Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** SD33
Developed by: Quentin Mattie	**Date Developed:** January 2020
School Name: Sardis Secondary	**Principal's Name:** Dan Heisler
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Home Renovation & Repair	**Grade Level of Course:** 11
Number of Course Credits: 4	**Number of Hours of Instruction:**

Board/Authority Prerequisite(s):

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Special Training, Facilities or Equipment Required:

Personal & professional experience of the teacher.

Existing woodshop facilities will be used.

Some plumbing, electrical, drywall, painting and tiling hand tools will need to be acquired.

Course Synopsis:

In this course students will gain basic knowledge and skills to gain the confidence that will enable them to “do it” themselves when they are homeowners. Students will also have a greater understanding of the construction trades involved, so they are able to make informed decisions regarding their post-secondary education.

Goals and Rationale:

In this course students will learn:

- the basics of home construction, renovation, and repair, possibly including carpentry, plumbing, electrical, drywall, painting, tiling and flooring.
- How to access and understand the BC Building Code and how it applies to home renovation.
- How to perform common home repairs
- The environmental and social impacts of modern housing

For most people, their home is the biggest investment they will ever make. Even in newer homes, maintenance and repairs are required to keep that investment safe. It is often necessary to do minor or even major renovations to maintain the home or create a more functional or pleasant setting that suits the lifestyle (and budget) of the homeowner. And yet, many homeowners lack the skills or know-how to do even the most basic renovations or repairs, or even how to go about getting others to do them.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves patience and time.
- Learning requires exploration of one’s identity.

BIG IDEAS

Design for the life cycle includes consideration of social and **environmental impacts**.	Tools and technologies can be adapted for specific purposes.	Personal design interests require the gain, use, evaluation and refinement of skills.	Skills and knowledge can be combined to both save money and make money	The home construction/renovation/ repair industries can be rewarding on many levels.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: ***Understanding context*** • Discuss the social, economic and environmental impacts of home design • Discuss the social, economic and environmental impacts of new construction versus renovation • Understand and apply relevant building codes • Develop a **plan** that includes key stages, resources and materials required • Work collaboratively with others to complete a project ***Testing*** • Understand appropriate tests of their work, conduct the tests, and collect and compile data • Apply information from critiques (inspections), testing results, and success criteria to make changes ***Making*** • Identify appropriate tools, **technologies**, materials, processes, cost implications, and time needed for production • Create design, incorporating feedback from self and others • Use materials in ways that minimize waste ***Sharing*** • Share the product to evaluate its success	*Students are expected to know the following:* • How to read house plans • simple home construction, renovation and repair including the basics of: - floor & wall framing - plumbing rough-in and venting - electrical rough-in - drywall boarding, taping, and sanding - drywall repair - painting - plumbing & electrical finishing - tiling - finish carpentry • hand-tool processes in the creation of a product • **measuring instruments** • layout • selection and identification of tools and materials appropriate for a given purpose • inspection & testing • material conservation and sustainability • **design for the life cycle** • Education, job and career opportunities

• Critically reflect on their design thinking and processes, and identify new design goals • Identify and analyze new design possibilities, including how they or others might build on their design or how design could be improved **Applied Skills** • Apply safety procedures for themselves, co-workers, and users in the physical environment • Identify and assess the skills needed for design interests, individually or collaboratively, and develop specific plans to learn or refine them over time • Develop competency and proficiency in skills at various levels involving manual dexterity and construction techniques **Applied Technologies** • Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for design interests • Evaluate impacts, including unintended negative consequences, of choices made about technology use	

Big Ideas – Elaborations

environmental impacts: including manufacturing, packaging, disposal, and recycling considerations

Curricular Competencies – Elaborations

- **constraints:** limiting factors, such as task or user requirements, materials, expense, environmental impact
- **plan:** for example, pictorial drawings, sketches, flow charts
- **impacts:** including the social and environmental impacts of extraction and transportation of raw materials; manufacturing, packaging, transportation to markets; servicing or providing replacement parts; expected usable lifetime; and reuse or recycling of component materials
- **iterations:** repetitions of a process with the aim of approaching a desired result
- **technologies:** tools that extend human capabilities
- **share:** may include showing to others, use by others, testing by others, or inspection by others

Content – Elaborations

- **measuring instruments:** for example, measuring tape, steel rule, level, laser level
- **stationary power equipment:** for example, jointer, planer, band saw, table saw, table router, shaper, radial arm saw, mitre saw, drill press, mortise machine
- **design for the life cycle:** taking into account economic costs, and social and environmental impacts of the product, from the extraction of raw materials to eventual reuse or recycling of component materials

Recommended Instructional Components:

Instruction should be provided in a manner that connects with different types of learners: visual, auditory, and written. For example, a lesson may be taught that utilizes lecture, includes visual aids and group discussion, and handouts or notes that the students can take away for later processing of the information. Then a physical demonstration can be made before students utilize the new skill by making a project of their own.

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Ongoing oral feedback is provided throughout the course
- Rubrics are used with clearly defined expectations. Students will perform self-assessment on their personal work and their group work. Written feedback will be provided on the completion of different components of projects.
- Students will demonstrate understanding of important facts through written work and quizzes.
- Marks and comments will be made public (via MyEd or other) to students and parents on an on-going basis.
- Communication with parents of struggling students will be made as necessary to keep them informed and involved in their student's success. This may be done by face-to-face meetings, phone, email or other digital communications.

Learning Resources:

- BC Building Code
- Video
- Teacher-made digital presentations and handouts

Additional Information: