SOUTH CARLETON HIGH SCHOOL
Ottawa-Carleton District School Board
STUDENT OUTLINE
TCJ4C
Construction Technology
Grade 12

Credit Value: 1.0	Hours: 110	Prerequisite: TCJ3C

Course Overview

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

Specific Expectations

Unit Title	Specific Expectations	Approximate Timelines
Machines and Materials	describe the various processes used to produce common construction materials and components;	2 weeks
Building Systems	describe the structural systems of typical residential and light commercial buildings, and outline the requirements of the Ontario Building Code that apply to these systems;	7 weeks
Fabrication and Assembly	construct projects in accordance with design specifications	7 weeks
Careers	demonstrate an understanding of and apply the Essential Skills that are important for success in the construction industry, as identified in the Ontario Skills Passport	2 weeks

Accommodations for Exceptional Students

The technology department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).

Teaching Strategies

Technological education involves knowing, doing, testing, designing and building, and evaluating. Teaching and learning approaches will address all of these areas. Students will use projects as a major means of achieving the expectations, and they will be provided with a combination of information and experience that will prepare them to make informed choices about the use of various technologies, to use technology wisely and well, and to solve technological problems.In planning and delivering the technological program, there is an open, collaborative, activity-based approach to teaching that accommodates students' interests, aspirations, and learning styles.Teachers and students plan activities together to ensure that they are meaningful and relevant to students' needs and the requirements of the curriculum.Activities are designed to include both individual and team approaches. Technological activities often require individuals to work collaboratively while undertaking a variety of roles and tasks.

Resources/Textbooks/Technological Integration

Cabinetmaking and Millwork, John L. Feirer, Glencoe 1988
Building Construction Technology, Kenneth F. Cannon, Frederick G. Hatley, McGraw-Hill 1982

Evaluation

Term reports		Final Report	
Categories for each assessment tool including approximate percentages.		Term	70%
Knowledge & Understanding	16%	Summative task*	20%
Thinking/Inquiry/Problem Solving	14%	Final Exam **	10%
Communication	14%		**100%**
Application	26%		
	70%		
Assessment tools include tests/quizzes, assignments, performance tasks and rich assessment tasks		** may include an in-class task towards the end of term* *** will evaluate whole term's work*	

Classroom Management

Due to the nature of the technology classroom, no food or beverages, jackets or bags can be allowed. Adherence to school Internet use policy will be strictly enforced. Noncompliance will result in the removal of computer privileges for the students for an indeterminate period of time. More information on South Carleton High School's policy on Assessment and Evaluation and on Academic Integrity can be accessed on our school website - www.southcarleton.ca