social factors affect housing choices
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| **Essential Questions**1. What are the laws and policies that protect the housing rights of individuals and families?
2. How does inadequate housing affect individuals and families?
3. What are the social factors that affect housing needs and choices?
4. How do social factors affect housing decisions?
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| **How will assessment and instruction be organized for learning?**  |

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| Overall Expectations and Specific Expectations (for this unit) |
| **B2. Homelessness and Inadequate Housing: explain what happens to people when their housing needs are not met, and demonstrate an understanding of laws and policies related to housing standards in Canada;**B2.1 describe possible effects of homelessness and housing instability on individuals and families (e.g., physical illness, including tuberculo­sis; mental illness; nutritional deficiencies; develop­mental delays in children; increased risk of physical and sexual assault; reduced access to government supports; separation of families) B2.2 explain the effects of living in inadequate housing (e.g., housing that is overcrowded, has poor ventilation, lacks heating/cooling and/or running water and sanitation facilities, is not adequate to withstand natural disasters common in the region) B2.3 assess the laws and policies that protect the housing rights of individuals and families in Canada (e.g., the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, Residential Tenancies Act) **C1. The Impact of Social Factors: demonstrate an understanding of the impact that social factors, including cultural traditions, can have on housing;** C1.1 analyse the impact of current social and demographic factors on housing (e.g., changing family structures, population fluctuations, economic conditions, government policies and services, technological advances, environmental issues, green space regulations) C1.2 describe how the increased recognition of the need for resource conservation can affect decisions related to living spaces, and identify ways in which householders can conserve energy, water, and other resources (e.g., by using alternative sources of energy such as solar or geothermal power; by installing low-flow toilets and shower heads; by using recycled building materials; by retrofitting a building with more energy-efficient windows and doors and improving insulation; by using energy-saving appliances, programmable thermostats, dimmer switches, and LED lights; by recycling and composting)C1.3 explain how cultural traditions and values can affect decisions related to housing (e.g., with reference to preferred styles of architecture and interior design, the use of feng shui principles, the need for specialized rooms such as shrines, approaches to colour, beliefs about lucky/unlucky numbers, dietary restrictions and kitchen needs, space for extended families living under the same roof) C1.4 describe how social factors and housing related technologies may affect housing in the future, and provide reasons to support their predictions (e.g., the increasing development of high-rise buildings as available land decreases in urban spaces; the availability of more recycled building materials and/or stricter building regula­tions to conserve natural resources and protect the environment; the development of decentralized communities with single-family housing as more people telecommute to work or school)  |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Suggest Field Trips:**1. Hamilton - Dundurn Castle, White Hern House and Battlefield House and Museum2. London - Eldon House, Kingsmill Department Store, Fanshawe College ( Interior Design Course),3. Toronto - Spadina House, Casa Loma4. Royal Homes - Wingham (and other sites)5. Quality Homes - 6. Stratford Area - Fryfogel Inn, Castle Kilbride ( Baden)7. Dream Home Lottery House Tour8. Homeless Shelters9. Habitat for Humanity |
| **Websites:**Furniture Companies i.e La-Z-Boy, Ikea, Paint Companies i.e Benjamin Moore, Para Paint etc**Videos:**My Secret Room - McIntyre MediaGreen Architecture: Environmentally Friendly Housing - Learn 360Housing Styles - Learn 360 |